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ABSTRACT

A study consisting of two parts is reported. The first investigated the extent to which effective-teacher characteristics discussed in the literature were considered by parents and administrators to be salient in bilingual education. The second examined the extent to which students exhibited behavior suggesting they had received effective practices identified in the research literature. Fifteen parents and seven administrators of elementary school bilingual education programs completed questionnaires to identify characteristics of effective teachers. Following classification of teachers as effective, six limited-English-proficient (LEP) students from classrooms of two effective teachers and eight LEP students from four regular, non-bilingual classes were observed. All classes were in grades 1-3. Results indicate that parents and administrators recognize the need for teachers to be aware of children's cultural differences, but none mentioned the unique, effective instructional features cited in the research literature or the recommended early childhood practices. The study findings illustrate student behaviors and language patterns present in both classroom types and behaviors predominant in the effective bilingual classrooms (more involvement behavior, social interaction, native language use). However, these behaviors and patterns did not correspond entirely to recommendations in the literature. (MSE)

Effective Instruction: A Comparison of the Behavior and Language Distribution of LEP Students in Regular and Effective Early Childhood Classrooms

Lilliam Malave

EFFECTIVE INSTRUCTION: A COMPARISON OF THE BEHAVIOR AND LANGUAGE DISTRIBUTION OF LEP STUDENTS IN REGULAR AND EFFECTIVE EARLY CHILDHOOD CLASSROOMS

Lilliam Malavé

Abstract

This paper discusses a study that investigated the characteristics of effective bilingual early childhood settings and the behavior of limited-English proficient students in bilingual effective and regular classrooms. It presents characteristics of effective bilingual teachers in relation to the characteristics identified in the literature and the perception of parents and administrators. In addition, the paper compares verbal and nonverbal behaviors and the language distribution patterns of LEP students participating in selected bilingual effective classrooms with students participating in regular bilingual classrooms. The study findings illustrate behaviors and language patterns which are present in both types of classrooms, and single-out behaviors that are predominant in the effective bilingual classrooms.

Introduction

The purpose of this study was to compare the behavior and language distribution patterns of limited-English proficient (LEP) students participating in regular and effective bilingual early childhood classrooms. Specifically, the study examined the verbal and nonverbal behavior of first, second and third graders who participated in bilingual early childhood classrooms. In addition, it identified the characteristics that parents and administrators considered an effective teacher should possess. It compared the behavior and language patterns of LEP students in regular bilingual classrooms with those of the LEP students in effective classrooms nominated by parents and administrators.

Three research questions were addressed:

1) What are the characteristics that parents and administrators perceive an effective bilingual teacher should possess?
2) How do verbal and nonverbal behaviors vary when comparing LEP students participating in such effective bilingual classrooms with LEPs in regular bilingual classrooms?
3) How do verbal and nonverbal behaviors vary when comparing LEP students participating in effective bilingual classrooms with LEPs in regular bilingual classrooms in two subject areas: reading and math?

Review of the Literature

The literature in the field of bilingual-early childhood education has evolved from research conducted in the fields of bilingual/second language and early childhood education. Studies that address the area of effective bilingual/second

language education reflect the research efforts of the fields of effective schools and bilingual/second language education. Conceptual frameworks that address inquiries in the field of effective bilingual early childhood instruction use paradigms generated by these three fields: effective schools, bilingual/second language education, and early childhood education. This study represents an inquiry in the field of bilingual early childhood education. It is not an evaluation report of any particular program; but an attempt to identify characteristics of effective instruction and language patterns, and the behavior of children participating in classrooms perceived as effective by parents and administrators. The review of the literature discusses formulations in the fields of: bilingual education, effective schools and early childhood.

Studies of effective bilingual instruction have focused on instructional features that are common to successful mainstream and bilingual classrooms. For example, Tikunoff (1980) reported findings of a three year nationwide investigation that identified characteristics common to effective bilingual and mainstream programs. The instructional characteristics included: 1) a strong focus on academic work, 2) a high allocation of time to subject matter content and engagement on task, 3) the use of active teaching practices, 4) the expression of high expectation for student performance, 5) an efficient classroom management, 6) the congruence between teacher intent and the organization of instruction, 7) the frequency of direct factual single-answer questions posed by the teachers instead of complex divergent questions, and 8) student involvement in large group instruction rather than unsupervised independent study. The literature in effective schools is also full of studies that describe characteristics of effective teachers which are similar to those listed by Tikunoff (Beanes, 1990; Borich, 1979; Buckner & Bickel, 1991; Cooper & Levine, 1989; Edmonds & Fredrickson, 1979; Everston, 1980).

Studies in effective bilingual instruction have singled-out "unique bilingual" features such as: 1) the utilization of L1 and L2 to mediate instructional variables, 2) social contact with native-like L2 peers and teachers, 3) the use of L1 as transmitter of cultural information, 4) language habits, 5) the quality of the instructional language, and 6) the nature of linguistic material from which the child construes English (Fillmore, 1976, 1991; Tikunoff, 1980; Tikunoff et al. 1980a, 1980b; Tikunoff, Berliner & Rist, 1975; Mace-Matluck, B.J., 1990; Olesini, 1971; Plante, 1976). García (1991) discusses characteristics of effective bilingual early childhood classrooms. He establishes that these teachers: 1) are bilingual biliterate in the two languages of the child; 2) upgrade their skills continually and serve as mentors to other teachers; 3) are responsive to changes and new developments; 4) use classroom practices that reflect the cultural and linguistic background of the children; 5) adopt a wholistic experimental approach to teaching; 6) encourage cooperation among students; 7) establish trusting and caring relationships in the classrooms; and 8) share a commitment to bilingualism, biliteracy and cultural integration.

Bredekamp (1989) discusses integrated components of developmentally appropriate practices in the primary grades. Among the teaching practices that she discusses we find: 1) the use of a curriculum that integrates content learning through projects, learning centers, playful activities, and that reflects the interests of children; 2) an environment for children to learn through active involvement with each others, adults, and older children; 3) a classroom that

promotes cooperation among children; 4) settings that provide concrete and relevant learning materials; 5) adults who promote pro-social behavior, industry, and independence by providing stimulating and motivating activities; 6) educators who view parents as partners in the educational process; 7) teachers who asses progress primarily through observation and recording behaviors; 8) classrooms where the size of the adult child ratio is regulated; and 9) personnel who are appropriately trained to work with young children.

The study presented in this paper examines to the extent that the characteristics discussed in the literature of these fields are considered by parents and administrators when identifying effective-bilingual early childhood teachers. It also examines to the extent that the children observed exhibited behavior which demonstrated that they were recipients of the effective practices established in the research literature.

Methodology

Procedures and Instruments

The study consisted of two parts: a survey to identify the characteristics of effective bilingual teachers, and a series of observations to determine verbal and nonverbal behavior of LEP students in both, regular and effective classrooms.
A questionnaire was developed to identify the characteristics of effective teachers. It was distributed to parents and administrators of bilingual programs with LEP students. All (100%) the questionnaires distributed were completed because it was requested that each person fill out the questionnaire while the data collector waited. Fifteen (15) parents and seven (7) administrators completed the questionnaires. The parents' sample consisted of parents of LEP children in bilingual programs, who visited the school or a community center located in the neighborhood during the week that the researchers were collecting the data. The administrators' sample consisted of a group of administrators responsible for bilingual programs who agreed to answer the questionnaires. The questionnaire included items to collect information and identify the characteristics that parents and administrators considered effective bilingual teachers should possess, and requested participants to nominate at least five effective bilingual teachers.

