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ABSTRACT

A program was developed to improve the reading scores and communication skills of ninth-grade students from multicultural backgrounds. The students' socioeconomic status ranges from below the poverty level to upper middle class. The population of the high school in suburban Chicago (Illinois) is multiethnic, the English is not always the primary language spoken in the home. Probable cause data collected from the site indicated that students lack a positive self-concept and show a lack of ethnic pride. Chosen solution strategies included a multicultural approach to meet the needs of students. Cooperative learning was the main focus of the intervention. All of the objectives of the project were successfully fulfilled in varying degrees: the reading scores of the target students improved according to standardized tests; the oral and written communication skills of the students improved; and the students' ethnic pride and self-esteem increased along with their knowledge and tolerance of different cultures. (Contains 25 references and 3 tables of data; 29 appendixes present data, student writing samples, interview questions, and related material.) (RS)

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**IMPROVING READING
AND COMMUNICATION SKILLS
OF NINTH GRADE STUDENTS**

by

Walter J. Howard III

**Submitted in partial fulfillment of the requirements for
the degree of Master's of Arts in Education**

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**Action Research Final Report
Site: Wheeling, IL
Submitted April 1994**

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ABSTRACT

Site: Wheeling

Author: Walter J. Howard III

Date: April, 1994

Title: Improving reading and communication skills of ninth grade students.

Abstract: This report describes a program for improving the reading scores and communication skills of ninth grade students from multicultural backgrounds. The students' socioeconomic status ranges from below the poverty level to upper middle class. The population of the school community is described as multiethnic, and English is not always the primary language spoken in the home.

When searching the literature, it was discovered that the problem of low reading ability among populations of diverse ethnic culture is not uncommon. Most of these students do not have a grasp of the English language due to the fact they speak another language in all situations except school, many of them have not spent a significant amount of time in the United States and some are not supported by their families in their attempt to blend with their new culture. Probable cause data collected from the site indicates that students lack a positive self-concept and show a lack of ethnic pride.

Chosen solution strategies included a multicultural approach to meet the needs of students in the study. This concept would work best with the utilization of a variety of teaching methods. Cooperative learning was the main focus of the intervention.

All of the objectives of the project were successfully fulfilled in varying degrees: the reading scores of the target students were improved according to the standardized tests, the oral and written communication skills of the students were improved, and the students' ethnic pride and self-esteem increased along with their knowledge and tolerance of different cultures.

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" It's the climbing that makes the man.

Getting to the top is an extra reward."

Robert Lipsyte

Chapter One
STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

Problem Statement

A segment of the ninth grade populace is at risk of failing high school because of their inability to effectively master the English language which is evidenced in their reading levels and measured by the Scholastic Testing Service Test, the Stanford Diagnostic Reading Test and teacher observation.

Description of Immediate Problem Setting

These students, whose primary language is not English, are part of a high school that receives students from two junior high schools and eight elementary schools. The high school is the only school in the district and it employs one hundred full time and four part time teachers. The faculty and administrative staff are 100% white and the teachers are 53% female. The English teachers comprise the largest department in the school. These fourteen professionals have an average of 14-1/2 years of teaching experience and twelve instructors have completed their graduate studies.

The mostly single-story school was built in 1963 at the fringe of the world's busiest airport. Due to its close proximity to the runways, the Environmental Protection Agency gave a four million dollar grant to the district in 1990 to soundproof the building. In addition to the regular

staff of teachers, support staff, the principal and his assistant, the school houses two deans, two social workers, one psychiatrist, five counselors, four paraprofessionals to maintain general discipline, one police officer and the district superintendent. All secondary learning needs are met here, from special education to advanced placement courses. Students are encouraged to select study beyond the state educational requirements by being offered classes in college preparation, business, technological education, and home economics. Foreign language study is offered in Spanish, German and French. Extra curricular activities such as sports, drama and music are important features of the school.

This high school is responsible for teaching a total of 1244 pupils each year. These students are a diverse blend of many cultures; 815 are White, 321 Hispanic, 6 Afro-American, 98 Asian and 4 American Indian. Thirty-five percent (35%), 434 students, report that English is not the first language of choice spoken in their homes. Many of these students are initially introduced to English in a program known as "Limited English Proficiency", LEP. After completing this program those students who test at the bottom tenth percentile with limited verbal, reading and language skills and are identified by their teachers as having reading problems, are placed in one of the special English classes designed to prepare them for their future and graduation. These classes, containing fifteen pupils each, attempt to follow the English I curriculum with some modification. The majority of time is spent learning the basic skills of the language such as grammar, spelling,

sentence structure, parts of speech and capitalization. Some exceptions are made to the regular English program reading requirements because, for example, these students are not yet ready for the writings of Shakespeare and his artistic style. Reading and writing is measured school-wide. Of the 347 students eligible to take the Illinois Goal Assessment Program, 240 participated. Their overall composite writing scores were 25.9, which is in the comparison score band of 25.3 - 26.5. This is equivalent to the state score of 26.1, which is within the same comparison score band. The average reading and English scores on the ACT show that the high school is keeping pace and slightly exceeding national averages. The 139 test-takers scored 20.5 on the English portion and 21.3 on the reading section. These levels are one to two tenths of one percent higher than both the state and national averages. (F.H.S. Report Card, 1992, IGAP, 1992).

Description of Surrounding Community

The high school is located in a suburban area adjacent to the city of Chicago. It draws students from two communities. Though both are largely industrial and commercially developed, the residents of each provide a blend of ethnicities. One village has a total population of 17,767. Of these, 13,117 are White, 3,333 Hispanic, 153 Afro-American, 46 American Indian, 1,097 Asian and 21 of other origins. Thirty percent of this area's housing is valued between \$75,000 and \$99,999. Thirty percent are valued between \$100,000 and \$124,999. There are six housing units

valued at less than \$15,000 and one home is valued at \$500,000 or more. The median housing unit is valued at \$106,800.

The other community provides a home for 12,425 people. 11,152 are White, 870 Hispanic, 20 Afro-American, 15 American Indian, 364 Asian and 4 are classified as "other race". Housing units in this town range from three units at less than \$15,000 to four units at \$500,000 or more. The median value is \$122,400 (U.S. Census, 1990).

The two neighborhoods are a veritable melting pot with twenty-two different languages spoken by the inhabitants. The Hispanic community has the largest population of non-English speaking residents in both villages. Fourteen percent of the area's population has hispanic origins as do twenty-six percent of the high school students.

Regional and National Context of the Problem

America was built on the power of the diversity of its people, from their race to their color to their nationality. But this strength is being threatened by the inability of a coming generation to master the English language through the written word. Reading levels nationally are plummeting due, in part, to the influx of foreign speaking people who raise their children in their native tongues. Rather than meld into American life, often these newcomers remain in pockets of their heritage and the young can become language deficient in English. "About 13% of all 17-year olds

in the United States can be functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent." (Long 1984).

The immense metropolitan areas experience this situation in great amounts because of their large populations. The Chicago area was established with a variety of citizens from many cultural backgrounds. However, this exciting mixture of people creates some very distressing statistics. In Chicago, 27% of all high school graduates read at an eighth grade level (Kozol 1990).

As American cities and towns open their doors and schools to foreign residents who bring along their own languages, the ability to read and write English suffers. Often times the desire and motivation to become literate in English is overshadowed by the fact that other family members at home are not willing or able to read or write the language. Some students are entering high school with an average reading level of a fifth grader.

Many projects are underway to curb the illiteracy problem plaguing America. It is recognized that reading levels must be raised across the country. In the high school, reading levels have been increasing but the language barrier between student, teacher and parent remains a big hurdle to conquer.

Chapter Two PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Background

When the low level reading scores of English deficient students entering the target high school were uncovered, the problem was immediately addressed. Upon reviewing the test results, a unique class was formed to absorb these special students and help them to focus on and overcome their English usage inadequacies. This class was intended to be a stepping stone into the mainstream English agenda. It, along with some special reading classes, is still the cornerstone of these students' schedules. The class, entitled English I Basic, is assigned a maximum capacity of fifteen pupils. This is to allow for greater individual monitoring and attention.

The curriculum for the basic class is structured like the standard English classes with some alterations. Less difficult literature is selected for review so that the students do not become further frustrated trying to decipher higher level prose. Emphasis is placed on communicating correctly in both reading and writing English.

The class has shared in the successful blending of many students into the normal course of high school study. These students are among the highly motivated. Some improved markedly in their communication skills and enrolled in college prep classes within the English curriculum.

However, it is not determinable if reading levels were raised because students were not tested at the conclusion of this class.

Some of the pupils did not accomplish these achievements and simply fulfilled the English requirement for graduation. Their lack of confidence and general low level of self-esteem contributed to their mediocre performance. Parental involvement and support was not evident with these students, who continued with substandard work throughout their high school careers. The basic concern of the parents was whether the child would graduate. Mastering the course work was of no importance.

Though the formation of this class is a step toward meeting the special educational needs of the English deficient student, it does not address their conflicts between school and peer expectations and those in their out-of-school environments. The self-motivated learner is able to bridge this discrepancy but many average pupils cannot. By adopting cooperative learning techniques to include the student's ethnicity as an active learning tool, the goal is to reach the reluctant student.

Problem Evidence

Forty-five students can be accommodated and will qualify for English I Basic. These recommendations are based on two criteria. First, the students are selected based on their reading scores which are measured by the eighth grade standardized reading tests. Those that rate in the

bottom tenth percentile with limited verbal, reading and language skills are suggested for enrollment. Placement in the special English program is also contingent on the eighth grade teachers' observations of the students oral and written communication skills. Those that are below the norm for entering freshmen are assigned to this special course.

The table in Appendix A shows the reading scores of twenty students from the eighth grade standardized test. Although forty-five students were to be placed in the program, tests were not obtained for all students due to the unavailability of reading scores from certain middle schools and due to some students coming directly from foreign lands. The following Summary Table I, displays an overview of the reading scores of the target students. These scores reveal that none of the target students had reading levels higher than a 7th grade 5th month level. Eighty percent had levels below the 6th grade and the average reading level measured at the 5th grade, 5th month..

SUMMARY TABLE I
GRADE LEVEL READING SCORES OF TARGET STUDENTS

<u>grade level range</u>	<u>number of students</u>
5th grade 1st month - 5th grade 9th month	16
6th grade 1st month - 6th grade 9th month	3
7th grade 1st month - 7th grade 9th month	1

The figure in Appendix B graphically illustrates the eighth grade reading scores listed in Table I.

This graph allows the reading scores to be easily seen and visually compared. It shows that all the target students are reading below their academic grade level and all but four are reading below the sixth grade level.

Upon entering the ninth grade all students are given another standardized reading test. This is called the Stanford Diagnostic Reading Test. All but two of the expected forty-five students participated in the testing. (Appendix C) This data shows that 86.6% of the target students had reading scores below the 7th grade, 1st month. The highest reading level achieved was at the 8th grade, 8th month level by one student. The average reading level of the forty-three students was 4th grade, 9th month. A summary of the results is as follows.

SUMMARY TABLE 2

GRADE LEVEL READING SCORES OF TARGET STUDENTS

<u>grade level range</u>	<u>number of students</u>
2nd grade 1st month - 2nd grade 9th month	3
3rd grade 1st month - 3rd grade 9th month	7
4th grade 1st month - 4th grade 9th month	14
5th grade 1st month - 5th grade 9th month	9
6th grade 1st month - 6th grade 9th month	7
7th grade 1st month - 7th grade 9th month	1
8th grade 1st month - 8th grade 9th month	2

The graph displayed in Appendix D depicts the ninth grade reading level results. These scores show greater variability with a range from 2nd to 8th grade. The majority of the students score between the 4th and 6th grade levels.

The written communication samples were taken from the students during the second week of school. These were evaluated using the State of Illinois system for grading writing samples. The criteria for evaluation is as follows:

1. Focus - What is the degree to which the main idea/theme or point of view is clear and maintained?
2. Support - Degree to which main point/elements are elaborated and/or explained by evidence and detailed reasons.
3. Organization - Degree to which logical flow of ideas and explicitness of the plan are clear and connected.
4. Conventions - Use of conventions of standard English.
5. Integration - Are the features presented in a thorough manner?

After the samples were evaluated they were stored so they could be compared to work that is completed in January. (Appendix E) It was found that the students lacked basic written communication skills needed to perform at the ninth grade level. The areas of focus, support, organization, convention and integration were in need of remediation. The following is a summary of the problems of which the students need to improve.

