

**Helping English Language Learners (ELLS)
Achieve Success (Passing Grades) in the
Mainstream Classroom**

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Abstract:

Our world is globalizing at a rapid rate right before our eyes. The world as we know it is becoming much more diverse and colorful. The population of school-aged English language learner (ELL) students in the USA has steadily and markedly increased over the past decade with projections indicating that this trend will continue. If the trend continues, by the year 2050, forty-nine percent of the population will be other than “white”. The implications of this trend are that our schools will have higher populations of ELL students and the needs of these learners will be programs that teach English and then content material. It will be the responsibility of educators to teach these students English before expecting them to master content area knowledge and become productive citizens in our communities. The research done in this study investigated current attitudes toward ELL students by faculty, staff and administrators as well as suggestions ELL students had to offer about what would help them achieve success (passing grades) in the mainstream classroom.

Key terms:

English language learner (ELL)- Is a student whose first language is not English and who either lacks proficiency in English or has beginning level proficiency in English.

English as a second language (ESL) teacher- ESL teachers help students who speak another language to develop an understanding of written and spoken English.

Bilingual Education- Teaching a second language by relying heavily on the native language of the speaker. The theory is that maintaining a strong sense of one's one culture and language is necessary to acquire another language and culture. Bilingual education involves teaching most subjects in school through two different languages.

Second language acquisition (SLA)- Second language acquisition or second language learning is the process by which people learn a second language in addition to their native language(s).

1. Introduction:

Lopez (2005) defines bilingual education as “an educational program in which two languages are used to provide content matter instruction”. I consider myself bilingual; I can speak, read, and write in two languages. I was born and raised in the United States where the “native language” is English. It is obvious that I learned my native language automatically and instinctively from my environment. However, learning my Second language came quite differently.

I began studying Spanish in 8th grade and continued through high school; for a total of five years. I would not have considered myself bilingual at that point because I was unable to speak the language. I could understand it when it was spoken to me, I could read and write it, but I was unable to convey my feelings, emotions, and express my thoughts in the second language. I could formulate simple sentences and regurgitate vocabulary terms, but I was not able to make grammatical connections, formulate complex sentences, or understand native speakers of the second language I was learning. I continued with Spanish in college and was finding my Spanish classes difficult to understand. My professors were all native speakers from many different Spanish speaking countries. It was my first, first-hand experience with different dialects and accents. The word overwhelmed, only begins to describe what I was feeling. In my junior year of college I decided to study abroad; (I had changed my concentrate to Adolescent Education and Spanish) I figured it was time to take the leap. It was not until after I studied abroad that I truly made the connection with the language. Having studied the language for nine years prior to my immersion in the language/culture helped me immensely. I cannot imagine what it would have been like to live and study in Mexico, live with a Mexican family in a

country that was all new to me; where I did not know the culture, and was not even familiar with the language. As I have gone through the process of learning a second language, I agree with the research that suggests full proficiency, including the ability to use English (second language) in academic, as well as in social situations, may take more than 7 years (Reeves, 2006). It was when I studied abroad that I was able to take classes of pronunciation, phonetics, and culture. I feel these courses were what caused the light bulb to finally illuminate. All that I was taught, in my 9 years of studying the language, finally fit together and made sense.

2. Literature Review:

2a. Bilingual Education:

Bilingual education involves the teaching of school-related material in two languages, English and the primary language spoken by the student. It usually lasts three years and involves mastery of both languages (Cavazos-Rehg, 2009). This type of education usually involves teaching culture and ethnic heritage of the students (Cavazos-Rehg, 2009). English as a Second Language (ESL) models are designed to support the bilingual education programs. Research shows the practice of incorporating English Language Learner (ELL) students' native languages into instruction to be a major factor in enhancing their success in school (Karathanos, 2009). Having instruction available to the students in their native language helps allow them access to curriculum, thus allowing them to achieve success in the mainstream classroom. If they are strong in their native language, the skills they use will cross over into their learning of English (or a second language). Equitable instruction maintains content standards while content is presented in

linguistically appropriate ways (Reeves, 2006). High expectations and success in the mainstream classroom are not met when instruction does not grant ELL's access to the curriculum (Reeves, 2006).