An observation training took place to train bilingual graduate students to conduct observations in both, the regular and effective teachers' classrooms. The observers attended a seven week/three hour per week session to learn how to conduct observations in an early-childhood setting. It was expected that through the observers' participation in the training sessions, in activities related to the development of the instruments, and in exercises related to the purpose of the study, the probability of collecting valid data would increase (Green and Everston, 1989). The observation process also fallowed the framework developed by Trueba (1982) to achieve ethnographic validity in a bilingual bicultural setting. A training manual (Malavé and Mercado, 1990) was used to conduct observations in bilingual/ESL elementary school settings. The training consisted of readings, lectures, class discussions, simulated exercises, and practice observations. The observers were enrolled in a graduate course in research in bilingual and second language education. They were familiar with the research process and with contemporary research in bilingual and ESL education.

Students conducted a review of the literature in effective schools and completed an annotated bibliography on the topic, effective bilingual and ESL education.

The observers participated in the formulation of the purpose of statement, as well as in exercises to understand the development of the observation instruments. The instruments consisted of: an observation guide to provide direction during the data collection, an observation manual with a section of definition of terms and variable indicators, a form to tally the frequencies of the behaviors for each child, an integrated tally form to include the information of both observers, a form to integrate the tallies for all the children observed according to group (effective and regular) and subject matter, and a data analysis form to determine discrepancies between the observers (refer to Malavé 1991 for a description of the instruments and the observation process).

The children were observed while engaged in instructional activities in the areas of mathematics and reading. All of the subjects but one were observed four times, for five minute periods by two observers. One subject of the regular classrooms was observed only three times for five minute periods. Observers sat close enough to the students that they could hear them and take notes, but they were expected to behave in a non-intrusive way as much as possible. Each observer took notes independently. The observers expanded their notes soon after each observation was completed to recall the classroom events accurately. To maintain the independence of the notes, the observers did not share notes at this time. The observers later reviewed the notes and typed them, numbering each line of the typewritten notes. This numeration facilitated the process of transferring the information to the analysis form, which illustrated all of the information recorded by both observers. It also assisted locating events in the original data if clarification became necessary.

A third observer also participated in the observations and the notes of this observer were used to corroborate and reconcile any differences in the notes of the other two observers. This process ensured that the pair of observers provided an accurate account of the observations and recorded all the behaviors observed. The information was categorized using the indicators from the analysis form, which were the same in the observation guide. The tally forms were used to generate quantifiable data from the information in the analysis form. A consensus between the observers was reached prior to the final categorization to prevent tabulating unclear information in the integrative form.

The integrative tally form included the frequencies for all the observations for each child, for the eight actual observations (two observers, four times each). These frequencies were transferred to another form which illustrated the observations according to type of classroom (regular and effective), subject area (mathematics and reading), and which included the observations of the fourteen (14) subjects.

The observation guide and therefore, the tally forms contained the following instructional practice indicators: grouping (small, large individual), choice (required or suggested), activity (teacher or student centered), language of instruction (native, second, both languages), and cultural carriers (language, stories, toys, audiovisuals, others). The behavior indicators were: 1) nonverbal involvement in task (eye contact, manipulation of materials, head toward, physical gestures, facial expressions, other); 2) verbal involvement and non-involvement in task (comments, talks to self, group or individual answers, ask

questions); 3) nonverbal non-involvement in task (unrelated to task, ignores the material, touches other things, leaves room or task, other); and 4) verbal social interactions (child to peer, child to adult, child initiated, peer initiated, adult initiated). The indicators of child's language preference were: native, second and both languages mixed. The indicators of the purpose of both L1 and L2 were: 1) to comment, to answer individually or as part of a group, to ask questions, and to talk to self; and 2) to speak to a peer, an adult, and him/herself.

Sample

Fifteen (15) parents and seven (7) administrators completed the questionnaires. The parents had LEP students in bilingual programs and all the administrators were responsible for bilingual programs. The students' language proficiency scores on the LAS, an instrument approved by the NYS Department of Education for the official identification of LEP students, were used to determine the subjects' eligibility according to language criterion. A LAS score lower than three results in a classification as non-English speaking (NES) and one higher than three results in a fluent English speaker (FES) classification. The population of interest consisted of students classified as LEP because they scored three on the LAS.

Six (6) LEP students from the classrooms of two of the nominated effective bilingual teachers, and eight (8) LEP students from four regular classrooms were observed. The students participated in first, second and third grade bilingual classrooms. The four (4) regular classroom teachers (2nd and 3rd) volunteered to participate in the study. The two nominated effective bilingual teachers taught first and second grade. They agreed to participate in the study. The names of all the LEP students in each classroom were entered in a hat. Three names were randomly selected from each effective classroom and two names from each regular classroom. Thirty two (32) observations were conducted, but only thirty one (31) were used for this study. One of the observations for one of the subjects was completed during an ESL lesson. This study focused on reading and math instruction. The ESL classroom observation did not meet the subject area criterion and therefore, was eliminated. The regular classroom subjects were observed during reading lessons. Half of the effective classroom observations were completed during math lessons and the other half during reading activities.

LEP children were observed from six (6) bilingual early childhood teachers, two (2) nominated effective teachers and four (4) regular teachers. The teachers were given an explanation of the purpose of the study and were shown copies of the observation guide. They were asked to provide an opportunity to observe the subjects during reading and math lessons. No particular bilingual/ESL or early childhood instructional approach was selected. In addition, the study did not examine if the teachers implemented the effectiveness criteria identified by parents and administrators or the effective bilingual/ESL and early childhood practices established in the literature (A follow-up study will address this issue).

Teachers were informed that the unit of analysis was the subject's behavior, and that any information recorded pertaining to the teacher's performance would be only those behaviors which related directly to the child under observation. The observations were scheduled at the convenience of both the teachers and the observers, and only during activities in the subject areas pre-selected.

Results

Data Analysis and Statistics

The data was organized by bilingual classrooms (effective and regular) and subject areas (math and reading). Two groups of children were observed: six (6) LEP students in the nominated effective bilingual classrooms and eight (8) children in the regular bilingual classrooms.

Tables and graphs were developed to illustrate the behavior of the groups according to content area and type of classroom. Table I (p. 47-49) illustrates the percentages of classroom practices used in both, effective and regular classrooms; and the means of classroom behaviors exhibited by the children in both types of classrooms. For the purpose of this study, percentages were used to illustrate the instructional practices: grouping, choice of alternative, type of activity, language of instruction, and cultural carriers. Means of the behavior indicators illustrate: verbal and nonverbal involvement in tasks, verbal and nonverbal non-involvement in task, verbal and nonverbal social interactions, child's language preference, the purpose of the language used, and with whom the verbal interactions took place.

The information gathered using the questionnaire provided data to identify the characteristics that parents of LEP students and administrators of bilingual programs in the selected school district perceived an effective bilingual teacher should possess. In addition, the information included the names of bilingual teachers who were nominated as effective teachers by the parents and administrators.

The characteristics identified by the parents included: tolerance, serve as a role model, manifest good control of the classroom, be familiar with the student, be well prepared, be punctual, implement changes, exhibit self confidence, and communicate effectively. The characteristics identified by the administrators consisted of: patience, understand the students' cultural differences, show knowledge of the material, implement new changes (methods), love the students, manifest creativity, behave professionally, demonstrate respect and enthusiasm, and be resourceful. The following chart illustrates the characteristics identified by the parents and administrators who participated in the study.