1. Focus - The students need to learn how to pinpoint the main idea of the paragraph.
2. Support - The students need to understand how to back up their main idea.
3. Organization - The students need to learn how to plan their writing in a logical manner.
4. Convention - Spelling, sentence structure and grammar were major areas of concern.
5. Integration - The students need to learn how to present the material in a logical manner.

The results of these writing samples, when compared to the standardized reading tests taken by the target students, showed a marked similarity to the results of the tests. These target students were not performing at grade level just as they were not reading at grade level. Although an equivalent grade level could not be assigned to their writing samples because the standardized writing test is not administered until the following school year, when compared to student writing of those reading at ninth grade level or above, a significant difference is found.

Once the tests are assessed, some changes are made in the English I placements. Some students are transferred out and others are moved into the program. At this time teacher observations play a major role in the placing of the students. Four professionals are involved in placement changes: the counselor, the department chairperson of the English department, the instructor of the Basic class and the teacher recommending the change. Test scores, writing samples and observations of the original instructor constitute the variables considered for placement changes. Finally, after these changes are made, a total of forty-five students remain.

They are split into three classes of fifteen each.

Probable Cause

The next phase of baseline data collection involved the students and parents themselves. Opinions concerning attitudes about school and home life were collected. The first test was a survey. This survey was called "Ethnic Relations among Students." (Appendix F) This survey measured how the students felt about their own ethnic group as well as others. The students were given a survey that contained twenty questions about ethnic relations. All the questions posed related to the students' feeling about their ethnic origins as well as other people of differing cultures. Five of these queries had a significant connection to the goals of the project. For example, item number one; "I would enjoy learning about my own ethnic group." Eighty-two percent answered yes to this question. Item number two; "I would enjoy working with students of other ethnic groups; 73% responded yes. Item number 3; "I know very little about cultures of students from other ethnic groups."; 82% said yes. Item number four, "I would like to learn more about other ethnic groups in my school."; 88% answered affirmatively to this statement. Item number 5, "my school should have a course that would teach students about other ethnic groups."; 85% of the respondents said the school should have such a course.

The results of the survey indicated that the students would enjoy learning more about their own cultures as well as others. They demonstrated willing acceptance of different cultures

although some admitted to having some preconceived negative feelings. For example, when asked if they had difficulty relating to students from other ethnic groups, or if most of the trouble makers were members of other ethnic groups, a small majority indicated a positive response. However, these feelings may be diminished when more information is known by the students about all ethnic groups. In this way the students would appear to benefit from a multicultural learning experience.

The next test was the "Pre-vocabulary Test". The test was meant to measure student knowledge of the terminology of racism (Appendix G), however, it proved to be too difficult and beyond the students' current vocabulary level. Therefore, it was deleted from the collected data. The third measurement was a student-to-student interview. (Appendix H) The purpose was for the students to learn about the cultural backgrounds of others. During the student-to-student interviews, the pupils were to question and learn more about another class member. This assignment was to promote interaction between ethnically different students and it was accomplished while honing their communication and listening skills. Once the interviews were complete the students took turns introducing their partners to the rest of the class, thus enhancing their public speaking skills.

The student-to-parent interview followed. (Appendix I) This test helped the students learn about their parent's cultural background. Additional data was collected from the student interviews with their parents. These inquiries uncovered parental attitudes concerning school and cultural

background. This lesson was to help the students understand their parents' motivations and life experiences in the hope of bettering communication between parent and child. Their findings were presented in class in the form of a three minute speech.

The final survey was used only as a factual collection of information to discover what language was primary in their homes (Appendix J) Through this instrument, it was uncovered that the majority of the target students, 78%, spoke a language other than English in the home. Though English was used occasionally, the primary source of communication in these homes was a foreign tongue. The principal language for this group of target students was Spanish, with others being Greek, Polish, Rumanian, Gujarati, Urdu, Croatian and English. This survey also identified the various countries of origin of the target students. (Appendix K) Nine countries were named with the majority citing Mexico as their native land. Other countries were Croatia, India, Saudia Arabia, Greece, Rumania, Poland, Germany and America. The diversity of the students in this classroom is reflected not only in the many different countries, but also in the primary language spoken in these students' homes. This obstacle to learning English is depicted in Appendix L.

A summary of the probable cause data gathered from the site identified the following conclusions: students lack self-esteem and lack pride in their own ethnic group. Their ability to communicate in English was substandard, due to the fact that the majority of the students were only in residence in the United States for a short period of time and English is not the primary

language spoken in the home and finally, existing lesson plans, materials, and teaching strategies did not accommodate these cultural factors.

Probable cause data from the literature seems to agree with baseline data collected at the site. The search shows that school districts with a diverse cultural population have students that are at risk of failing. Large cities like Chicago, Boston and Los Angeles, who have a large multiethnic student enrollment, are trying to deal with the problem.

The United States has had its share of internal and external strife. Wars, disease, and economic woes have plagued the country since its inception. The American education system has also seen the likes of this devastation, struggling in an atmosphere of hope and discord, promise and neglect. As Crosby (1993) points out we are a nation at academic risk and we must rely on our educators to improve the situation through amended teaching behaviors. America is the example of all the countries in the world, educating all who settle on her land.

Currently one in four Americans is either an Asian, Hispanic or African-American, and students of color make up approximately one third of the nation's public school students (Diaz 1992). By the year 2000 the number will show a dramatic increase. (Ramirez 1988) For example, the ethnic population of the state of California is growing so rapidly that by the year 2010 no single ethnic group will show a majority. In 1970 Hispanics accounted for 12% of the population. By the turn of the century their population will comprise 27% (Grant 1990). Asians and Pacific Islander people are also increasing rapidly. Steps need to be taken in order to meet the educational

needs of these people.

Multiethnic students face many problems. They must exist in a world that forces them to be two different persons. In the home they oftentimes must follow the dictates of their customs while at school they are expected to blend with an alien civilization. (Aegersold, Field 1990) This can create a multitude of problems for the student. Many case studies have shown that children have a difficult time when asked to read and write a language that is different than the primary language spoken in the home. (Aegersold, Field 1990)

Numerous students face insensitivity from fellow students and unfortunately even educators. (Grafton 1992) Racial jokes and slurs, stereotyping and bigotry are the result of ignorance of each other's traditions and cultures. With concentrated effort and appropriate instruction the public can learn that there is value in the differences of people.

In addition to the above mentioned social obstacles, many cultures place varying values on academic study. In educational systems throughout the world, emphasis is placed on rote memorization rather than reading skills. Two examples would be the countries of Morocco and Samoa. Oral ability is stressed using choral recitation in the classroom. (Aegersold, Field 1990).

New immigrants to the United States face many difficulties and hardships when traveling to this country. When they arrive, new problems begin. Much has been written about the challenges people face upon entering America, from trying to integrate into a new way of life, to learning to

communicate effectively in a foreign tongue. In her book, Bodel (1989) describes the lives of eleven teenage immigrants. The following is an account in the life of a fourteen year old boy from Afghanistan. The author referred to the boy as Abdul.

When leaving their native country, Abdul and his family had to sneak out of Afghanistan and hide in Iran for a number of years. Five years later they found themselves in Pakistan. During this time, Abdul's education was practically nonexistent. Then, a few days before departure to the United States, Abdul's father, who's custom decrees him to be the master of the household, died in his sleep. Abdul, his mother and two sisters were left without the leadership they had come to rely on.

Abdul entered the United States and was immediately forced to learn English so he could communicate for his family. He was placed in a large urban high school where he was misunderstood and people made fun of him. Even some of his teachers ridiculed him. He became afraid to contribute anything because he would be embarrassed by others.

When Abdul turned seventeen he was finally starting to fit in. At this point he was trying not to look like a foreigner. "I wear tee shirts and stone washed jeans and aviator glasses." (Bodep 26) "Now my favorite actors are Clint Eastwood and Charles Bronson." Abdul would watch "Three's Company" and "Different Strokes" to learn about America, not realizing that these unrealistic sitcoms were not typical of American life..

As a practicing Muslim, Abdul was required to pray five times a day yet this was impossible at school. The Muslim religion also has strict dietary laws. Abdul could not eat most of the food served in the school cafeteria.

The American dating ritual was another adjustment Abdul was to encounter, for the Muslim faith prohibits Muslims to date. His marriage will be arranged by his mother. With all these social discrepancies, Abdul experienced much loneliness. Though he has made some American friends, he has not met anyone else from his country with whom he can share his customs.

After three years in the country, Abdul is becoming an American. However he has paid an exorbitant price. Abdul has been either forced by peer pressure to give up or hide most of his beliefs. Abdul's ethnic identity is vanishing.

In addition to people from the near and far East, the Hispanic population is the fastest growing ethnic group in the United States. The following are the results of an interview of a young college student who came to America in 1990. This student attended the high school where this study is taking place. He will be referred to as Gilbert.

According to Gilbert, when he first came to America he knew very little English. He remembers, "I would always try to hide out in the back of the classroom and pray that the teachers would not call on me." Everyone made fun of his accent and treated him like he was not intelligent. Gilbert had a unique method for dealing with people who would ridicule him because

of his accent. Gilbert said, " When people were mocking me they would do this to make me angry. But I would say to them, how do you say that word? This always surprised them."

Gilbert has made a success of his life. He will finish his two year degree at a local junior college and plans to enroll at UCLA in the fall. He started a successful photography and video business his junior year in high school. Now, Gilbert employs several Hispanic high school students. Gilbert attributes his success to hard work and making " opportunity for himself". In high school he was very active in extra curricular activities. " I had a lot of fun while I was in high school. I played soccer and worked on the school yearbook and newspaper. This way I made many friends while learning English at the same time." Gilbert is an excellent example of a person who knows how to set goals. He will be an outstanding role model for young students. He will be invited to speak to the students at the site.

Chapter Three THE SOLUTION STRATEGY

The Review of the Literature

Experts abound in the field of education and those who have studied and analyzed multiethnic classrooms agree that these students, in particular, thrive in an environment where the instruction methods are varied. A combination of teaching methods is preferred to encourage interest and comprehension among the students. Some full class lecture, traditional question-and-answer segments as well as individualized instruction should be included in the lesson plans. But the research confirms that the primary teaching method should focus on cooperative learning techniques.

Cooperative learning can be used as a strategy for achieving social equality and justice in classrooms and for helping students understand how such a model can be applied in broader, societal contexts as well. Cooperative structures create the conditions for reversing inequality, producing egalitarian social structure and caring relationships where diverse people can work together toward common goals.

Students and teachers need opportunities to reflect on these connections (Sleeter, 1991 p165).

Sleeter feels that cooperative learning is a natural in a multicultural classroom.

Several researchers feel that teachers should opt for techniques that will keep the students involved. A study at Michigan State University showed a third of all American students actively resist the teacher centered curriculum and another third resist it in a passive manner. (Diaz 1989). To curb this resistance, the multiethnic classrooms should be student-centered rather than teacher-centered (Diaz 1989).

One of the vital components of cooperative learning is commitment by the educator. According to Edward and Stout, (1991) teachers need to realize that at the start there will be some difficulties because of the newness in the instruction approach and they should continue in the method, working through some hurdles. This type of instruction should not be regarded as just a fad.

To ensure that students get the most out of their lessons, educators must make sure they first learn the process involved in cooperative learning. The pinnacle would be to plan and enact many wonderful lessons using this approach, but once the teachers are proficient in the procedures the students need to learn them before embarking on a full scale plan. When learning the techniques, social skills must be reinforced since interpersonal and small group communication skills are extremely important if cooperative learning is to facilitate knowledge. (Johnson and Johnson 1990)

The possibilities for cooperative learning are endless, for this type of instruction lends itself to any discipline. The following sequences of class interactions are comparisons of a traditional

approach versus a cooperative learning approach. The figures show how a question might be posed to the class.

Figure 1. Whole class question - answer (traditional approach, without cooperative learning.)

1. The teacher asks a question.
2. Some students will respond by raising their hands.
3. The teacher selects one student.
4. The student attempts to state the correct answer.

Figure 2. Numbered heads together (cooperative learning approach)

1. The teacher has students number off within cooperative groups so that each student will have a number: 1,2,3, or 4.
2. The teacher asks a question.
3. The teacher asks the students to "put their heads together" to make sure that everyone on the team knows the answer.
4. The teacher calls a number (1, 2, 3, 4 and all students in the room with that number raise their hands.
5. The teacher selects one of the students with their arm elevated.
6. The student attempts to answer the question.

7. The teacher could make this activity competitive with all groups.

As Kagan points out, the second method obviously involves the entire class whereas the first, traditional approach limits student participation (Kagan 1990).