Khrashen's research and studies on second language acquisition are the closest to providing a theory about learning language; one of his five hypotheses is language input which he states the importance 'language in before language out'. A learner must be able to comprehend a language before he or she can acquire the ability to produce the language. Comprehensible input must be given to any learner in order for any type of output to be expected. It is imperative to practice pronunciation, phonetics, and even culture of the language being learned. Different orthographic systems vary greatly with respect to the relationship between the written forms and their pronunciations (Cuetos, 2009). English is a deep system, in which a single letter is pronounced very differently, depending on the word to which it belongs (Cuetos, 2009).

2b. Misconceptions:

Critics of bilingual education say that bilingual education programs are dedicated to preserve the native language of students and never get them adequately prepared in English (Lopez, 2005). Research indicates that use of the native language in instructional settings by ELL's does not interfere with or delay the acquisition of English language skills (Karathanos, 2009). There are many intolerant attitudes toward bilingual education programs in this country. Bilingual education programs are under attack by a number of English-only movements. There are refusals by some sectors of our society to acknowledge the cultural and ethnic diversity of students in the classrooms across the United States (Lopez, 2005). Some critics will say that bilingual education "...is an instrument for

maintaining ethno linguistic enclaves that someday would threaten the unity of the United States” (Lopez, 2005). Critics think that it takes too long for ELL’s to move into mainstream [English] classes (Lopez, 2005).

2c. Teacher attitudes:

Reeves (2006) conducted a study to find out teacher attitudes toward inclusion of ELLs in the mainstream classroom. It was a 38-item survey of 279 subject-area high school teachers. The survey used indirect questioning of respondents’ opinions, attitudes, perceptions, and beliefs. The survey used in this study was composed of multiple statements to directly and indirectly probe respondents’ attitudes and perceptions off ELL inclusion.

Since perceptions are hard to measure he constructed a survey instrument that consisted of four sections:

Section A gauged teachers’ strength of agreement or disagreement with 16 statements addressing attitudes toward ELL and ESL inclusion.

Section B measured the frequency of teaching behaviors among teachers with ELLs in their classroom.

Section C asked participants two open-ended questions concerning benefits and challenges of ELL inclusion.

Section D gathered demographic information (Reeves, 2006).

The results of this study showed a neutral to slightly positive attitude toward ELL inclusion among the teachers surveyed. Second it showed a somewhat positive attitude toward coursework modification, a neutral attitude toward professional development for working with ELLs and many educator misconceptions regarding how second languages are learned.

2d. Use of native language:

Karathanos conducted research exploring mainstream teachers' perspectives on use of the native language in instruction with ELL students. The majority of public school teachers in the mid-west region of the USA who currently serve ELL students in the classroom include predominantly English-speaking mainstream teachers with little or no preparation in addressing the educational needs of these students (Karathanos, 2009). During the 10 years between the 1993-1994 and 2003-2004 school years, the state of Kansas experienced a 269% increase in ELL students attending PK-12 schools (Karathanos, 2009).

This study had 327 participants from which demographic and survey data were collected. They were divided nearly equally among the three targeted teacher groups: preservice = 100, untrained = 117, and trained = 110. The methodology used in this study included a 12 item questionnaire intended to explore participants' perspectives on incorporation of the native language in instruction with ELL students. These items consisted of statements for participants to rate according to a seven point Likert-scale.

Results from this study clearly pointed to a link between a significant amount of ELL-specific preparation and an increase in mainstream teachers' support of the foreign

language use in instruction. This information offers important insight and direction for teacher educators with the responsibility of preparing mainstream teachers to meet the academic, linguistic, and social needs of significantly growing ELL student populations (Karathanos, 2009).

2e. Multiple dimensions to second language acquisition (SLA):

Larsen-Freeman (1985) argues that in order to attain the goal of facilitating bilingualism, SLA researchers have to take into account, as a minimum the following factors:

1. Setting: classroom, untutored environment, second or foreign language, context, etc.
2. Learner variables: age, aptitude, motivation, cognitive, social, psychological, personal, etc.
3. Reasons why language is being learned: to assimilate into a new cultural community, travel as a tourist, to pass an exam, to read scientific texts, etc.

Given the enormous scope of the task SLA research focuses on one relevant dimension or another, rather than being multidimensional in nature (Larsen-Freeman, 1985). Thus, there are SLA researchers who operate mainly from a linguistic perspective, social/psychological perspective, or cognitive perspective.