Chart I: Characteristics of effective teachers identified by parents and administrators

Parents	Administrators
Similar	
Be tolerant	Be patient
Be familiar with the student	Understand the cultural differences of the students
	Love the students
Be well prepared	Know the material
Implement changes	Implement new changes
Different	
Serve as a role model	Behave professionally
Manifest good control of the class	Be respectful
Be punctual	Be enthusiastic
Be self confident	Be creative
Demonstrate ability to communicate effectively	
Maintain good discipline in the classroom	

The data demonstrate that both groups identified a number of similar characteristics, such as: tolerance (patience), demonstrate familiarity with the students (understand the cultural differences of the students and love the students), be well prepared (know the material), and implement changes (new changes). There were six (6) characteristics that parents mentioned that were not stated by administrators, and five (5) characteristics stated by administrators but not mentioned by parents. In contrast, the teachers nominated by the parents were also nominated by the administrators, and vice versa. The chart on page 46 illustrates the teachers nominated by both groups, at least twice, as effective teachers of LEP students.

A total of thirty seven (37) teachers were nominated effective teachers of LEP students. The teachers nominated included both, monolingual and bilingual/ESL teachers. They represented K-12 grade teachers. Eleven (11) of them received at least two (2) or more nominations. Two (2) of the three (3) highest ranking teachers were selected for the study because they were bilingual early-childhood teachers of first and second grade LEP students.

Six (6) LEP students from the classrooms of teachers A and C were randomly selected for the study. Four (4) five minute observations during reading and math lessons were completed for each one of the children. Two (2) observations were completed during math and two (2) during reading lessons. A total of twenty four (24) observations were completed in the effective instruction

classrooms. Eight (8) LEP students from the regular classrooms were observed during reading. Seven (7) students were observed four times during reading and one (1) subject was observed three (3) times during reading, for a total of thirty one (31) observations.

Chart II: Frequency of nominations

Teachers	Frequency of Nominations
*A	8
B	7
*C	6
D	5
E	4
F	4
G	3
H	3
I	2
J	2
K	2

*First and second grade bilingual teachers selected for this study.

Table I, on page 67 illustrates the results of the observations for all the subjects. It presents the percentages of instructional practices evident in both subject areas (reading and math) in both, the regular and the effective classrooms. It also illustrates the means for the behavior indicators exhibited by the children.

Table I indicates that: 1) the regular classrooms conducted small group activities (100%); 2) the effective classroom teachers conducted large (42%), small (33%), and individualized (25%) activities; 3) all types of activities (100%) were required (students had no choice); 4) native language was the dominant language of the effective classroom (85%), with L1 being used always (100%) during effective classroom reading; 5) L1 was also used more than the second (L2) language in the regular classrooms, but apparently the use of L2 (39%) plus the use of both L1 and L2 (32%) constituted much more use of the second language (L2) than the use of L1 only, 6) native language (L1) was the predominant cultural carrier in all the classrooms observed, with stories used a few times during reading in both, the effective and regular settings (7.7% and 4% respectively).

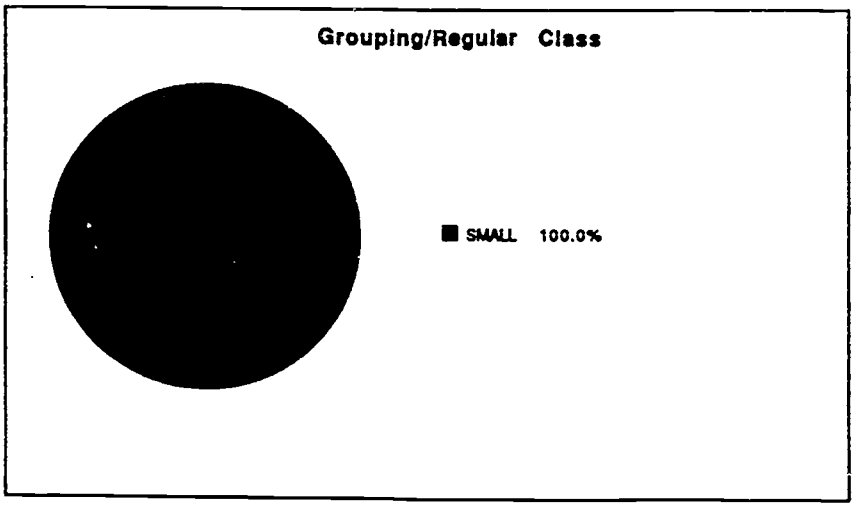
Table 1: Percentages of Instructional Practices and Means of Behavior Indicators

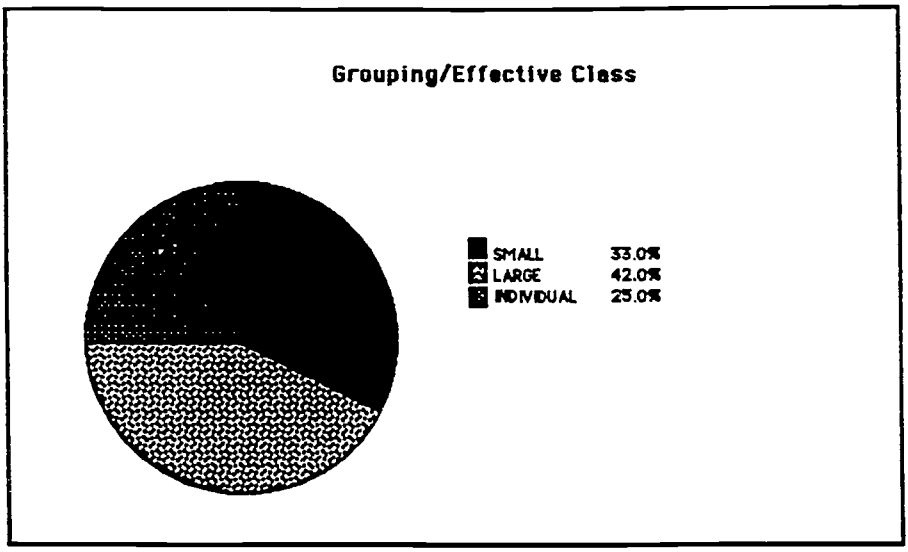
INSTRUCTIONAL PRACTICES				
	N=6 6(4) = 24 Observ.			N=8 7(4) + 1(3) =
	Effective -	LEPS - 1st/2nd Grades		Regular-2nd/3rd
CONTENT AREA	MATH	READING	TOTAL	READING
	Percentages	Percentages	Percentages	Percentages
GROUPING				
SMALL	20	56	33	100
LARGE	60	11	42	0
INDIVIDUAL	20	33	25	0
CHOICE OF ALTERNATIVE				
REQUIRED	50	50	100	100
ACTIVITY				
TEACHER CENTER	50	50	100	77
STUDENT CENTER				23
LANGUAGE OF INSTRUCTION				
NATIVE	69	100	85	42
SECOND LANGUAGE	15	0	7.7	39
BOTH	15	0	7.7	32
CULTURAL CARRIERS				
NATIVE LANGUAGE	100	92	96	87
STORIES	0	7.7	4	0
AUDIOVISUALS	0	0	0	0
MANIP. TOYS	0	0	0	0
OTHERS	0	0	0	13
BEHAVIOR INDICATORS:				
INVOLVEMENT IN TASK				
NONVERBAL	Means	Means	Means	Means
EYE CONTACT	4.9	5.9	5.4	0.63
MANIP. MATERIAL	3.1	3.7	3.4	0.2
HEAD TOWARD	2.9	3.3	3.1	0.93
PHYS. GESTURES	6.6	4.6	6.6	1
FACIAL EXPRES.	1.2	1.4	1.3	0.75
OTHER	0	0	0	1.6
	20.57	18.60	19.74	3.50