The success of cooperative learning is highly dependent on the teacher's realization that putting the process into action might take a considerable amount of time. Since the entire class is invited to participate in the whole classroom routine, a single point of discussion may encompass many class periods. The teacher must realize that he/she does not always appear to be in charge. Cooperatively-structured learning is democratic. Therefore, the basic principles implicit in cooperative learning, as we define it, are similar to those needed for an effective multicultural classroom. (Sleeter 1992)

Multicultural Education

According to the experts, there are many definitions of multicultural education. Banks and Banks (1989) and Sleeter and Grant (1988) seem to have the most inclusive definition. "The consensus centers around a primary goal for multicultural education, which is to increase educational equality for both gender groups, for students from diverse ethnic groups and for exceptional students." (p144).

When setting goals for a multicultural classroom one should consider two ideals. First,

equal opportunity and second, cultural pluralism. Therefore the multicultural approach should include the following points:

1. To promote an understanding and appreciation of America's cultural diversity.
2. To promote alternative choices for people regardless of race, gender, disability or social class background.
3. To help all children achieve academic success. (Grant and Sleeter 1988)

Experts agree that educators should be aware that using a multicultural approach is a full time activity. Some teachers think that multicultural education is an occasional unit on a specific ethnic group. Ideally, the method should be part of the curriculum on a daily basis (Zanger 1990). In many classrooms a teacher may have a significant number of pupils from a diversity of cultural backgrounds. Many of these students will have different perceptions of important social roles, values and structures than those of the teacher. Instructors need to take into account the diversity of cultural backgrounds of all learners. Lynch (1987) advises that it is the responsibility of the educator to seek ways to afford all children equity and equality of educational opportunity.

The Curriculum

The research shows that those teachers who feel that students should adapt to the system will find the multiethnic classroom very difficult. This assimilationist perspective has failed and is responsible to a large extent for the problems experienced by linguistic minority groups (Stanley 1988). Thus a multicultural curriculum, which takes into account the cultural biography of the school, the pupils and aims for the reduction of prejudice, needs to include:

- * a diversity of content, materials and stimuli;
- * the goal of an increased sense of involvement of students in the school culture;
- * strategies aimed at supporting the self and ethnic image of the child;
- * an acquaintance with the cultural experiences, values, beliefs and expectations of differing groups;
- * the generation of a culturally receptive classroom and school atmosphere;
- * celebration of diversity in teaching;
- * the adoption of a wide range of stimuli: verbal, visual and kinesthetic
- * the inclusion of peer-group learning and co-operative group work;
- * the institution of continual communication with parents and community.

(Lynch, 1987 p21)

According to Marshall (1991) teachers need to keep abreast of the literature. She suggests that

teachers' strategies might include the following ideas:

- * **Enroll in classes or workshops devoted to the past and more recent history of the ethnic or racial groups of students in your classes.**
- * **Begin a self-study project to read contemporary literature written by authors from diverse backgrounds.**
- * **Subscribe to or borrow from monthly magazines published for ethnic populations.**
- * **Explore research on individual learning styles.**

The literature suggests that a family-like atmosphere is a vital component of a multiethnic classroom. "Students can be helped to feel as if school is an extension of their nuclear family, and not some appendage that has been imposed on their lives." (Zanger, 1990 p1)

What can be done to help create a family-like setting or atmosphere in a multicultural classroom? The following tips might include:

1. **Invite parents to observe the class several times in a semester.**
2. **Ask the parents for any cultural or social help they can provide.**
3. **If it is possible visit the students at home once a year.**
4. **Give students a chance to share objects or family pictures which they bring in from home, as well as their ideas.**

5. Let students decorate the classroom.
6. Allow students to bring in hit music they like and let the class listen to it at any good opportunity.
7. Have a daily calendar where students share news from home.
8. Organize occasional field trips that are purely social not "educational". (Zanger, 1990 p3)

Research shows that it takes seven years for the average linguistic minority student to perform at grade level in English (Collier 1987). Teachers must be circumspect when it comes to planning activities. For these students language, social and cultural strategies must be a part of every classroom activity (Zanger 1990).

Zanger's research reveals that language, social and cultural strategies should be utilized in daily lesson plans for multiethnic students.

Language Strategies include:

1. Before presenting a lesson, put yourself in the shoes of the students new to the English language.
2. Use a multisensory approach wherever possible; visuals, role plays, charts, maps, nonverbal clues.
3. Use clear communication, rephrase instead of repeating or talking louder.

Monitor your own language, try to eliminate idiomatic expressions and complicated verb tenses as much as possible until the child's English is more developed.

4. Accept and encourage all efforts at communication. Try to respond to the meaning. Don't always correct the mechanics of the message.
5. Minimize the use of "teacher talk" and maximize chances for students to use and develop their new language in different contexts.
6. If students are in an ESL program, work with the ESL teacher to coordinate your curricula wherever possible.

Social Strategies

1. Incorporate cooperative learning techniques.
2. Standard cooperative learning activities may need to be adapted for groups which include limited English speakers.
3. Use a buddy system for new arrivals. Peer tutoring is another option. Make it a privilege to help out.
4. Look for opportunities to raise the social status of multiethnic students.

Cultural Strategies

1. Model cultural proficiencies for the class to develop.

2. Structure the curriculum so that students can learn from each other about cultural similarities and differences. Work to reduce stereotyping by teaching students to discuss differences in a non judgmental way.
3. Provide all students with the opportunity to explore their own cultural backgrounds. Assign individual or joint projects which use oral history techniques such as interviews with family and community members as well as traditional library research methods.
4. Relate whatever is being taught to the cultural backgrounds of the class.
5. Establish a "sister class relationship" with a class in another country by writing and sharing ideas about cultural differences and similarities. (Zanger 1990).

In conclusion, examination of the literature suggests that the establishment of a multiethnic environment within the classroom is vital for the success of the students of diverse populations. McCormic (1993) states that educators must help students learn to celebrate diversity rather than to fear it. "Teachers must help students counteract negative images seen daily through the media and what they experience or hear about on the streets. Show them how diversity strengthens and enriches our lives." (p 77).

In teaching the multiethnic students at the target school, the action plan will include the methods suggested by the literature. A multicultural approach using a variety of instructional

techniques, with the focus on cooperative learning, is the most effective means of educating these youths. An aggressive campaign to engulf these students with positive self-esteem and strong cooperation skills will highlight the objectives of this project.

Terminal Objectives

1. As a result of the project interventions during the period September 1993 to January 1994, the target school's ninth grade English I Basic class will improve their reading scores as evidenced by a standardized reading test.
2. As a result of the project intervention during the period September 1993 to January 1994, the target school's ninth grade English I Basic class will improve their ability to communicate in an oral and written manner as evidenced by teacher observations and assessment of students' written work.
3. As a result of the project's interventions during the period September 1993 to January 1994, the target school's ninth grade English I Basic class will show evidence of increased ethnic pride and self-esteem while promoting tolerance of other ethnic groups, as evidenced by surveys and teacher anecdotal records.

Process Objectives

1. As a result of using cooperative learning methods, the students will increase their ability to communicate in an oral and written manner.
2. As a result of creating a multicultural environment through the use of multiethnic authors and positive role models, the students will increase ethnic pride while developing a greater understanding of other ethnic groups.

Proposal Solution Components

The findings of the literature search support two aspects of a solution strategy. First, students from multiethnic backgrounds would benefit most in a multicultural classroom where an atmosphere of mutual understanding and trust is essential. In addition, cooperative learning has been shown to be the best means for diverse students to find educational success. Teachers must be willing to concede that this is a time consuming concept. The professional should utilize his or her learners, rely on the experts in the class and remember to consult the literature to keep abreast of new theories.

Chapter Four

ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

Description of problem resolution activities

The action plan is designed to address two major solution components. The first is the establishment of Cooperative Learning in the classroom, The second is the creation of a multicultural environment in the educational setting.

While the first week of school is only three and one half days, most of which is used for a standardized reading test, the action plan will go into effect with the first day of school. This immediate start will establish the tone of the students' course for the coming year. In the beginning, class time will be filled with the collection of base line data as described in Chapter Two. During these early days the students will be involved in the reading test as well. Once the testing period is complete the action plan will go into full force.

The cooperative learning phase and the multicultural phase will start at the same time. The cooperative learning phase will be discussed first.

During this period of collaborative study the students will be placed in small groups or teams. The teams will consist of four or five students each and stay together for one month. The groups will be ethnically mixed.

Various roles will be assigned within each group, to be discussed between the students and teacher. The roles to be used are the following:

- * Recorder - takes notes for the group and keeps track of daily group work.
- * "Mouth" - Oral presenter
- * "Gofor" - Responsible for gathering and returning all material used for classroom activities.
- * Messenger - Communicates with the teacher when the teacher is occupied with other students. This will prevent all team members from calling for attention at one time.
- * Checker - group leader.

Though each member of the team has an assigned role, everyone is responsible for completing the assignment. Group members will change roles approximately once a week. It is important that all members of the group experience all roles in the cooperative groups. This diversity will enhance the outcome of the project and improve social skills.

The establishment of cooperative learning and other teaching methods in the school setting will have many goals. The main aspects are to improve the communication skills of limited English proficient students. This encompasses their ability to read, speak and write English.

The introduction of social skills is a vital part of the program. The students must understand

the rules of the "game." At the start of the intervention the students will have a clear understanding of the basic social skills before cooperative learning will be effective. The following details what will be taught:

I. Communication

- A. Use 6" voice
- B. Listen to your neighbor
- C. Stay with your group
- D. Heads together
- E. Sense tone
- F. Clarify
- G. Paraphrase ideas
- H. Give examples
- I. Elaborate on ideas
- J. Extend ideas

II. Trust

- A. Listen with focus
- B. Respect each others opinions

C. **Keep an open mind**

III. Leadership

A. **Do your job**

B. **Help each other**

C. **Include all others**

D. **Encourage others**

E. **Let all participate**

F. **Stay on task**

G. **Contribute own ideas**

H. **Integrate ideas**

I. **Synthesize**

IV. Conflict Resolution

A. **Disagree with the idea not the person**

B. **See all points of view**

C. **Try to agree**

D. **Probe for differences**

E. **Generate alternatives**

F. **Seek consensus**

G. Justify ideas

The students will spend approximately seven class periods learning social skills. These social skills will be reinforced throughout the year.

When the concepts are applied to the English I curriculum, the possibilities are endless. For example, the study of the Elements of Literature is a vital aspect in the English I program of study. The purpose of this unit of study is to increase the students' understanding of literature. Cooperative learning is an excellent way to teach this discipline. The following skills and strategies will be applied to the teaching of literature:

- Analyzing
- Active Listening
- Brainstorming
- Cause and effect
- Cognitive organizers
- Creative thinking
- Decision making
- Fat and skinny questions
- Investigating

- Logs (Journals)
- Mrs. Potter's Questions
- Predicting
- Questioning skills
- Thinking with creativity

These concepts lend themselves perfectly to the study of literature within the framework of a cooperative group (Bellanca 1991).

Cooperative learning will also be helpful for the teaching of basic English mechanics. Cooperative groups may study spelling, grammar, punctuation, capitalization, parts of speech, sentence structure and paragraphing. In the second semester the groups will concentrate on three and five paragraph essays.

While cooperative learning will be the focus of instruction, other teaching strategies will be used. Some large group lectures will be interspersed during the course as will individualized instruction. A variety of learning modes creates a more interesting blend and breaks the monotony for the students. However, regardless of the teaching method in use, the key to all teaching methods will be student-centered rather than teacher-centered.

Multiculturalism

The make-up of the English I class consists of a wide variety of ethnic groups. The use of a multicultural approach will benefit these students because it centers on their unique qualities and encourages them to blend their heritage into American life and English thought. This helps build the students' morale, which is so very important in the classroom. "Positive classroom morale has a direct effect upon student achievement. (Dias 1989 p.19)

One way to help boost student confidence is to allow pupils to show their expertise about themselves. Through this exercise the class will learn to celebrate our ethnic diversity rather than fear it. At the start of each month the students will conduct a country search, identifying student origins. The task will begin with a trip to the library to learn research skills and something about the cultures of other countries. The following are examples of information for the students to collect about their cultural origins:

1. Famous people
2. Food
3. Sports and leisure activities
4. Major religions
5. Major contributions to the world
6. Natural resources

7. Customs
8. National holidays
9. Tourist attractions

When the research is done, the students will use the information collected to decorate the classroom in the form of pictures, charts, drawings, etc. To encourage a sense of ownership, each group will be responsible for a certain area of the classroom. This is intended to create interest and pride among the students.

The first country search will begin the first week of September to coincide with National Hispanic Month.