The first dimension; linguistic perspective assumes that language learners possess certain language learning capacities that are activated in response to the target language input. This alone does not work. Additional factors shape the progress of development (Larsen-Freeman, 1985).

The second dimension; social/psychological perspective seeks to determine how characteristics of individual learners and groups of learners influence the rate and level of proficiency attained in second language learning. They examining things like environment, attitudes, intellectual ability, personality, learning styles, and much more in order to explain and identify the variable(s) that might explain the differential success which exists between learners (Larson-Freeman, 1985).

The third and final dimension; cognitive perspective proposes explanations for a general theory of human information processing which includes linguistics, grammar, syntax, phonetics and the likes.

If one of these three dimensions is left out you cannot have a working theory, and in my opinion, a proven theory does not yet exist. However, I have found two models that come very close. The first would be Schumann's model of SLA. In his model, he looked at language contact situation, acculturation, conformity, social dominance patterns, attitude, integration strategies, length of residence, language and culture shock, motivation, and ego.

I compare his model to a teepee, as Schumann did not include one very important dimension of second language acquisition, which would be the cognitive perspective. In order to have a working "theory" we must include all three dimensions and be able to test hypotheses. In my opinion, leaving out a dimension is where Schumann missed the mark. We all know that if too much weight is placed on the top of a teepee, the structure will fall, as would this model when implemented.

Krashen (1982) brings us another model that contains triangulation by incorporating all three dimensions. I compare Krashen's model to the shape of a triangle.

As we know, in construction the triangle is the strongest shape. Precisely why I feel Krashen has the strongest model proposed today. In Krashen's model he proposes five hypotheses and they are:

Krashen's Five Hypotheses	
<i>The Natural Order Hypothesis</i>	'we acquire the rules of language in a predictable order'
<i>The Acquisition/Learning Hypothesis</i>	'adults have two distinctive ways of developing competences in second languages .. acquisition, that is by using language for real communication ... learning .. "knowing about" language' (Krashen & Terrell 1983)
<i>The Monitor Hypothesis</i>	'conscious learning ... can only be used as a Monitor or an editor' (Krashen & Terrell 1983)
<i>The Input Hypothesis</i>	'humans acquire language in only one way - by understanding messages or by receiving "comprehensible input"'
<i>The Affective Filter Hypothesis</i>	'a mental block, caused by affective factors ... that prevents input from reaching the language acquisition device' (Krashen, 1985, p.100)

Krashen (1982) includes the first dimension of linguistic perspective in his first hypothesis. He follows this up by including the second dimension of social/psychological perspective in hypothesis number five. Finally, he is able to include the third dimension of cognitive perspective in hypotheses numbers two, three and four.

From this model two central points emerge the first is that learners must obtain comprehensible input that is a bit beyond their current acquired level of competence. The second is that learners need to have a low/weak affect filter which will let the input in. According to Krashen (1982), an affect filter is an impediment to learning/acquisition caused by negative emotional ("affective") responses to environment (Krashen, 1982).

3. Gaps or Limitations

My greatest limitation was time. The data collection of this study took place over a four week time period. A second limitation was convenience sample; ELL students I had contact with on a daily basis were the only one(s) that were able to participate in this study. My final limitation was low participation.

4. Methodology:

4a. Subjects:

The populations targeted for this study were administrators, classroom teachers and other building staff, and English Language Learners (ELL'S). There were 4 administrators, 42 classroom teachers, 1 GED/PLATO teacher, 4 other building staff (2 guidance counselors, 1 security guard, and 1 social worker) and 1 ELL student that is a native Spanish speaker. There were a grand total of 52 participants in this study.

Administrators:

All administrators were invited to participate in my study. I visited each one and had a face-to-face briefing of what my research was about and why I was conducting it. I then handed them an introduction letter and consent form attached to the questionnaire in a folder, for privacy. I asked them to put the completed form back in my mailbox which is in the main office where their offices are located. All questionnaires were returned, however, one was not completed.

Teachers:

All teachers were asked to participate with the same letter of introduction and consent and a similar questionnaire attached. I placed these papers in their mailboxes located in the main office. I asked them to return their completed questionnaires, if they chose to participate in my study, to my mailbox by a specific date. I gave them one week to complete it and then extended the deadline two times via e-mail to encourage those that had not yet completed their questionnaire to do so.