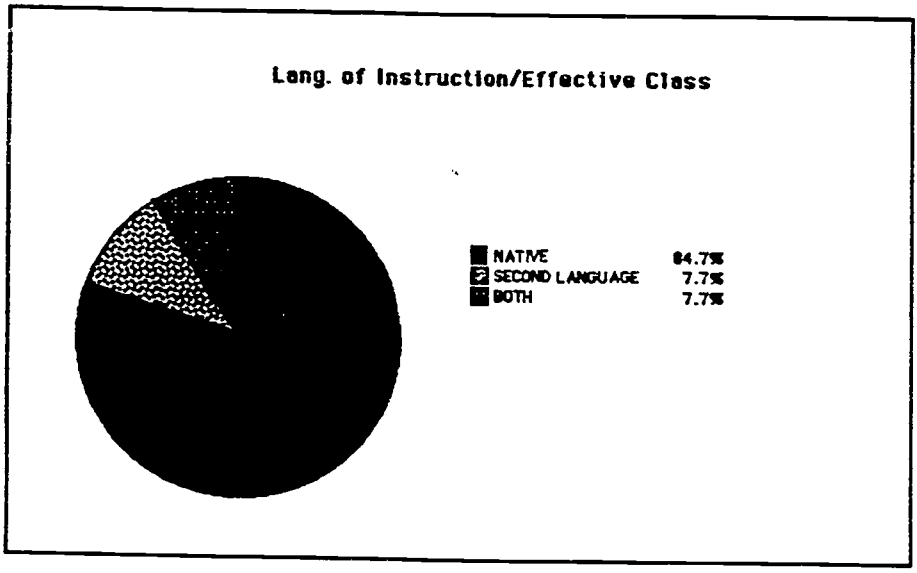
INVOLVEMENT IN TASK	Effective Class			Regular Class
VERBAL				
COMMENT	0.9	1.7	0.8	0.71
ANSWER (ALONE)	1	2	1.5	0.84
ANSWER (GROUP)	1.6	3.7	2.7	0.48
ASK	0.08	0	0.04	0.39
	3.58	6.42	5.00	2.40
NON-INVOLVEMENT IN TASK				
NONVERBAL				
UNRELATED TASK	2.8	1.75	2.3	0.16
IGNORES MAT.	1.08	0.08	0.88	0.16
TOUCH/NOT INTER.	0	0	0	0.06
LEAVES TASK/RM.	1	0	0.05	0
OTHER	0	0	0	0.94
	4.08	2.42	3.25	1.30
NON-INVOLVEMENT IN TASK				
VERBAL				
TASK UNREL. COM.	0.5	0.17	0.33	0.16
TASK UNREL. ANS.	0	0	0	0
TASK UNREL. QUES.	0	0	0	0
TALK TO SELF	0	1	0.04	0.03
	0.56	0.17	0.25	0.19
SOCIAL INTERACTION				
VERBAL				
CHILD/PEER	1.08	0.58	0.8	0.29
CHILD/ADULT	2.92	6	4.46	0.94
CHILD INITIATED	1.17	0.75	0.96	0.58
PEER INITIATED	0.33	0	0.17	0.03
ADULT INITIATED	2.5	5.8	4.17	0.9
	8.00	3.17	10.58	2.74
NONVERBAL				
CHILD/PEER	1.58	2.58	2.08	0.03
CHILD/ADULT	3.92	3.08	3.5	0.23
CHILD INITIATED	2.25	3.25	2.75	0.03
PEER INITIATED	0	0.08	0.04	0
ADULT INITIATED	3.25	2.3	2.79	0.23
	11.00	11.33	11.67	0.52
CHILD'S LANGUAGE PREFERENCE				
LANGUAGE USED				
NATIVE LANGUAGE	3.67	6.58	5.13	0.65
SECOND LANGUAGE	0.33	0.08	0.21	0.61
BOTH	0	0	0	0.03
	4.08	6.67	5.30	1.30

PURPOSE NATIVE LANGUAGE				
	Effective Class			Regualr Class
COMMENT	0.92	0.58	0.75	0.45
ANSWER (ALONE)	0.8	2	1.42	0.42
ANSWER (GROUP)	1.58	3.75	2.7	0.39
ASK	0.08	0	0.04	0.13
TASK UNREL. COM.	0.33	0.167	0.25	0.06
TASK UNREL. ANS.	0	0	0	0
TASK UNREL. QUES.	0	0	0	0
TALK TO SELF	0	0.08	0	0.03
OTHER	0	0	0	0.03
PURPOSE SECOND LANGUAGE				
COMMENT	0	0.08	0.04	0.42
ANSWER (ALONE)	0.167	0	0.08	0.42
ANSWER (GROUP)	0	0	0	0.13
ASK	0	0	0	0.26
TASK UNREL. COM.	0.167	0	0.08	0.097
TASK UNREL. ANS.	0	0	0	0
TASK UNREL. QUES.	0	0	0	0
TALK TO SELF	0	0	0	0
OTHER				0
PURPOSE BOTH				
CODESWITCH	0	0	0	
TO WHOM NATIVE LANGUAGE				
PEER	0.92	0.58	0.75	0.03
ADULT	2.75	5.92	4.3	0.61
SELF	0.08	0.08	0.08	0.23
TO WHOM SECOND LANGUAGE				
PEER	0.167	0	0.08	0.23
ADULT	0.167	0.08	0.125	0.52
SELF	0	0	0	0.13

The following pie charts illustrate the percentages found in Table I for the individualized, small, and large group activities observed in both settings. In addition, the charts present the percentages of L1, L2 and L1/L2 use in the classrooms observed. The last set of pie charts present the use of L1, stories and other cultural carriers used during the observations.






Lang. of Instruction/Effective Class
NATIVE 84.7%
SECOND LANGUAGE 7.7%
BOTH 7.7%

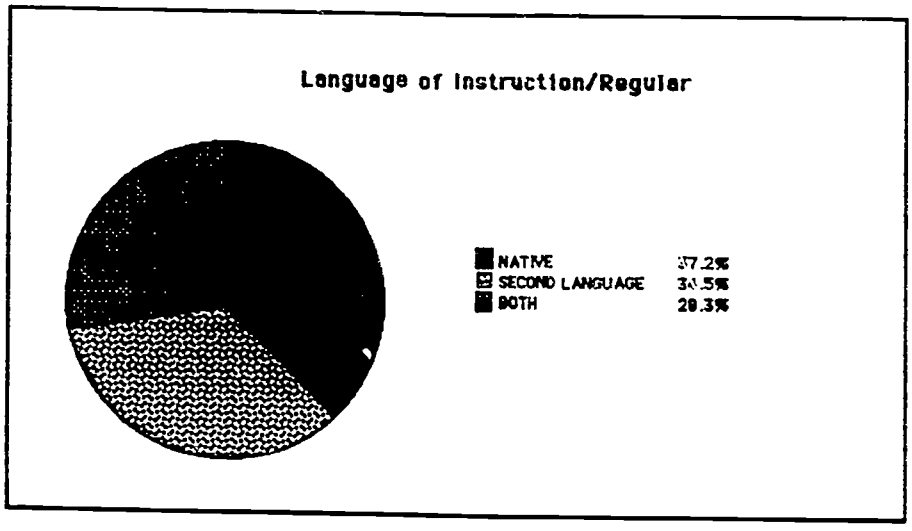

Language of Instruction/Regular
NATIVE 57.2%
SECOND LANGUAGE 34.5%
BOTH 28.3%

Table I includes the mean frequency of the behaviors observed for all the children in the particular settings (effective or regular). The total frequency for each behavior indicator was divided by the number of observations in each effective (24) and regular (31) classroom per subject area. The mean of the frequencies for the behavioral indicators for each subject area in both classrooms also appear in Table I.

Table I illustrates that: 1) the mean of the involvement in task/nonverbal indicators is much larger in the effective classroom (19.74) than in the regular settings (3.5), 2) children demonstrated more nonverbal involvement behavior through physical gestures in both types of classrooms (6.6, 1.0) than any other specific indicator, with eye contact in the effective classroom (5.4) and others (1.6) in regular classrooms ranking second, and 3) the mean of involvement in task verbal behavior was larger in the effective (5.0) than in the regular (2.4) classrooms, with more behaviors exhibited during reading (6.42) than math (3.58).