The literature segment of the course will be studied by reading short stories, novels and poetry from and concerning different ethnic cultures. Where possible the ethnic background of the authors will match the cultural unit being studied. Each month a different country will be examined depending on the ethnicity of the class. For example, during the second month the second hour English class will study Poland due to the number of Polish students, while the third hour class will research the country that was known as Yugoslavia. The sixth hour class will study Ruunania. Each month the students will redecorate the classroom. By the end of the school year every ethnic group represented will see his country honored with a classroom display.

In addition to a classroom filled with artifacts and works of a particular culture, upstanding

people who represent that culture will be invited to share their experiences with the students. During the Hispanic period, a senior boy and girl who are members of the National Honor Society and all-round exemplary students, will address the class. These role models will be an inspiration to the group, encouraging them to concentrate on their education and showing how they overcame difficulties and achieved success. Adult community members will also be invited to speak with the students to help foster their commitment to success.

The ultimate purpose of the multicultural approach is to instill ethnic pride, teach people about other cultures, and reinforce the curriculum of the English I program. Through tremendous group effort it is hoped that the students will learn not only English but how to appreciate others. Along with the cooperative learning method, this approach is intended to strengthen the students understanding of self and willingness to learn.

Chapter Five

EVALUATION OF RESULTS AND PROCESSES

Implementation History

The terminal objectives of the intervention addressed the various communication problems of ninth grade students enrolled in a basic English class. These problems included: low reading ability, poor written and oral communication skills, lack of ethnic pride and poor self esteem. This information was gathered by use of standardized tests, teacher recommendations and student surveys and questionnaires. It was determined that these students were in urgent need of remediation. Therefore, the terminal objectives stated:

1. As a result of the project interventions during the period September, 1993 to January, 1994, the target school's ninth grade English I Basic Class will improve their reading scores as evidenced by a standardized reading test.
2. As a result of the project intervention during the period September, 1993 to January, 1994, the target school's ninth grade English I Basic class will improve their ability to communicate in an oral and written manner as evidenced by teacher observations and assessment of students' written work.
3. As a result of the project's interventions during the period September, 1993 to January, 1994, the target school's ninth grade English I Basic class will show evidence of increased ethnic pride and self-esteem while promoting tolerance of other ethnic groups, as evidenced by surveys and teacher anecdotal records.

The terminal objectives were achieved using two methods. First, the classroom instruction was varied with a focus on cooperative learning. In addition, a multicultural approach was used to promote pride and help students celebrate and share their affinity for individual cultures.

Cooperative Learning Phase

During the first hectic week of class, the cooperative learning phase was introduced. The students were given a standardized reading test while, at the same time, the baseline data was collected as described in Chapter Two. Once the standardized reading test was completed, the action plan was implemented.

When setting the plan in motion, it was found, through class discussion and student interviews, that a vast majority of the target population came from schools that relied primarily on a traditional approach to education. Though some of the students had experience working in groups, less than 10% were familiar with the concept of cooperative learning.

To begin this phase, the students were placed in small, ethnically mixed groups. Each group was comprised of four or five participants and, at this time, it was explained that each person was to assume a different role within the group. The roles were Recorder, "Mouth", "Gofer" Messenger and Checker. In groups with only four students, the roles of messenger and "Gofer" would be performed by the same person. When asked to choose their roles, most of the groups could not decide who was going to perform which part. Because of this, the roles were randomly assigned

by the instructor and, after complaints by many of the students, they accepted their jobs.

For the next seven class periods, a part of each class time was used to teach social skills. Since the success of cooperative learning depends on team work, this skill was the first skill that was targeted. To enhance bonding among the members within the groups, each group constructed a T-shirt on butcher block paper. Each shirt had to contain the following information:

- * Title - The title must identify all of the people in the group.
- * Future Plans - Career plans.
- * A Person in my Life - Someone each person admires.
- * Favorite song - A line from a favorite song.
- * Animal - An animal that they feel they are like.

This activity proved to be very entertaining for the students. They learned a lot from each other during the exercise, while beginning to master the cooperative approach to learning. All the shirts were imaginative and informative. One shirt (Appendix M) shows the work of a group of five students. The countries of origin were Mexico, Poland and India. The title of their shirt was "MexPodia". Another was done by a group of four students, three from Mexico and one from Saudi Arabia. The title from this group was "Saudexico". (Appendix N) The project was completed in two and one half class periods. When finished, each group presented their T-shirt to the class and were asked to describe how they felt about the activity. Most of the comments were

favorable. (Appendix O)

During this initial activity it became evident that the teaching of social skills must be an ongoing project throughout the year. Since most of the target students came from schools that used a teacher-centered approach to instruction, the pupils were unaccustomed to interacting among themselves in a classroom setting. Many of these students were unable to handle their group jobs independently of the educator so to facilitate this assignment, some adjustments had to be made to the communication social skills. For example, the six inch voice was changed to a two inch voice. This helped handle the problem of students yelling at each other. Other students had problems listening to each other. Part of this problem was because of language barriers. Quite a few of the students spoke with heavy accents, making it difficult at times to understand each another.

In addition to the expected difficulties, some of the students had to overcome discipline problems. Most of these problems were reconciled through a conference between student and teacher, one student was referred to the dean and two of the parents were telephoned. After pulling a few students out of the group and making behavior modification contracts with them, the negative behavior calmed down.

The first lesson taught was the elements of literature. For three days the students were given some large group instruction on the basic definitions of the elements. The lecture lasted about 15

minutes. Then the class would read a short story out loud. After the reading each group was to identify certain elements. For example, Group I might identify conflict and protagonist/antagonist; Group II, motivation; Group III, characterization, and Group IV would identify setting. As always, the group would present this material in an oral fashion. One example was when the class read "The Jaguar Sprang to Kill" by W.E. Davidson. Appendix P and Q are examples of group work.

To conclude the study of short stories and elements the students were given a test. The test consisted of the reading of a short story called "Button, Button" by Richard Matheson. In total, forty-three students took the test. The breakdown of grades were as follows:

<u>grade</u>	<u>number of students</u>
A 92% - 100%	11
B 84% - 91%	9
C 76% - 83%	13
D 68% - 75%	6
F 67% - below	4

The results of the first major test were very encouraging. When compared to the previous year, there was a significant improvement in the scores.

The students seemed to enjoy applying the various aspects of cooperative learning to the study of the elements of literature. The favorites were the thinking skills of predicting and Mrs.

Potter's Questions. When discussing the short story, "The Jaguar Sprang to Kill", the conversation was lively and, at times, the instructor had to jump in to the group in order to settle some disagreements. Mrs. Potter's Questions, which were adapted to read Mr. Howard's Questions, (Appendix R) were used often. This proved to be a valuable tool for the success of a lesson. The target students appeared to be very honest when communicating with their teacher.

Paragraph writing is part of the ninth grade English program for all students. Through much of the first semester, the target students wrote paragraphs in their groups. This helped to enhance their cooperative learning techniques while learning the basics of proper paragraph construction. After many group lessons, the students were given an assignment so they could be evaluated on an individual basis. Each student was given an animal to research. The students studied basic facts about their animal in the Media Center and then wrote paragraphs comparing themselves to an animal. (Appendix S,T,U,V) The students demonstrated through their improved writing that they had benefited from this exercise.

In January, the semester exam for the English I Basic class was administered. The exam was a writing evaluation and the students were asked to write one paragraph that discussed their plans for 1994. Much of the writing showed progress when compared to writing samples evaluated in August. The same items that were evaluated at the opening of the semester were evaluated here: focus, support, organization, conventions and integration. The areas of support, organization and

focus were the most improved. However, conventions was still a major problem with a majority of the students. (Appendix W) It was evident by the results that many of these students were still learning the English language because their writing mirrors their speech habits. The areas of spelling, sentence structure and grammar showed need of continuing education. (Appendix X)

The use of cooperative learning for the teaching of writing was evidently successful. The students' writings revealed a much improved understanding of the writing process since the first writing samples were collected, and they enjoyed this academic experience while they learned. Though there are still areas in need of further study, such as conventions, much has been accomplished and more will be addressed in the second semester.

Multicultural Phase

As the cooperative learning aspect of the intervention was implemented, the multicultural phase started simultaneously during the first week of school. The first activity was to form base groups. The groups consisted of people of various ethnic backgrounds and most groups ended up with at least three different ethnicities. The students would stay in the same base group for approximately one month. Once the groups were arranged, the group roles were explained. The intention was for the students to select the roles and, in some cases, they did. Those that could not make a decision were assigned a role by the instructor.

The primary purpose of the multicultural approach was to help the students celebrate their

diversity. This celebration was accomplished in a variety of ways. On one of the bulletin boards in the classroom was a large map of the globe. Each student was photographed and his/her picture was placed on the side of the bulletin board with a pin indicating the country of origin. The photos were taken outside, near an attractive sculpture on campus. Each student was photographed twice. When the picture came back each student picked the photo that they liked best. This proved to be a problem because some of the students disliked both photos. So a few students brought photos from home. The pictures were mounted by the students. Many would show the map to their friends from other classes, demonstrating their pride in this task. Later in November, during Parent Night, the students enjoyed showing their parents the display.

The next method of celebrating diversity was the "culture of the month". Each month the class picked a culture represented by a student in the class. Then the students met in the library for orientation by the media specialists. The following day, they started the research. The first culture to be honored was Hispanic. The students spent four days in the library looking for information. They learned how to use the reference books, card catalog, readers guide and the computers.

Each base group was given an area of responsibility. For instance, one base group found information about sports and leisure activities in Mexico. Another found materials about history and famous people. Still another group found facts concerning education, religion and miscellaneous things. The next base group was in charge of decorating the bulletin board. When

all of the research was completed the information was put on another bulletin board in the classroom. Also the students brought in pictures and flags that showed the beauty of Mexico. Another class researched the countries in the Caribbean while the third class searched Central America. In the end each class was responsible for an area of the classroom. As a result, National Hispanic month was celebrated in style. (Appendix Y)

The following month the classes researched Poland, Yugoslavia and Rumania. This was followed by Greece, India and Saudi Arabia. This will continue through the second semester until all the countries of origin represented in each class have been researched.

The purpose of this activity was multifaceted. First, the students from Poland learned more about their own country. At the same time, the young Mexican natives learned something about Poland, too, and everyone learned how to use the media center. In addition, the students decided how the material was to be displayed in the classroom, instilling a sense of pride and ownership. The activity was largely student-centered rather than teacher-centered thus working well in the cooperative learning groups.

Some problems did occur while working in the library. Though the students had no trouble finding materials, reading them was another matter. Since the average reading level in the class was fourth grade, the reference manuals proved too difficult for these readers. Most of the students needed help with the vocabulary.

While studying the elements of literature, the reading was selected to correspond to the country being studied. For example, "The Jaguar Sprang to Kill" is a short story that takes place in a small village in Mexico. Other stories studied were about Hispanic people living in the United States and faced with many problems. The idea behind the selections was to provide positive, Hispanic role models and help the students see how their problems were solved.

Every month, as a part of the country search, the students were addressed by various people from the community. These positive role models talked about their own lives. Many had faced the same problems as the students. They discussed how they handled such problems as racism and poverty. They also took the time to answer questions that the base groups brainstormed during preparation the day before.

The first role models were two senior Hispanic students from the target school. Both students were members of the National Honor Society and were in the upper third of the graduating class. The young man and woman talked about goal setting and future plans. The young woman wanted to be a dentist, while the young man wanted to join the Federal Bureau of Investigation. A local newspaper interviewed the student role models as well as the target students and the instructor. A few days later this story was printed on the front page with a photograph.

(Appendix Z)

Adult role models were also invited to speak to the students. A Science instructor from the

target school who was born in Spain and grew up in South America was the first to address the class. This man talked about his experience when he first came to America. He explained how poorly he was treated and how he was ridiculed when he tried to use the English language. People made fun of his accent and he found it difficult to answer questions in an oral manner in class. The target students agreed with the man because they experienced that type of prejudice every day of their school life. To end the class, he played classical music on a guitar. Then he offered to be available to speak to the students if they had any questions at another time.

The next role model was a former graduate of the target school. He explained how he entered the country by swimming the Rio Grande as a thirteen year old boy. He is now a legal resident of the United States and getting ready to graduate from college. He also owns his own wedding photography business. Like the other role models, he answered the students' questions, gave them his business card and told them to call if they needed any help.

In the month of October, the class was visited by students from Poland, Saudi Arabia, and Rumania, as well as a Polish attorney from the Polish National Alliance. These speakers were greeted enthusiastically by the students, who listened intently and responded with appreciation. The role models agreed that this had been a learning experience for them as well, and they welcomed the chance to help the students when needed.