ELL students:

One ELL student participated in this study. He is enrolled in several courses that are taught in English, the language he is trying to learn. He receives two periods a day of ESL class, which is a small group of ELL'S whose main goal is to learn English. After some number crunching he receives about 7.17 hours of small group instruction a week. He has one Spanish class a day, where the teacher speaks predominantly in Spanish (3.58 hours). The rest of his time spent in school (21.5 hours) is in mainstream classrooms, where English is predominantly spoken. In order to maintain the confidentiality of my study I will refer to him as Juan.

Juan is a male student who is considered a Junior at Oswego High School. He came here from Puerto Rico and has been in the United States for almost 3 years. He wants to learn English, and is trying the best he can in all of his classes to achieve success (passing grades). He has no problems with attendance or behavior. He has a positive attitude, great sense of humor, and is willing and eager to learn. He is still not "speaking" English as well as some

think he “should”. He has 10.5 credits and eight of them come from Spanish courses, one from art, one from ESL I, and half a credit from physical education. He has taken one New York State Regents, the Spanish regents which students take in the third year of High School Spanish, he received an 88 percent. Finally, when tested for his English reading level, he was unable to be scored, because results were too low.

4b. Instruments:

The instrument used with the administrators and colleagues was a questionnaire. The questionnaire was given to all four administrators and all four returned the questionnaire. Out of the 100 questionnaires distributed to colleagues, 48 were returned. The questionnaires to both groups of participants asked the same questions, however they were worded slightly different. Administrators are no longer in the classroom; therefore I was interested in investigating their view was of ELLs in the building.

This eleven item questionnaire began with six personal questions about subject(s), they taught, how long they have been teaching, where they were born, what their first language is, if they speak any other languages, and if they have any ELL'S in their classroom/how many. It then proposed seven questions asking about the classroom teachers opinions, attitudes and thoughts of ELLs in the classroom, how they feel ELLs would best be supported in their classroom, how they feel they have personally been prepared to make curriculum accessible to these students, and how/if they would be interested in learning more strategies/techniques/tips and tricks on how to include ELLs in the classroom. (Appendix A)

The second instrument used was an interview. This was the instrument I used with the ELL student. The interview consisted of questions probing the student on his thoughts and feelings of/toward education, and how his current teachers/the district itself could help him achieve success (passing grades) in school. The interview was conducted over three days and each session was 43 minutes long. The conversations took place in Spanish; however the results were recorded by hand, in English. (Appendix B)

4c. Procedure:

The first step in conducting research was seeking permission. I sought permission and approval of my study from HSC at SUNY Oswego. Second, I asked the building principal for permission to conduct my research at his building. Finally, I got written permission from all participants (administrators, colleagues, students) to participate in the study.

The second step was distributing the questionnaires and allowing time for participants to return the questionnaires. The questionnaire for administrators was given a deadline of one week and this seemed to be plenty of time for them, as all were returned to me. The deadline for the teacher questionnaire was extended two times via e-mail in order to encourage more participation.

The third and final step, was conducting an interview in Spanish with the ELL student.

5. Results:

5a. Administrators:

Three of the four administrators did state that they had some contact with ELL students in the building, even if it was not directly. They said that being in an

administrative position they could potentially have contact with all of them. The three were also in agreement that ELL'S needed to be present in the mainstream classroom, however felt that they need help and support. One administrator stated that they are supportive of it; however, they believe that the classroom teachers need more training on strategies to use with ELLs. All administrators that completed the questionnaire said that they felt the teachers in the building had not been provided with the "best" possible training/professional development on how to include ELLs in the classroom. Finally, two of the three that completed the survey said they would be somewhat interested to very interested in attending a professional development class whose focus was helping mainstream teachers with strategies/techniques/tips and tricks on how to include ELLs in the mainstream classroom.