Table I also illustrates that: 1) less non-involvement in task behaviors than involvement behaviors were exhibited in both settings, 2) there were more non-involvement in task nonverbal behaviors (3.25, 1.3) than non-involvement in task verbal behaviors (.25, .19) in both settings, and 3) involvement and non-involvement behaviors in task exhibited were more nonverbal (19.74, 3.5; 3.25, 1.30) than verbal behaviors (5.0, 2.4; .25, .19) in both effective and regular settings respectively.

The table shows that: 1) there were more socially interactive behaviors exhibited nonverbally (11.67) than verbally (10.58) in the effective classroom, 2) there were less nonverbal socially interactive behaviors (.52) than verbal (2.74) behaviors in the regular classrooms, and 3) there were more social interactions both, verbal and nonverbal, in the effective classrooms (10.58, 11.67) than in the regular classrooms (2.74, .52). The predominant verbal social interaction in both settings was child to adult (4.46, .94), with most of the interactions initiated by an adult (4.17, .9). While more verbal social interactions took place in the effective settings (10.58) than in the regular classrooms (2.74), there were more verbal social interactions evident in math (8.00) than in reading (3.17) in the effective classrooms. Similar patterns were evident with the nonverbal social interactive behaviors. The predominant nonverbal socially interactive behaviors exhibited were child-adult (3.5, .23) and adult initiated (2.79, .23) even though the mean of child initiated interactions (2.75) was very similar to the mean in the adult initiated (2.79) behaviors in the effective classroom .

The language preferred by the students in both settings was the native language. All the students in both subject areas, math and reading, in all of the effective classrooms preferred the native language (3.67, 6.58) over the second language (.33, .08). In addition, the students used more L1 in reading (6.67), than math (4.98) in the effective classroom. In the regular classrooms, the students used almost as much L1 (.65) as they used L2 (.61); but they used language much less in the regular (1.3) than in the effective classrooms (5.3). Students mixed the languages a few times (.03) more in the regular classrooms than in the effective classrooms (0).

The purpose for using the first language (L1) in the effective classrooms was very similar in both content areas (math and reading). They used language to provide group answers (3.75, 1.58), for individual answers (.8, 2.0) and to a

lesser extent to provide comments (.92, .58). In the regular classrooms the main purpose of L1 was to make comments (.45). They also answered individually (.42) and provided group answers (.39). The purpose for using L2 was to make comments (.42) and to provide group answers (.42).

The native language (L1) was used more to address adults (4.3, .61) than peers (.75, .03) or self (.08, .23) in the effective classrooms. In addition, L1 was used more during reading (5.92) than math (2.75) in the effective classrooms. In the regular classrooms, L1 was also used more with adults than with peers, but more to talk to oneself than to peers. The subjects used L2 less than L1 in both settings, but L2 was used more in the regular classrooms to address adults (.52) than to peers (.23) or oneself (.13). L2 was also used more to address adults (.125) than peers (.08) or oneself (0) in the effective classrooms

Discussion and Findings

1) What are the Characteristics that Parents and Administrators Perceive an Effective Teacher Must Possess?

The data illustrate that both parents and administrators stated that an effective bilingual teacher should be tolerant and patient, be familiar with the students and understand their cultural differences, be well prepared, know the material, and implement changes. Parents emphasized that teachers should serve as a role model, be punctual, manifest self confidence, exhibit control and maintain discipline in the classroom, and demonstrate ability to communicate effectively. Administrators added that an effective teacher should be professional, respectful, enthusiastic, resourceful, and creative.

There were a few effective school characteristics cited in the literature identified by both parents and administrators. These were: know the material, be able to implement changes, maintain control and discipline, and be creative. Only one characteristic has been associated with the "unique" effective instructional features cited in the literature, to understand the students' cultural differences. Neither the administrators nor the parents mentioned the use of the native language for instructional purposes, even though the parents stated that an effective teacher should be able to communicate effectively. Furthermore, neither the administrators nor the parents mentioned the teachers' ability to speak L1 or L2 or to teach English as a second language.

The list of characteristics identified by the parents and the administrators did not include additional "unique" bilingual instructional features such as the use of L1 and L2 to mediate instructions, the use of cultural carriers to transmit cultural information, the teacher's proficiency in English and L1, the use of culturally and developmentally appropriate materials and practices, use of instructional practices congruent with the language of the minority child, and affective factors other than "love for the children." In addition, the characteristics stated included only one of the developmentally appropriate instructional practices for young children cited in the literature: responsiveness to changes and new developments (García, 1991). Neither group addressed issues such as knowledge of developmentally appropriate curriculum and practices; age appropriate material, curriculum and practices; special interests and developmental progress of the children; the creation of an environment that encourages active exploration and

interaction with others; student centered learning activities; communication opportunities; ability to relate to the parents and home; ability to assess the children's progress; appropriate teaching strategies; adequate guidance of social-emotional development; and motivation practices (Bredekamp, 1989). The information generated from the parents and administrators did not address the characteristics established in much of the effective school literature (Huitt & Segars, 1980; Johnston and Marble, 1986; Levine, 1991; Rosenshine, 1983, 1979; Sparks, 1984; Troisi, 1983; Tyler, 1981; Wilson, 1989; Worsham, 1981) either.

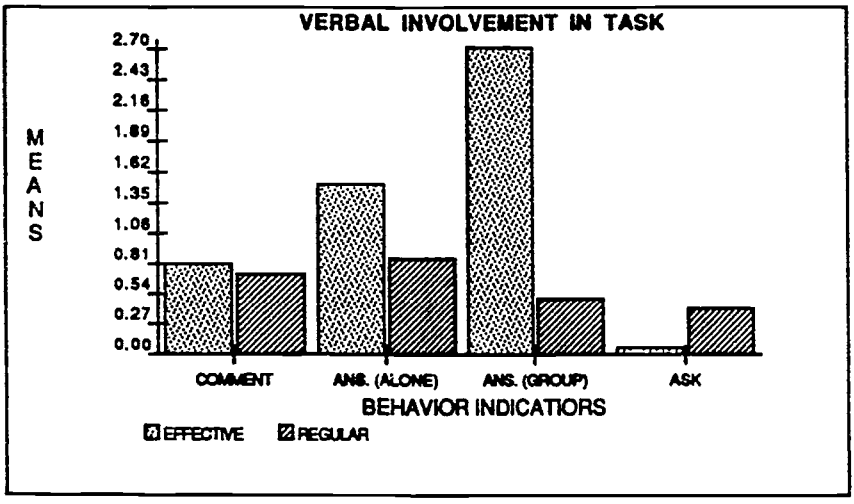
2) How Do Verbal and Nonverbal Behaviors Vary When Comparing LEP Students Participating in the Nominated Effective Bilingual Classrooms with LEP Students in Regular Bilingual Classrooms?