Concurrently in October, the classes celebrated the cultures of Poland, the former Yugoslavia

and Rumania. Finding literature for this month was extremely difficult. The search found literature that was either too difficult for the students to read or only appropriate for elementary school students. Finally, one source was found, the novel Gideon, which is a true account of a fourteen year old boy living through the Warsaw ghetto who later escaped from a German concentration camp.

When the class started to read the book, it proved much too cumbersome for most of the students. After consulting with one of the reading specialists at the target school, it was determined that the book was too advanced for the fourth grade reading ability of the target students. The reading specialist said that the readability level of the book was 8th grade 4th month. Some suggestions were made so that the novel could remain as part of the course of study yet still be understood by the students. To accommodate this change, the teacher read the book aloud while the students read along in their books. Some of the students had trouble staying on task because the teacher was reading. Frequent pauses to summarize and discuss the important or historic events depicted in the novel were used to facilitate understanding by the students. When the book was finished, the students wrote group and individual paragraphs about the novel. This written work illustrated the success of the activity by showing a remarkable understanding of the book. The students' grasp of the entire assignment, from understanding the novel to applying the elements of literature and writing a concise account of their opinions created a feeling of pride

among these Basic English I students.

The multicultural approach to teaching allowed the students of the English I basic class to learn the material in new ways. Through the various lessons they learned English skills such as writing and reading, while at the same time they learned about others' cultures and their own. The students were able to be creative and show pride in their ethnic group as well as respect the differences of other ethnic groups. This approach was further enhanced by the use of cooperative learning. The team approach to learning was enjoyable for the students as well as the instructor.

Presentation and Analysis of Project Results

In January, at the start of the second semester, the target students were given a follow up reading test. Thirty-five students participated in this testing, eight less than the original 43 students. Those eight pupils were exempt from the testing for various reasons; one student dropped out of school, two students were transferred to a standard English I class because their initial reading scores measured above the Basic class criteria, and the remaining five students were not eligible for the examination due to not being enrolled in the class for the second semester.

The second reading test administered differed from the first in name only. In August, the Stanford Diagnostic Test was used to determine the students' reading levels. In January, the Gates-MacGinitie Test was given because the majority of students being quizzed would be taking the Stanford Test again at the end of the school year and it was felt that this would be too much

within one school year. The Gates-MacGinitie Test focused on the same essential skills as the previous exam and was scored in a similar manner.

Appendix AA shows the gratifying results of the January examination. Of those tested, 28 students, 80% of the target group, increased their reading levels. Twenty-six percent were able to read a full grade level or more above their entrance level, and 6 of the pupils were reading at 2 or more grade levels higher than when they began the class. Although 6 students showed a decrease in their scores and two remained the same, these particular students had exhibited a lack of motivation throughout the semester. While others were impressed with their reading level improvements and voiced this to the instructor after the testing was completed, the students who had not advanced their reading scores said they were not concerned about the outcome. This was consistent with their general attitude in class all semester. Table 3 shows a general breakdown of the reading ranges.

SUMMARY TABLE 3
GRADE LEVEL READING SCORES OF TARGET STUDENTS

<u>grade level range</u>	<u>number of students</u>	
	pre-intervention	post-intervention
2nd grade 1st month to 2nd grade 9th month	3	1
3rd grade 1st month to 3rd grade 9th month	7	4
4th grade 1st month to 4th grade 9th month	14	3
5th grade 1st month to 5th grade 9th month	9	14
6th grade 1st month to 6th grade 9th month	7	4
7th grade 1st month to 7th grade 9th month	1	4
8th grade 1st month to 8th grade 9th month	2	3
9th grade 1st month to 9th grade 9th month	-	1
10th grade 1st month to 10th grade 9th month	-	1

The addition of two higher ranges illustrates a marked and measurable improvement over the earlier reading levels. The average reading level of the 35 remaining students was 4th grade, 8th month and this rose to 5th grade 8th month, an increase of one full grade level. Equally important, these ranges signify that 2 students have surpassed the reading level for their year in school. (Appendix BB)

Also in January, 35 of the original 43 target students were given a 10 question follow up survey on ethnic relations. The survey, titled "Survey of Communication Development" (Appendix CC), assessed the attitudes of the students since they had a full semester of multicultural training. The results, as indicated by the students' responses, were in line with what had been expected and what the unit aimed to accomplish. During the course of their studies, the

target students appeared to be more comfortable with each other as time passed. These positive feelings towards their peers were communicated in the follow up poll. For example, the vast majority of students reported that they enjoyed working in ethnically mixed groups, were more aware of the need for open communication between various ethnic groups, and felt they had gained a better understanding of other cultures. Sixty-two percent of the students felt they had a better attitude towards pupils of other ethnic backgrounds and 65 percent felt less alienated than they had before due to their own ethnic differences. A large percentage of the target students queried felt that communication was more positive between the different ethnic groups and the discipline problems were reduced in the class because they were able to interact more positively with pupils of dissimilar backgrounds.

It must be noted that the target students had to interact with a large number of other pupils every day. Most of these other interactions were not subject to the multicultural education of which the target students were privy. Therefore, only a slight majority of students felt more at ease socializing, studying and talking with classmates of other ethnic backgrounds, but less than half of the students actually ate lunch with peers from differing ethnic groups.

Overall, the survey responses were as expected and appropriate to the lesson. The students demonstrated a clearer understanding of their own ethnic background and learned a lot about others at the same time. In most cases the groups worked well with the mix of ethnic groups.

Reflections and Conclusions

The intervention methods employed during the first semester were instrumental in increasing the reading scores, writing ability and self-esteem of the target students. Through curriculum changes and enhanced teaching techniques, the pupils achieved, in an amazingly short period of time, improvements that had not been previously experienced.

The ideas and lesson plans used were developed and implemented on an individual classroom/instructor basis. Once a direction for instruction was determined, the teacher/researcher was able to proceed with autonomy because no other instructors were involved in the teaching of the target students within the scope of the project. This allowed the most informed, hands-on source to move unchallenged. The advantages to this were many. New ideas could be quickly attempted and adjustments could be easily made. Without a chain-of-command to work through, misinterpreting instructions, teaching sequences or ideas was not a problem. There was no need to account for variations in other teachers' attitudes or work methods. The most positive aspect of this singular authority was that it offered the teacher complete control over the project.

The obvious disadvantage to this solitary approach was the lack of additional opinions and interactions with other instructors involved in the program. This could have led to a larger variety of lesson plans and alternative teaching techniques. Support was received, however, upon request from staff specialists during the various sections. This input demonstrated their interest in the

project's outcome.

Altering the standard curriculum to promote specific achievements in self-esteem and attempting to motivate the more difficult to teach student was an energetic undertaking. By applying student-centered activities to teach the basic skills of reading and writing, the assignments became enjoyable and the students became enthusiastic about learning. A creative mix of the required lesson and the students' non-scholastic interests was used to influence the students' natural desire to learn. Outside sources were drawn into the classroom with outstanding success. Pupils were continually kept involved on a personal level through the multicultural phase of the program.

Combining the students' inherent ability to learn with their varying degrees of motivation was a most challenging task. Those students suffering language problems and apathy, were, at times, a disciplinary nightmare. Giving them the freedom associated with cooperative learning group work proved to be difficult. Other faculty and staff were called upon to lend language support when needed to rectify a troubled situation. For example, when a behavior problem manifested itself with a young man whose family only spoke Ghurti, he was smug in his thinking that because his parents did not speak English it would be impossible to involve them in his discipline. The instructor was able to locate a staff member who spoke the student's familial language and the problem was quickly resolved. Since individual student behavior cannot always be anticipated, the need for this type of aide was not planned at the start of the project but was easily addressed

during the course. Therefore, having this support to rely on was extremely beneficial in maintaining control of the class.

The positive growth displayed by the target group encouraged non-involved faculty to consider the techniques used by this project to be incorporated into other classroom settings. The ethnic relations of the general school population has increasingly become a factor in academic success as student interaction continues to play a strong role in pupil behavior and attitude. By making lessons relevant to culture, the students exhibited an elevated response to required assignments.

Chapter Six

DECISIONS ON THE FUTURE

The Solution Strategy

The positive results achieved when intervening in the traditional approach to teaching English present a strong argument for continuing this program. The data show that the group targeted to benefit from this project tested, as a whole, considerably higher after their involvement. These students, who would have been considered at risk of failure when beginning the program, are now on the track for success in high school.

Attempting to quell the cultural differences these students represent and have them conform to traditional American teaching has resulted in a failure of our system to instruct all who enter. However, by using the unique qualities and cultures available through the diversity of the school population, we can reach these future adults and prepare them for tomorrow.

The focus of the project was to bring the English language deficient students into a level of understanding where they could feel confident and communicate by society's standards. Through a combination of specific multi-cultural activities and lessons, the objectives were achieved. The teaching itinerary was broadened to incorporate more student-centered learning and increased interaction between student and student, and student and teacher. This approach is considerably

less structured and allows for heightened creativity and input on the part of the student. They were encouraged to shed their initial fears of discrimination and share their cultures. Through this, they were able to concentrate on the task of learning without fear of reprisal or ridicule and, thereby, learn more easily, with less stress.

Additional Applications

School-wide adoption of the project's theories could provide crucial benefits to students who have inherent cultural differences to overcome. The lessons developed in the English program could easily be carried into the social sciences area and, with modification, each course of study could include a multicultural and cooperative learning section among its regular instruction. Using their cultures to help others learn and being allowed to communicate in a controlled environment throughout the school day would strengthen the students' self-esteem and encourage them to view their cultures in a proud and positive way. This would also create an awareness among those students not ethnically challenged to see the contributions other cultures make in our society.

Dissemination of Data and Recommendations

To implement a school-wide program, the achievements of the intervention should be reviewed by all faculty members. These results could then be measured against the required lessons in the various departments and modifications would need to be developed. Assessment plans could then be established within each teaching sector to address the mandated criteria.

To attain the goals set forth in the project premise, class size needs to be considered. During the initial phase of implementation, there were 14 to 15 students enrolled in each class. This allowed for three small cooperative groups per period. The small groups enabled the instructor to manage those students inexperienced in learning through cooperative interaction. This is a significant factor in the overall success of the program for if the students are unable to grasp the concept and master the ability to work within a supportive group, most of the lessons used in the project, would have been impossible.

Smaller groups also offer more control over the students' behavior in the classroom. In a less regimented learning environment, maintaining an appropriate mix of discipline and interaction is important. Knowing how to group the students will help avoid future discipline problems. Observing the students at work to gauge their motivation, maturity levels, and study habits will help in grouping them appropriately.

Incorporating technology into the program would enable additional successes. Computer literacy is vital to the success of today's student entering the adult working world. By devising assignments that would combine reading and writing while introducing and strengthening computer knowledge and ability, the program would be further enhanced.

An important task of all educators is the ability to openly communicate with the parents or guardians of their pupils. This is especially true when applied to the student who is more difficult

to teach, regardless of his/her disability. The family who has limited use of the English language needs special consideration and handling techniques so they are able to comprehend what the school system and teacher are attempting to explain. Having a pool of foreign language proficient people is highly recommended to ensure success in teaching a multicultural class.

The gains this project made in reaching and teaching the English deficient student support the continuation and expansion of this type of instruction. These positive results indicate that a tangible difference can be made through varied teaching techniques and non-traditional thinking. By exploring multiculturalism in all avenues of education, students and teachers alike will increase their awareness of the positive aspects in the diversity of our world. America is considered the land of promise to many of its foreign neighbors. As we continue to open our gates and welcome all people to settle upon our land, we must recognize and grasp the responsibility of educating students of diverse backgrounds. Our school system is the first entry into the American culture for many of these new residents and their success or failure rests heavily on this system and its educators. The school teacher sees, first hand, the changing population and must be ready to adapt to this transition. With our educators lies the future, and every effort must be made to aide in their mastery of teaching.