5b. Teachers and staff:

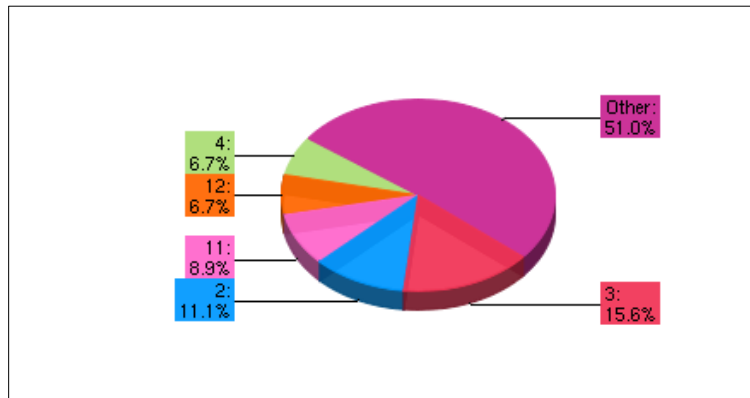
A similar, yet worded differently, questionnaire was given to classroom teachers and other building staff. Content areas were as follows:

Literacy-1	English-6	Math-8	Social Studies- 6	Science-6
Health Science-1	Family Consumer Science- 1	LOTE- 5	Special Ed.- 7	Technology-1

Other building staff included:

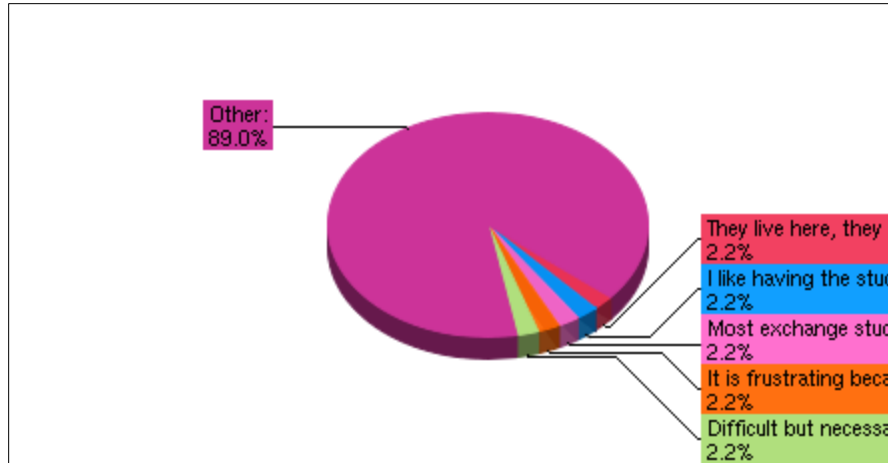
Guidance- 2	Security- 1	Social Worker- 1	GED/PLATO- 1
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In this sample there was an even distribution of “new” teachers and veteran teachers. I will consider a veteran teacher one with 13 or more years of teaching experience.



51% 13 or more years	8.9% 11 years
15.6% 3 years	6.7% 12 years
11.1% 2 years	6.7% 4 years

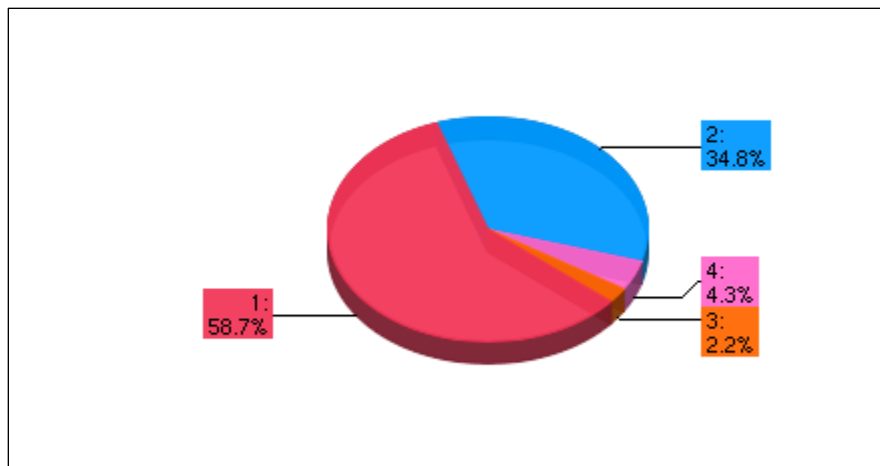
Of all the classroom teacher participants, two were born outside of the United States; one because family was in the military. Only one of the teacher participants’ first languages was not English; English was their second language. All but one teacher participant had a positive attitude toward the inclusion of ELL’S in the classroom.