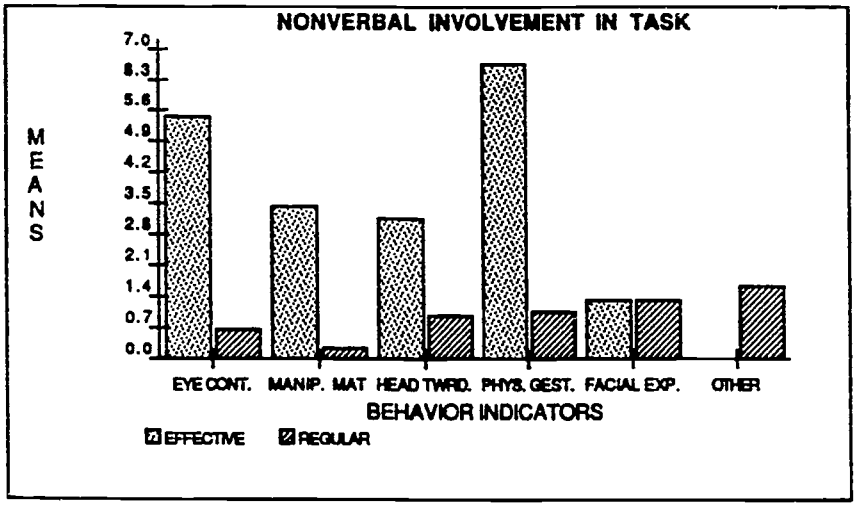
The data demonstrate that children exhibited more nonverbal involvement behaviors than verbal involvement behaviors in both settings, with about four times more nonverbal involvement behaviors in the effective classroom than the regular classrooms. Children also demonstrated twice as much verbal involvement behaviors in the effective classrooms than the regular classrooms. The following graphs illustrate the involvement behavior of the students in both settings effective and regular classrooms.

Graph 1 on page 75 shows that more involvement behaviors were evident in the effective than in the regular classrooms with answering, contact and physical gestures being the predominant involvement behaviors exhibited. Students exhibited very few behaviors associated with active learning such as playing with culturally and developmentally appropriate games, discussing a story, participating in group projects, challenging their peers, using a computer, drawing, dictating a story, participating in learning centers and manipulating learning materials such as blocks, cards, tools, arts and crafts, paint and clay, and scientific equipment.

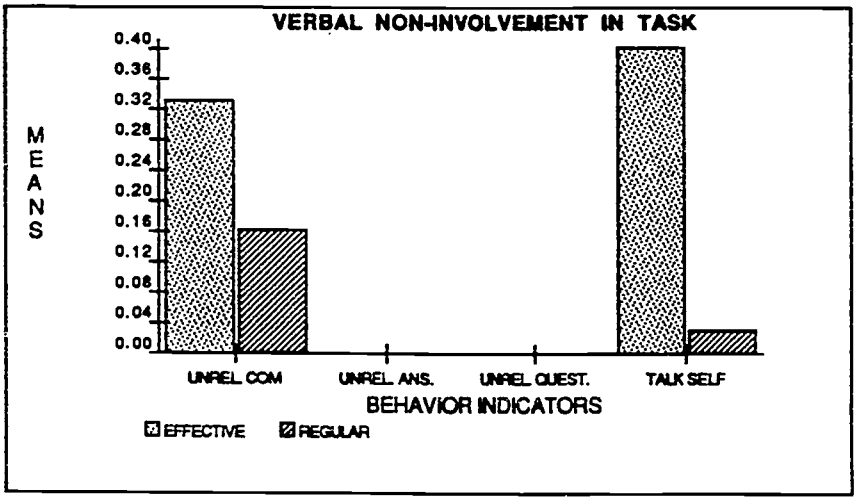
Graph 2 on page 76 illustrates non-involvement behaviors. While there were more non-involvement behaviors in the effective than in the regular classrooms, there were also fewer non-involvement behaviors than involvement behaviors in both settings. The majority of the non-involvement behaviors in the effective classrooms were: making unrelated comments, talking to oneself, and participating in unrelated tasks. Comments were the predominant non-involvement behaviors demonstrated in the regular classrooms.

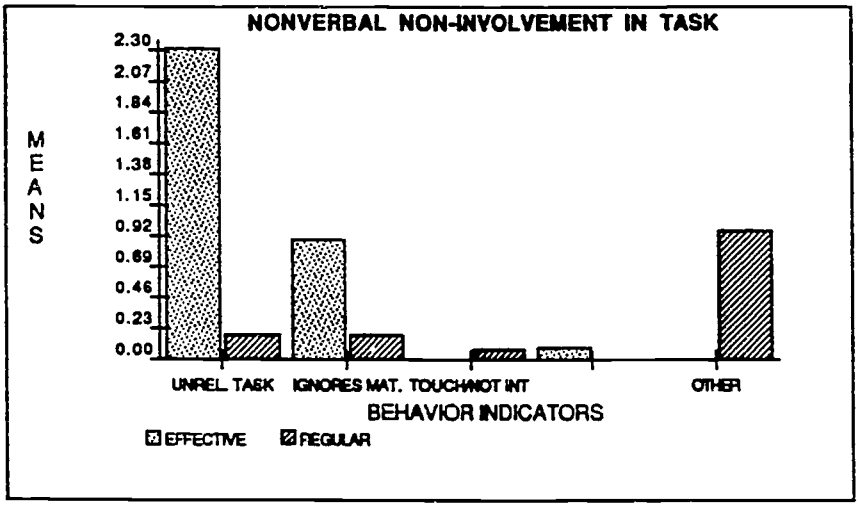
Graph 1: Involvement in Task





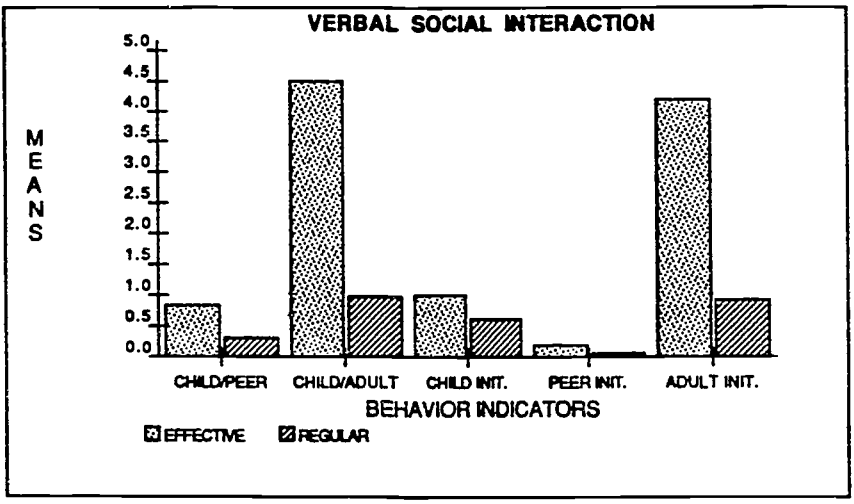
Graph 2: Non-Involvement in Task

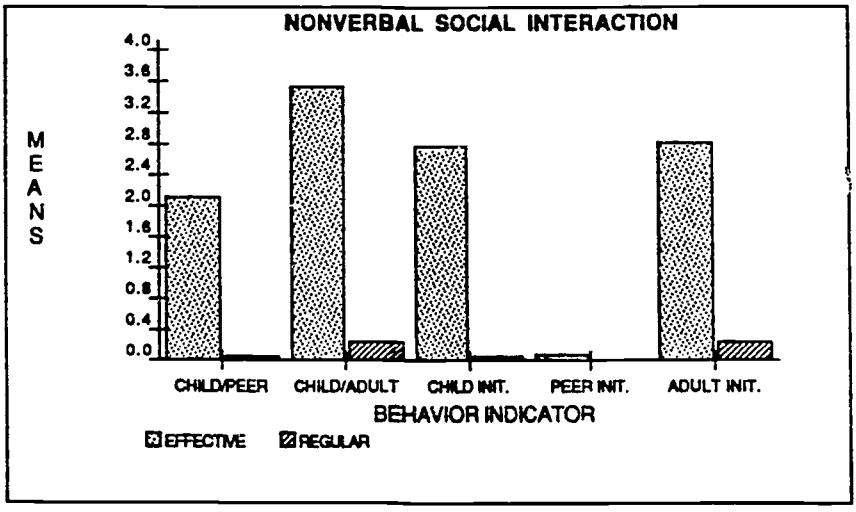




The behavior indicators of social interactions are illustrated in Graph 3. This graph illustrates that in the effective classrooms there were more social interaction behaviors, verbal and nonverbal, than in the the regular classrooms. The graph also shows that most of these social behaviors were interactions between children and adults, and that most were adult initiated. In addition, in the effective classrooms, there were about the same amount of child initiated and adult initiated nonverbal social interactions.