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EDRS

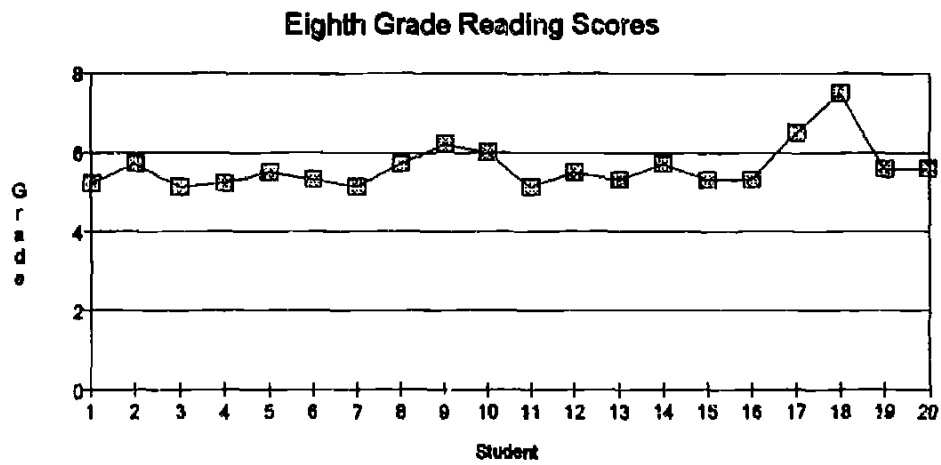
APPENDICES

BEST COPY AVAILABLE

APPENDIX A

TABLE I
GRADE LEVEL READING SCORES OF
EIGHTH GRADE TARGET STUDENTS

<u>Student</u>	<u>Grade Equivalent</u>
1	5th grade, 2nd month
2	5th grade, 7th month
3	5th grade, 1st, month
4	5th grade, 2nd month
5	5th grade, 5th month
6	5th grade, 3rd month
7	5th grade, 7th month
8	6th grade, 2nd month
9	6th grade, 0 month
10	5th grade, 1st month
11	5th grade, 5th month
12	5th grade, 3rd month
13	5th grade, 7th month
14	5th grade, 3rd month
15	6th grade, 5th month
16	7th grade, 5th month
17	5th grade, 6th month
18	5th grade, 6th month
19	5th grade, 3rd month
20	5th grade, 1st month
Average =	5th grade, 1st month



APPENDIX C

TABLE 2
GRADE LEVEL READING SCORES OF
NINTH GRADE TARGET STUDENTS

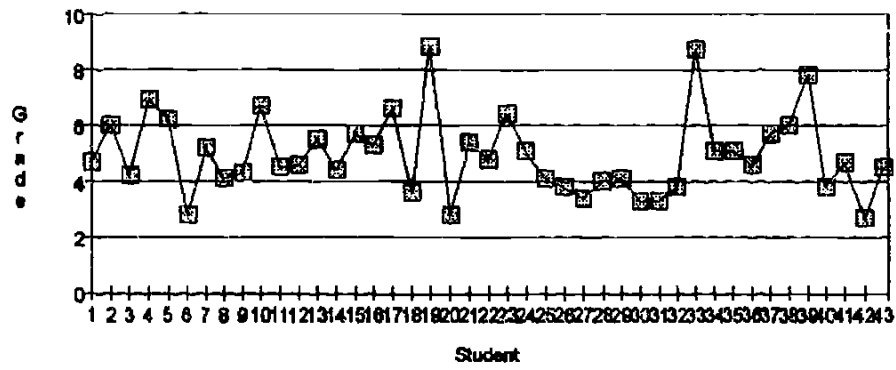
1ST SEMESTER

<u>Student</u>	<u>Grade Equivalent</u>
1	4th grade, 7th month
2	6th grade, 0 month
3	4th grade, 2nd month
4	6th grade, 9nd month
5	6th grade, 2nd month
6	2nd grade, 8th month
7	5th grade, 2nd month
8	4th grade, 1st month
9	4th grade, 3rd month
10	6th grade, 7th month
11	4th grade, 5th month
12	4th grade, 6th month
13	5th grade, 5th month
14	4th grade, 4th month
15	5th grade, 7th month
16	5th grade, 3rd month
17	6th grade, 6th month
18	3rd grade, 6th month
19	8th grade, 8th month
20	2nd grade, 8th month
21	5th grade, 4th month
22	4th grade, 8th month
23	6th grade, 4th month
24	5th grade, 1st month
25	4th grade, 1st month
26	3rd grade, 8th month
27	3rd grade, 4th month
28	4th grade, 0 month

TABLE 2 CONTINUED

<u>Student</u>	<u>Grade Equivalent</u>
29	4th grade, 1st month
30	3rd grade, 3rd month
31	3rd grade, 1st month
32	3rd grade, 8th month
33	8th grade, 7th month
34	5th grade, 1st month
35	5th grade, 1st month
36	4th grade, 6th month
37	5th grade, 7th month
38	6th grade, 0 month
39	7th grade, 8th month
40	3rd grade, 8th month
41	4th grade, 7th month
42	2nd grade, 7th month
43	4th grade, 5th month
Average =	4th grade, 9th month

Ninth Grade Reading Scores



80

David [REDACTED]

P 6 10/13

Mr. Howard's Questions.

I liked it when the role models came because all we had to do was sit there and listen and not do any work. After the role models left, I began a liking for classical guitar.

You listen and you do
the same thing

(1)

Ethnic Relations Among Students

Directions: circle yes or no

1. When placed in a group, I would rather be with members of my ethnic group.
Yes No
2. I feel that this school would be a much better school if it had more students of my ethnic group.
Yes No
3. The better classes are those where most of the students are members of my ethnic group.
Yes No
4. I would enjoy learning about my ethnic group, and my classmates should enjoy it too.
Yes No
5. Most of the troublemakers are members of other ethnic groups.
Yes No
6. People from my ethnic group are very kind and helpful to other ethnic groups most of the time.
Yes No
7. I like to work with students from other ethnic groups.
Yes No
8. When I select a seat, I like to sit beside students of other ethnic groups.
Yes No
9. I am afraid to be friends with students of other ethnic groups because I have heard that they are more violent than students of my own ethnic group.
Yes No
10. I know very little about the cultures of students who are not members of my ethnic group.
Yes No
11. I have difficulty relating to students from other ethnic groups.
Yes No

12. I would like to learn more about other ethnic groups in my school.
Yes No
13. The ethnic relations at this school are poor.
Yes No
14. Most of the time, I feel alienated because of my ethnic background.
Yes No
15. This school teaches students how to improve ethnic relations.
Yes No
16. My teachers favor ethnic groups other than mine.
Yes No
17. My school should have a course that would teach students about other ethnic groups because it would be fun to learn things about cultures.
Yes No
18. Some ethnic groups carry an odor.
Yes No
19. Many of the students are prejudiced toward people of my ethnic group.
Yes No
20. I think that the problems with race relations will improve with time.
Yes No

APPENDIX G

Vocabulary Test

Directions: Write the correct letter on the line provided.

1. _____ is a physical arrangement whereby persons of different ethnic backgrounds work, learn, and live in the same setting.
A. Segregation
B. Desegregation
C. Sexism
D. Elitism
2. _____ is the belief that one's own ethnic group is superior to others.
A. Integration
B. Ethnocentrism
C. Confusion
D. Racism
3. _____ is a broader concept than desegregation, involving the social acceptance of people from various ethnic groups being regarded as all being equal.
A. Integration
B. Racism
C. Sexism
D. Elitism
4. _____ is a term concerning people with a common heritage.
A. Ethnology
B. Ethnic Group
C. Defacto Segregation
D. Integration
5. _____ is the separation of a group of individuals based on identifiable characteristics of that group.
A. Desegregation
B. Racism
C. Segregation
D. Integration
6. _____ is a division of mankind possessing traits that are transmissible by descent and sufficient to characterize as a distinct human type.
A. Dejure Segregation
B. Defacto Segregation
C. Racial Group
D. Ethnicity
7. _____ is the awareness of the uniqueness of one's ethnic identity by the individual members of the group.
A. Sexism
B. Ethnocentrism
C. Racism
D. Ethnicity

8. _____ is the science that deals with the division of mankind into races and their origin, distribution, relations, and characteristics.
- A. Ethnology
 - B. Racism
 - C. Ethnocentrism
 - D. Stereotype
9. _____ is a standardized mental picture that is held in common by many members of one ethnic group about another and that represents an oversimplified opinion, affective attitude, or uncritical judgement.
- A. Stereotype
 - B. Racism
 - C. Sexism
 - D. Elitism
10. _____ is a separation of races. enforced by law.
- A. Racism
 - B. Sexism
 - C. Integration
 - D. Dejure Segregation
11. _____ is a separation of races. not a result of law.
- A. Integration
 - B. Racism
 - C. Defacto Segregation
 - D. Segregation
12. _____ is the belief that one's race produces the superiority or inferiority of an ethnic group.
- A. Sexism
 - B. Segregation
 - C. Racism
 - D. Elitism
13. _____ is the belief that one's own sex determines superiority or inferiority.
- A. Sexism
 - B. Elitism
 - C. Racism
 - D. Ethnicity
14. _____ is the idea that one's own ethnic group is better than the others.
- A. Elitism
 - B. Sexism
 - C. Racism
 - D. Integration
15. _____ is the process by which a human being acquires the culture of his or her society.
- A. Curriculum Bias
 - B. Acculturation
 - C. Separation
 - D. Desegregation

APPENDIX H

Student Interview/Introductions

Directions:

- 1) Choose a student from a different culture
- 2) Ask questions
- 3) Ten minutes for the interviews
- 4) Introduce each other. Take as much time as needed.

1. What is your name/nickname?
2. What languages do you speak?
3. How did you learn your language?
4. What country are you from?
5. What is it like in your country?
6. What do people eat/wear/how do people have fun?
7. Do you miss your country? Why? Why not?
8. If you could bring anything from your country to the U.S. what would it be?
9. How long have you been in the U.S.?

APPENDIX I

Student-Parent Interviews

Directions:

- 1) Interview one or both of your parents
- 2) Prepare a 3-5 min speech about your parents
- 3) Bring some sort of family artifact to class

1. In your day, what were schools like?
2. What languages were used in the school?
3. What games did you play when you were children?
4. What type of music did you like?
5. What foods did you eat?
6. What were the rules that your parents had for you?
7. How did they wash, iron and cook?
8. What religion did you practice?
9. If possible, would you like to return to those times? Why? Why not?

APPENDIX J

Name _____ Date of Birth _____

Country of Birth _____

Primary language spoken at home _____

Number of years in the United States _____

Answer the questions by circling the choice that best fits your understanding and use of the English language.

1. At school I communicate with my fellow students in English.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
2. I understand my teachers.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
3. Reading assignments are easy for me.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
4. Written assignments are easy for me.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
5. English is spoken in our home.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
6. In social situations I feel comfortable using the English language.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
7. When I communicate with people of my own ethnic group I use English.

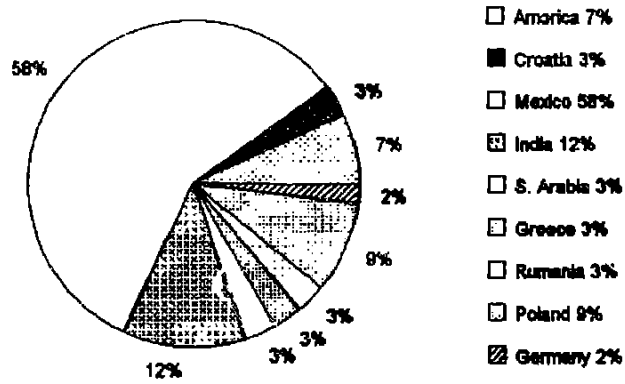
Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
8. In class I feel confident when giving an oral report or speech.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
9. I learn English from my interaction with my peers.

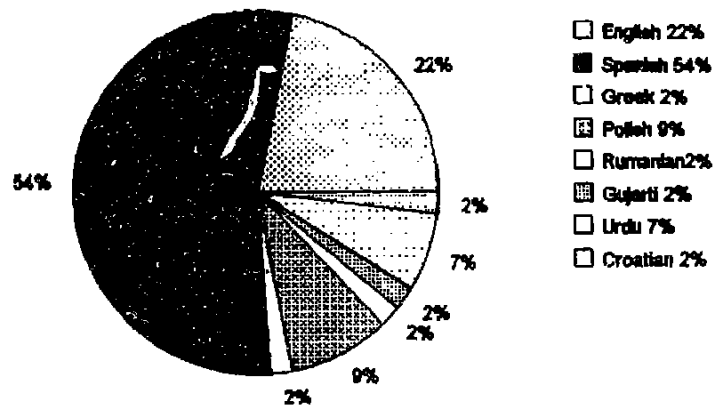
Always	Most of the time	Seldom	Never
--------	------------------	--------	-------
10. I learn English from my teachers.

Always	Most of the time	Seldom	Never
--------	------------------	--------	-------

Countries of Origin



Language Spoken in the Home

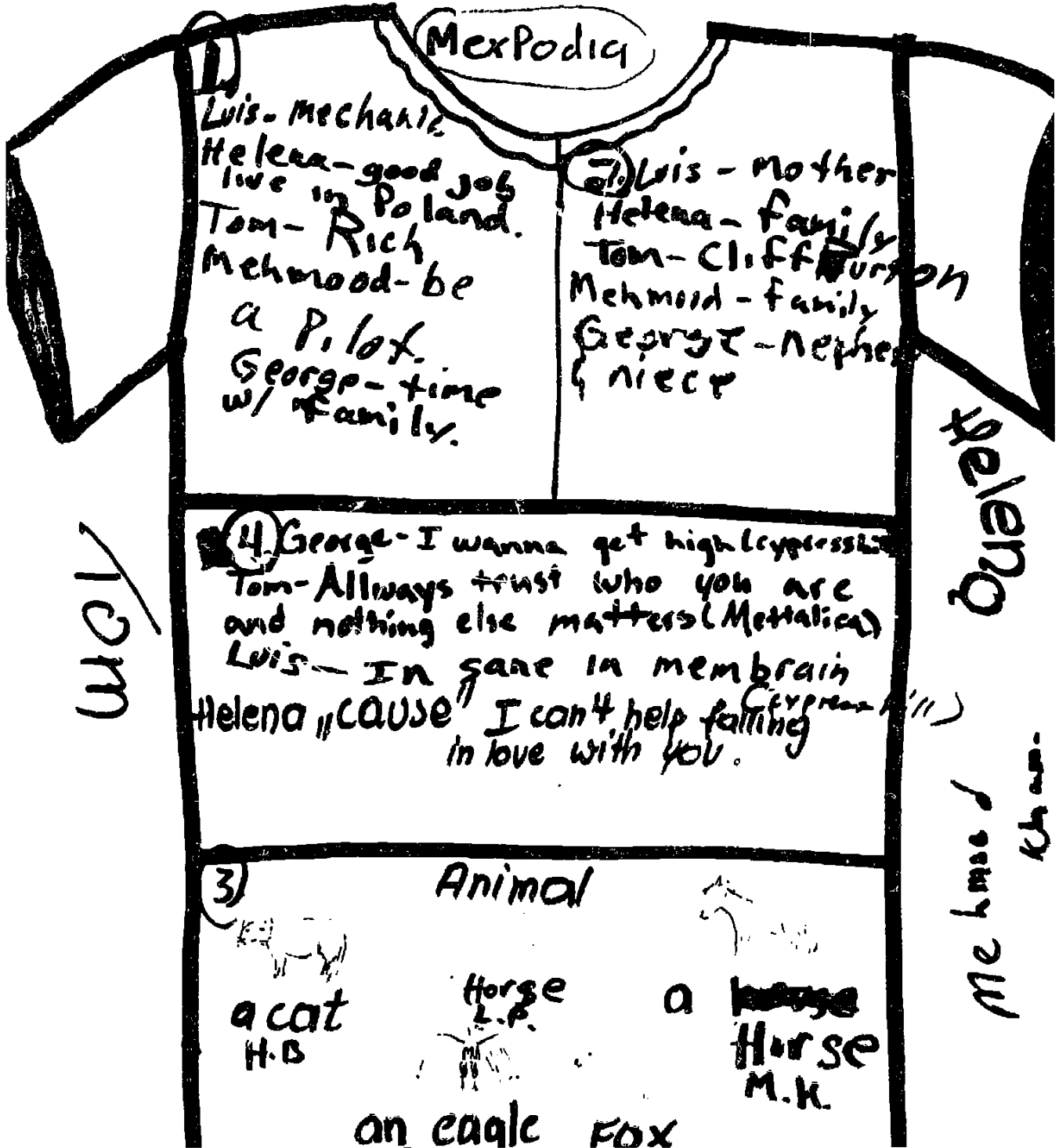


EDRS

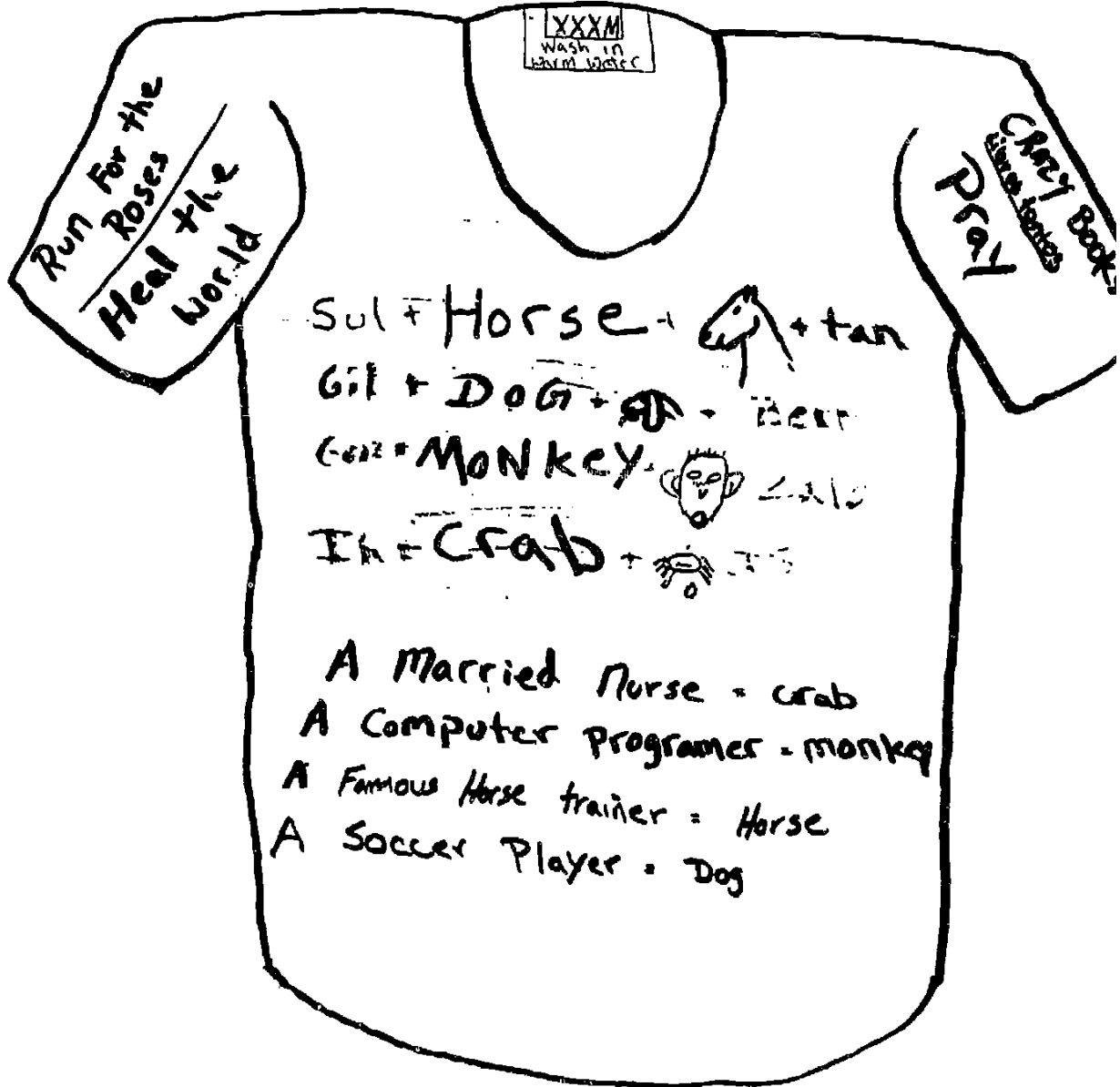
GLOR 276

LUIS Mix Countries

Mexico, Poland, India



Saudexico



GROUP T-shirt

I think this activity was kind of neat because on the t-shirt we know things for the classmates and because if there is a problem we help in anything we can. For the group grade I think we got a B because we cooperate in doing something like bringing markers for the t-shirt giving some money for it. I think I should get a B. I did most of the work I cooperate with the team.

Man - Nature

The hunter had to kill the jaguar so the natives can show them a place that they know of.

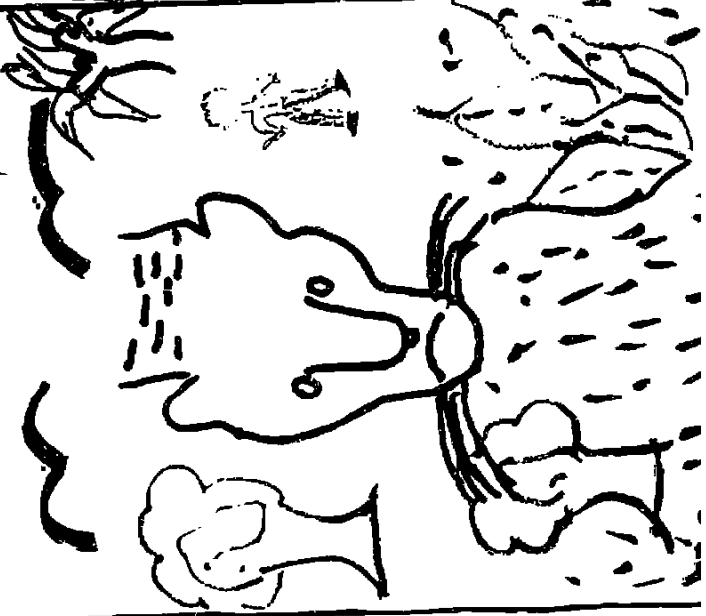
Maribel



Man - Fate

They were lucky because the jaguar didn't kill him.

MARIZA



Man - Himself

The hunter didn't know what to do when the jaguar was tearing at his arm.

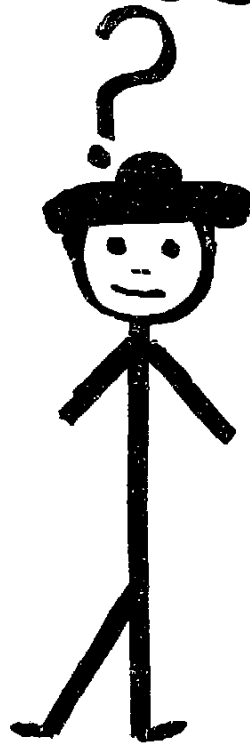
Christa G.





MAN V.S. FATE

MAN V.S. HIMSELF



MR. HOWARD'S QUESTIONS



WHAT WERE YOU EXPECTED TO DO?



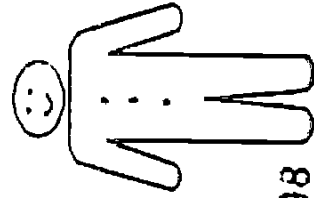
IN THIS ASSIGNMENT, WHAT DID YOU DO WELL?



IF YOU HAD TO DO THIS TASK OVER, WHAT WOULD YOU DO DIFFERENTLY?



WHAT HELP DO YOU NEED FROM ME?



86

98

97

APPENDIX R

My name is [REDACTED] and I am like a dolphin. I love being a dolphin because I like to swim in the Ocean. I am like a dolphin because I play with young children and talk to anyone. Dolphins are very happy and they like to swim in the Ocean a lot. Dolphins are sleek, massive bodies weighing about two hundred pounds. They are young. I like to spend numerous days with my family. They like spending their time and seek for the same species, particularly sand. They are helping people and saving people's lives if they are in some dolphins are kind and they like to do many things under water. IN CONCLUSION, A DOLPHIN IS NICE WITH A GRACEFUL BODY.

1-14-94

4:2

Deer are the most lovely animal in the world.

Sp. They're beautiful
 Sp. weight like 250 lb.
 Sp. Don't live everywhere
 Sp. people like them

add. they're lovely
 add. they're big and fat
 add. live in the forest
 add. people like to hunt
 them and eat them

Deer are the most lovely animals in the world. Besides they are beautiful and with a white tail. Deer are lovely just like me. And they weight like 250 lb. In addition they're big and fat. Furthermore they don't live everywhere. They live in the forest. For example people like to kill them. People like to hunt them and eat them. I just love to be a deer.

YOU LOVE TRANSITIONAL
 WORDS!

B -

1/14/94 p 6.