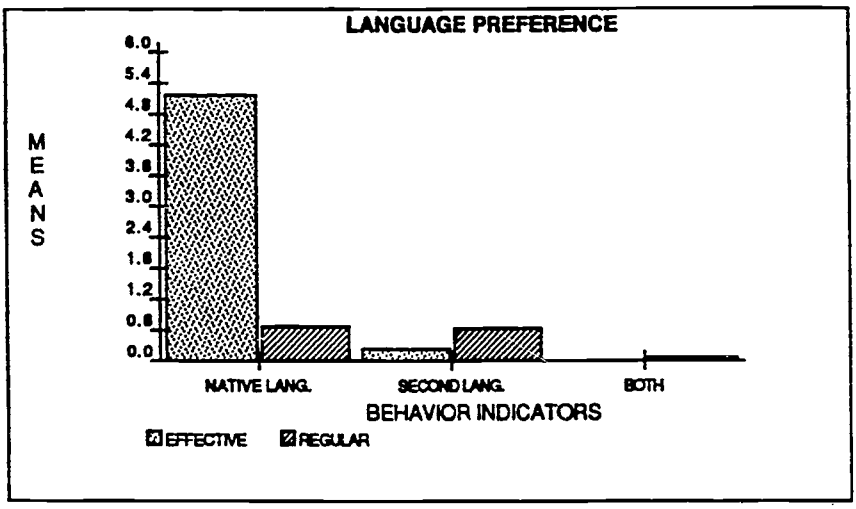
Graph 3: Social Interactions





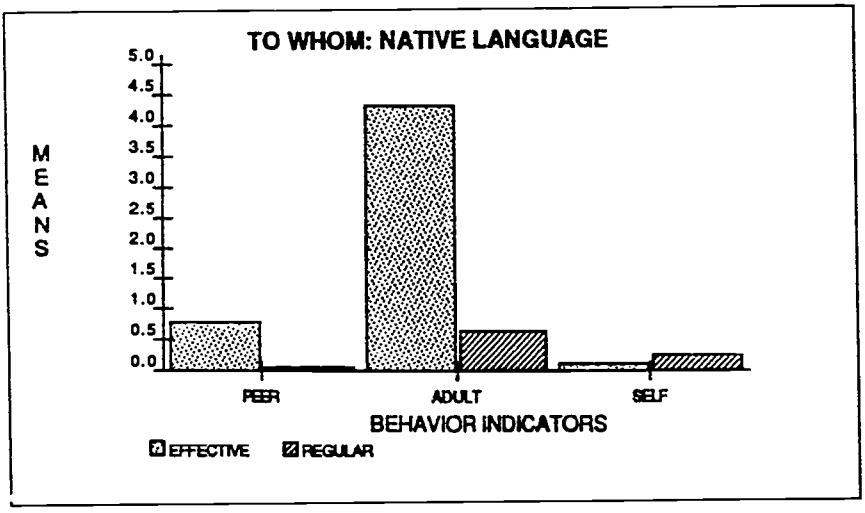
The language preference of the children is illustrated in Graph 4. In the effective classrooms, where L1 was used more frequently for instruction than L2, the children preferred to use L1. In the regular classrooms, where the teachers used L1, L2 and mixed both languages, the children demonstrated less verbal behaviors than in the effective classrooms, but also used more L1 than L2. Although there was limited mixing of L1 and L2 in the regular classrooms, there was no language mixing in the effective classrooms.

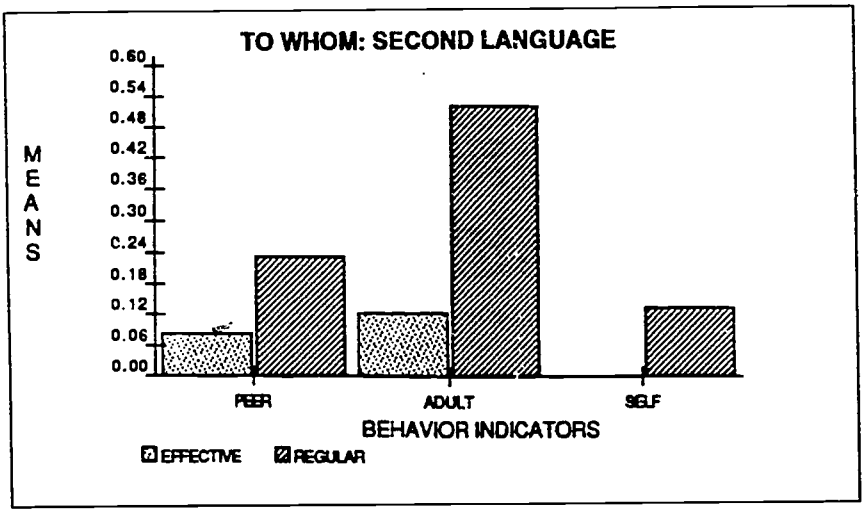
Graph 4: Language Preference



The study examined the verbal social interactive behaviors exhibited by the students. Graph 5 demonstrates that in both settings students interacted more with adults than with peers. Students in the effective classrooms used L1 more than L2 to interact with the adults and peers. In the regular classrooms, students used more L1 than L2 to interact, and the majority of the interactions were with adults. However, in the regular classrooms L2 was used more than L1 to interact with peers. It is possible that some of the peers were L2 dominant and the subjects tried to communicate with them in their dominant language. The subjects talked to themselves in the regular classrooms using L1 more than L2.