GS: If I were an animal, I'd be
 a monkey, because I act like one
 sp: trees Add: swinging
 sp: bananas Add: fruit
 sp: behavior Add: school
 sp: facial features Add: eyes
 TRANSITION Needed

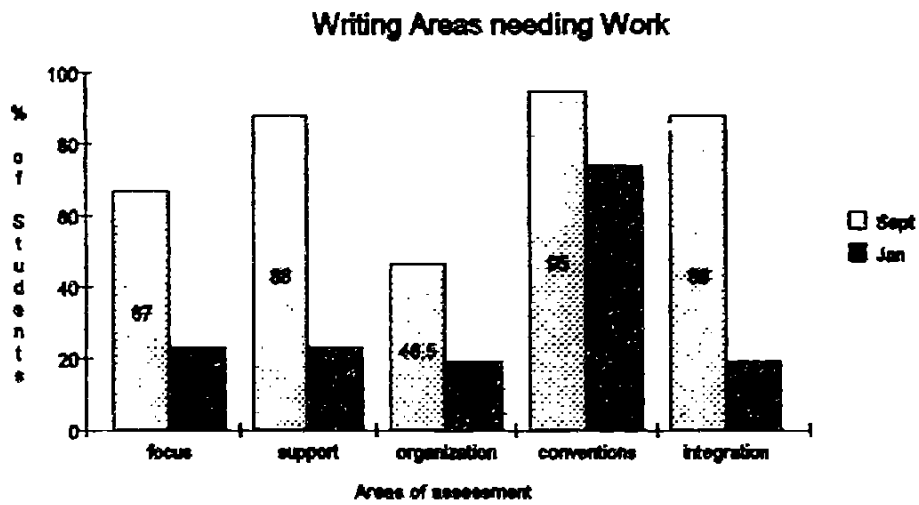
If I were an animal, I'd be
 a monkey, because I act like one I
 like trees. For example, I like to
 swing from trees. Bananas is a food
 that I like. I probably because its
 a fruit, and I like most fruits.
 Sometimes I act like a monkey.
 Consequently, more in school than
 at home, I think some of my fac-
 ial features are like a monkey. For
 instance, when a monkey is making a
 normal face, its eyes look like mine
 when I'm afraid. As a result, every-
 thing I do, say, and eat, I do, say, and
 eat it like a monkey.

Nice Work
 A

11.4.9.

I'm a lion type of girl. First of all lions are very intelligent. They can wait quiet for hours to get their prey. They never do anything to disturb their "pack", I think I'm intelligent too. I can wait until I get something or go somewhere. Another thing I have in common with the wild beasts is solitary type of life. Lions always live in packs. There is 5 to 30 five to thirty animals in one group. They hunt together, eat together etc. I have a large group of friends too. We go out to eat or just walk around the major road just like lions. Besides I think that lions are very ungenial. They know how to get food and where to hide. Maybe I'm not smart in that particular way, but everyone tells me I'm smart. Because for example, I get good grades at school. Also, people call lions the "king of the beasts". They rule their whole community. They like to be "boss" the animals around and their looks help them. I do not think that I look like a lion. I'm not strong, powerful, and fast, but sometimes I like to have people around like my sister has uncles.

APPENDIX W



APPENDIX X

David [REDACTED] 12/10/93 p6

Gideon was motivated by revenge and self preservation. If Gideon did not use his intelligence like he did, he would not have survived very long. For example, Gideon cut a hole through the train to escape. Gideon could not die, he was determined to live. "You will survive, Gideon's father whispers you must." He wanted to take this revenge on the Nazis for the deaths of all his friends. Furthermore, the Nazis killed many Jews. Gideon wanted revenge on the Nazis for everything they did. He wanted revenge on the Nazis for taking his family away from him. Most important, he had to do everything he could to survive.

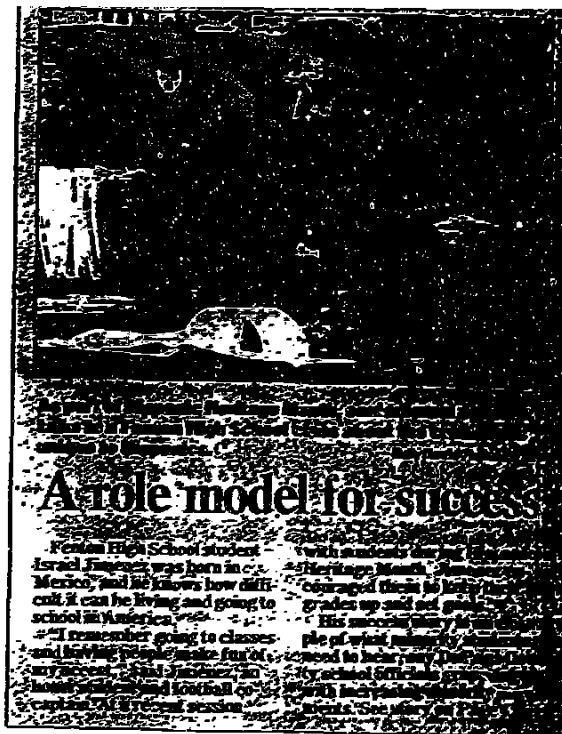
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APPENDIX Y



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A role model for success

Fenton High School student Israel Jimenez was born in Mexico and he knows how difficult it can be living and going to school in America.

"I remember going to classes and having people make fun of my accent," said Jimenez, an honor student and football co-captain of a recent season.

With students and staff celebrating Hispanic Month, he encouraged them to keep their grades up and not give up.

His success has inspired a lot of other students. "I remember going to classes and having people make fun of my accent," said Jimenez, an honor student and football co-captain of a recent season.

Daily Herald

Sunday, October 10, 1993

Minority students hear words of encouragement

By LESLIE BAGO,
Daily Herald Correspondent

Fenton High School students Israel Jimenez and Martha Banolets were born in Mexico, and they know how difficult it can be living and going to school in America.

Not only did they adjust to a different culture and learn English fluently, they went on to be student leaders at the Bloomerick high school — becoming National Honor Society members and, in Jimenez's case, co-captain of the football team.

Success stories such as these are what minority students need to hear, say DuPage County school officials grappling with ever-increasing minority enrollments.

West Chicago High School, District 94 and Bensenville Elementary District 2 have among the largest Hispanic populations in DuPage, according to the latest figures from the Illinois State Board of Education. West Chicago High School is 22 percent Hispanic and District 2, which sends its students on to Fenton, is about 31 percent Hispanic.

The Hispanic population in DuPage has doubled in the past decade, from 2.6 percent in 1980 to 4.6 percent in 1990, according to the latest census figures.

The challenge, educators say, is to capitalize on the students' cultural differences to become them

"I'm trying to get these kids to realize that just because they speak with an accent, they can still make it."

— Fenton High School English teacher Walt Howard

Schools are accomplishing this in a variety of ways, including bilingual classes, field trips and inviting minority professionals to share with students their success stories.

"Our task is to not look at this necessarily as a remedial effort, but as an educational effort," said Casey Calabrese, District 1 superintendent. "We need to capitalize on their strengths."

Educators say the chief barriers for Hispanic students center on language and socioeconomic status.

Complicating matters is the lack of parental support. Many Hispanic students have limited educational backgrounds, sometimes no higher than the third- or fourth-grade level. "Think of kids that are going to be first graders for their kids," according to Elizabeth of Reyes, dean of students at West Chicago High School.

The biggest frustration for the kids is the lack of English they know and their economic status, Reyes said. "They feel they don't

teacher Walt Howard tries to turn around such attitudes by using the experiences of successful minorities to educate and inspire students. He regularly invites speakers to his classes to show students they, too, can rise above language and socioeconomic barriers.

"I'm trying to get these kids to realize that just because they speak with an accent, they can still make it," Howard said.

More than 90 percent of the students in Howard's English I classes were born outside America. He calls his classes the United Nations because the students come from numerous countries, including Romania, Poland, India, Greece and Mexico.

In addition to learning English in a "controlled environment" where virtually everyone has an accent and comes from a house where English is not the mother tongue, students also give reports and watch films about each other's different heritages. Howard said this exposes the students to a variety of cultures and instills

Hispanic Heritage Month

"I remember going to classes and having people make fun of my accent," said Jimenez, who now is interviewing for a scholarship to attend Northwestern University.

At a recent session with students, he encouraged them to get involved in extracurricular activities, keep their grades up and set goals.

"The majority of our people are going to fail," Jimenez said. "We're killing ourselves and putting into drugs. I want you to realize you have an opportunity to change that and not become a statistic."

Banolets said she wanted to speak with the students to let them know she understands what they're going through.

"I don't think there are enough minority role models, and that's why you have to make yourself one," she said.

Yvonne Flores, a freshman in English, said the students motivated her because "they're Hispanic, too."

West Chicago High School also sponsors field trips to corporations across DuPage to expose students to professional environments. Educators stress field trips in Hispanic professionals to relate their experiences.

"These kids need to say, 'Hey, they made it. I can do it, too,'" Reyes said. "For so long, the ex-

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APPENDIX AA

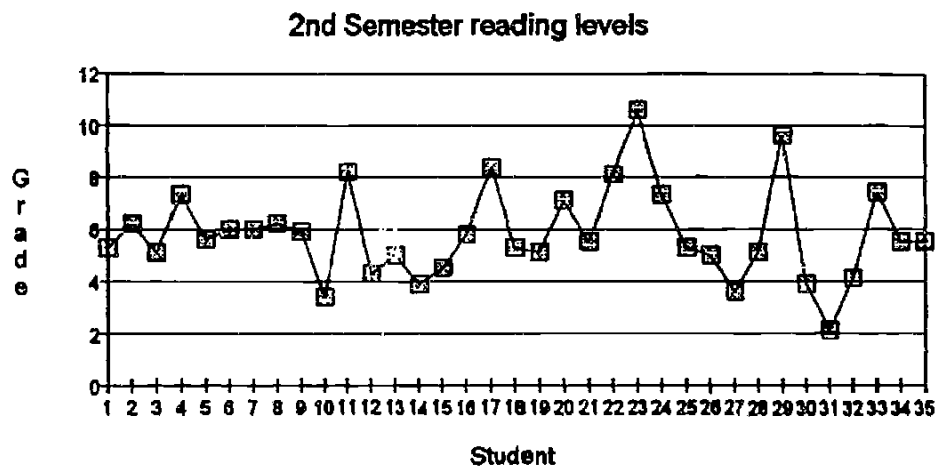
TABLE III

GRADE LEVEL READING SCORES OF
NINTH GRADE TARGET STUDENTS
2ND SEMESTER

<u>Student</u>	<u>Grade Equivalent</u>
1	5th grade, 3rd month
2	6th grade, 2nd month
3	5th grade, 1st month
4	7th grade, 3rd month
5	5th grade, 6th month
6	6th grade, 0 month
7	6th grade, 0 month
8	6th grade, 2nd month
9	5th grade, 9th month
10	3rd grade, 4th month
11	8th grade, 2nd month
12	4th grade, 3rd month
13	5th grade, 0 month
14	3rd grade, 9th month
15	4th grade, 5th month
16	5th grade, 8th month
17	8th grade, 4th month
18	5th grade, 3rd month
19	5th grade, 1st month
20	7th grade, 1st month
21	5th grade, 5th month
22	8th grade, 1st month
23	10th grade, 6th month
24	7th grade, 3rd month
25	5th grade, 3rd month

TABLE III CONTINUED

<u>Student</u>	<u>Grade Equivalent</u>
26	5th grade, 0 month
27	3rd grade, 6th month
28	5th grade, 1st month
29	9th grade, 6th month
30	3rd grade, 9th month
31	2nd grade, 1st month
32	4th grade, 1st month
33	7th grade, 4th month
34	5th grade, 5th month
35	5th grade, 5th month
Average =	5th grade, 8th month



Survey of Communication Development

Directions: Check the line by the response that best applies to you.

1. I feel comfortable playing, studying and talking with my classmates of other ethnic backgrounds.
_____ Yes _____ No _____ Sometimes
2. During lunch in school, I like to eat with students of different ethnic groups.
_____ Yes _____ No _____ Sometimes
3. No one makes me feel alienated because of my ethnic background.
_____ Yes _____ No _____ Sometimes
4. I noticed that students of all ethnic groups are communicating more positively with students of different ethnic groups.
_____ Yes _____ No _____ Sometimes
5. I have gained an understanding of my peers of other ethnic groups, and I am able to communicate better with them.
_____ Yes _____ No _____ Sometimes
6. I have developed a positive outlook on the many ethnic groups that attend my school.
_____ Yes _____ No _____ Sometimes
7. I have a desire to continue learning about the various ethnic groups because I am able to communicate better with them with no feeling of fear.
_____ Yes _____ No _____ Sometimes
8. I enjoy working in collaborative learning groups composed of different ethnic groups.
_____ Yes _____ No _____ Sometimes
9. Students are more aware of the need to be more concerned about obtaining positive communication among the various ethnic groups.
_____ Yes _____ No _____ Sometimes
10. The discipline problems are reduced in my class because students are able to interact in a positive manner with the various ethnic groups in the classroom.
_____ Yes _____ No _____ Sometimes