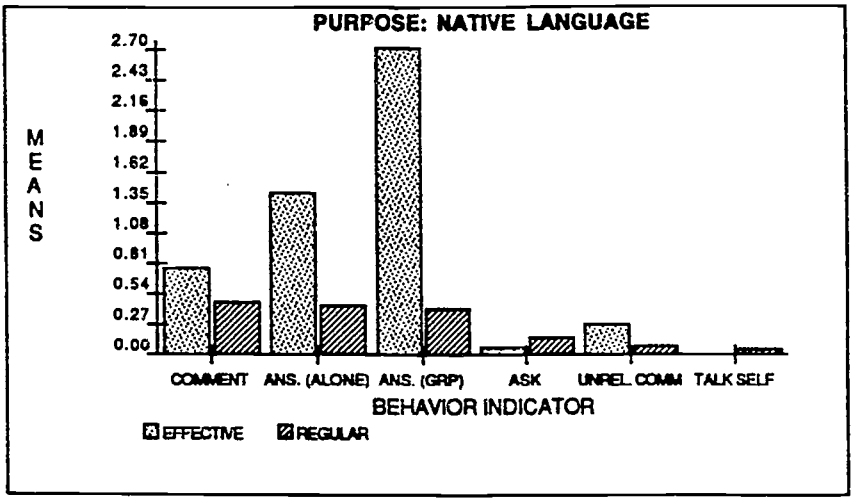
Graph 5: To Whom

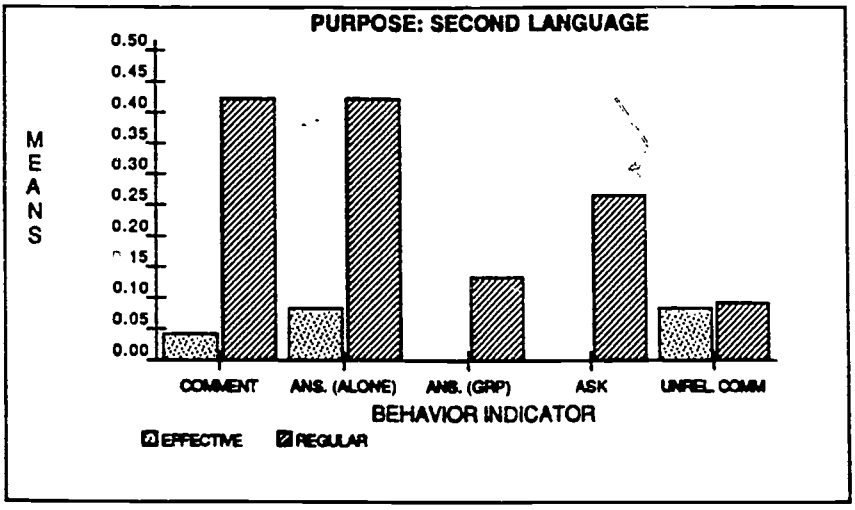




Graph 6 shows the purposes for using the native and second languages. An analysis of the verbal behaviors exhibited demonstrates that: 1) more behaviors were exhibited in L1 than L2; 2) the majority of the L1 behaviors were exhibited for similar purposes in both types of classrooms (to comment, answer individually, provide group answers, ask questions, and make task unrelated comments) but in the regular setting L1 was also used to talk to oneself and for other purposes; 3) in contrast to the effective classrooms, in the regular classrooms students asked questions using L2, and made more unrelated comments, even though in the effective classrooms there was more use of native language (L1) than there was use of the second language (L2) in the regular classrooms.

Graph 6: Purpose





3) How Do Verbal and Nonverbal Behaviors Vary When Comparing LEP Students Participating in Effective Bilingual Classrooms with LEP Students in Regular Bilingual Classrooms in Two Subject Areas?

The involvement behavior of the students was similar in both subject areas. Students were more involved than non-involved, and they exhibited more nonverbal than verbal involvement behaviors. Students also demonstrated more nonverbal non-involvement behavior than verbal non-involvement behavior, but both types of non-involvement behaviors occurred twice as much during math as during reading. Math lessons were mostly conducted in large groups in the second language (L2).

There were more verbal social interactions during math than during reading, but about the same amount of nonverbal social interactions in the effective classrooms in both content areas. The language preferred by the children in both subject areas was the native language. During both, reading and math, the students answered questions rather than exhibit behaviors that demonstrated active learning. A few questions were asked during the effective classroom math lessons in the native language, and a few questions were also asked during reading in the regular classroom in the second language. The students used more L1 in reading than in math, but they addressed more adults than peers in both subject areas.

In summary, it can be stated that parents and administrators shared similar perceptions regarding the characteristics of effective bilingual teachers. However, both groups identified additional characteristics of effective bilingual teachers. It is significant to note that except for understanding the cultural differences of the students, neither the parents nor the administrators identified the characteristics of effective instructional practices mentioned in the research literature of effective bilingual instruction and appropriate early childhood instructional practices. Therefore, there seems to be a need to determine the extent that parents' and administrators' perceived characteristics of effective teachers relate to actual effective instructional practices. Future research must examine the relationship between perceived and actual effective instruction characteristics and their impact on young LEP students. Future research needs to investigate to the extent that the effective instructional characteristics cited in the literature of bilingual and early childhood education impact the academic performance and language acquisition of LEP students.

It can also be stated that LEP students in both of the selected effective and regular classrooms demonstrated similar behavioral patterns in relation to subject matter. However, their behavior were different in the selected effective from regular bilingual classrooms. Children exhibited more involvement behaviors in the effective bilingual than in the regular classrooms even though, the type of involvement behaviors demonstrated are not those frequently associated with active learning or successful bilingual or early childhood practices.

The behaviors exhibited also demonstrated that LEP children exhibited more socially interactions in the selected effective classrooms than in the regular classrooms. However, the children were not engaged in peer-to-peer verbal interactions to the extent that the literature establishes that this type of interaction is necessary to promote successful second language acquisition. In

addition, a few of the social interactions represented efforts of the students to initiate learning. They were the result of adult initiated efforts.

The selected effective classrooms were characterized by the use of the native language, while the regular classrooms there was use of L1, L2 and a mix of L1 and L2. The regular classrooms did not demonstrate the use of L1 to develop literacy skills to the extent that the literature recommends. In addition, in the regular classrooms teachers did not separate the use of the two languages during a lesson frequently, nor did they demonstrate that the mixing of L1 and L2 had been carefully structured. Mixing of the two languages occured to a lesser extent in the effective classrooms' math lessons. Further research needs to examine the impact that language mixing has in the acquisition of language in relation to subject matter. There is also a need to determine to what extent effective bilingual classrooms implement developmentally appropriate practices, and their impact on the behaviors and language distribution patterns of LEP students.

Conclusions and Implications

The information gathered about the characteristics of an effective teacher does not emphasize the characteristics that the literature of both bilingual effective instruction and early childhood developmentally appropriate practices recommend. It is apparent that parents and administrators recognized the need for teachers to be aware of the cultural differences of the children. However, neither the parents nor the administrators mentioned the unique, effective instructional features cited in the research literature or the early childhood practices compiled by the National Association for the Education of Young Children (Bredekamp, 1989). Follow-up studies need to examine to what extent bilingual teachers, who are identified as effective early childhood teachers, follow the practices established by the literature in effective schools and early childhood. It is apparent that the parents' and administrators' list of characteristics of effective bilingual early childhood teachers represent aspects other than the appropriate instructional practices cited in the literature.

The study demonstrated that in both types of classrooms teachers conducted similar group activities during reading. The majority of the reading activities took place using small groups. However, the effective teachers used more large group instruction during math than small group instruction. Individualized instruction was also evident during the math lessons of the effective classrooms.

In contrast to the literature on young children which emphasize choices of activity, in this study children were not given an opportunity to select an activity of interest to them. In addition, contrary to the literature on effective schools and developmentally appropriate practices for young children, in this study most of the activities were teacher centered. Only the regular teachers provided some student centered activities. This study supports the literature's claim that bilingual classrooms continue to ignore the need to use cultural carriers other than the native language during instruction. Both settings did not demonstrate the use of carriers of cultural information such as culturally and developmentally appropriate games, curriculum, materials, toys, projects, and science equipment.

The data support the notion that effective classrooms use the native language to mediate instruction. The nominated effective classroom used L1

during reading and math, with some use of L2 during the math lessons. Regular classrooms used L1 and L2 during reading. However, in the regular classroom teachers also mixed L1 and L2 frequently, a practice recommended in the effective bilingual instruction literature only when it is carefully planned and structured.

The study supports the notion that children are more involved in effective than in regular classrooms. Students demonstrated more verbal and nonverbal involvement behaviors than non-involvement behaviors in both settings. However, there were many more involvement behaviors in the effective classrooms than in the regular classrooms. Furthermore, in contrast to the practices recommended in the effective instruction literature, children exhibited involvement behaviors for passive rather than active learning purposes. The students made comments and answered questions. Very few verbal behaviors that demonstrate active learning were exhibited, only the asking of questions. Children were not engaged in activities such as dictating a story, paraphrasing, clarifying concepts, challenging their peers, reading for their peers, scientific inquiry or problem solving. In addition, while the literature stresses the need to provide LEP students the opportunity to verbally interact with L2 native or near native peers, the children in neither the effective nor regular classrooms exhibited much child to peer interactions. The majority of the verbal interactions, irrespective of the preferred language, took place between children and adults, and were adult initiated interactions.

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