89.0% had a positive attitude/comment
2.2% I have only had one student ever in my class that I ever knew of (besides foreign exchange students)
2.2% I like that they are "included" rather than "excluded" in a separate classroom. I think integrating them with non-ELL'S can help them learn to speak English faster.
2.2% I think it is vital
2.2% They should be fully included-assuming teachers are given training on how to differentiate
2.2% They live here; they can speak the American language! They want medical, social security \$, unemployment, disability—speak English and become an American!

The single teacher that provided a sense of negativity toward ELLs did so only because he or she lacks the professional development and skills to include ELLs in the classroom. This was shown in their response to questions that came later in the questionnaire about how well they felt they have been prepared to include ELLs in the classroom. For example, when this teacher was shown a ladder scale and asked to rate

where they were on the ladder (5 being the best possible training/professional development they could receive and 1 being the worst possible professional development/or none at all) they felt they personally stood on the bottom rung of the ladder. Saying that their professional development has been worst possible professional development/or none at all. 93.5 percent of all teachers that participated found themselves with this teacher on the bottom 2 rungs of the ladder. 6.5 percent of teachers felt they were on rungs three or four and zero percent thought they were at the top of the ladder having the best possible training. Most teachers that identified themselves on rungs three and four said they felt this way because they have been trained on how to include students with disabilities; the others were teachers of a second language.

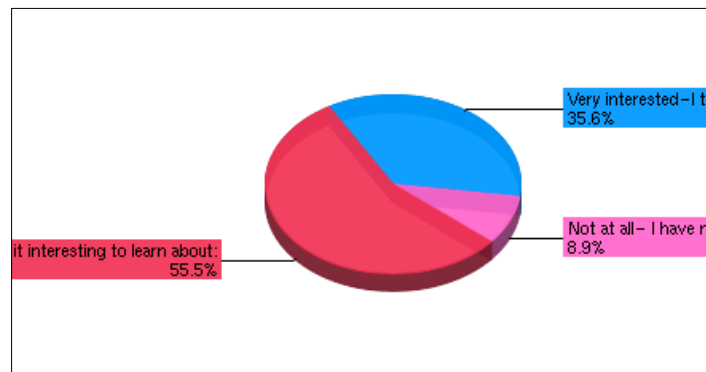


When asked if teachers completely include ELLs and modify assignments for them 44.5 percent of teachers said they slightly-strongly disagree that they are doing this in their classroom. Another 42.2 percent said that they were neutral, had no opinion, or were undecided (leaving an analyst to conclude that if you don't know if you are; you are not). That means 86.7 percent of teachers that participated in the study are not modifying assignments, nor completely including ELLs in the classroom. They are not doing this on

purpose; they have not been provided the necessary tools and training to do so, as you see from the previous analysis of questions on their questionnaire. When asked about their training and professional development on this topic, some teachers questioned if they had ever been provided with any; this conclusion was made when teachers wrote in:

“I have not had any ELL prof. development”
“Have we had any courses that address this issue??”
“No professional development has been provided” (31 years in this district)

Finally, when asked if they would be interested in attending a professional development or in-service class that addressed the inclusion of ELL’S in the mainstream classroom, 91 percent of teachers said they would be somewhat to very interested, and about 9 percent said they had no use or need for this type of training in their classroom; they were not at all interested in attending.



5c. Student:

During the interview the student made the following statements:

“Wear my pants” (similar to the English expression: walk a mile in my shoes)	“I can’t read that”
“When you talk slow to me it makes me feel stupid, if I do not understand you the first time, I will ask you to repeat yourself”.	“I don’t want to me made fun of”
“Let me read books in Spanish”	“Put the subtitles on for me when we are watching a movie”
“They make me feel dumb”	“I am not stupid, but they make me feel like I am”

From the information gathered, there were three recurring themes provided to me by the ELL student. After careful analysis of his answers I have concluded that:

a) ELLS experience difficulties in classroom:

The ELL student suggested that mainstream teachers should not talk to them “like they are stupid”. They understand you know they do not speak English, and slow down because you think they cannot listen fast enough, however, give them some credit, talk at a normal pace; slow down, if you are asked to slow down or asked to repeat by the ELL student.

b) there are barriers which prevent academic achievement for ELLs:

“Wear my pants”, the ELL students would like you to consider how they feel, put yourselves in their shoes. They are here, want to get an education, and are eager to learn. They will work with you, not against you if they feel you are trying your hardest to make curriculum accessible to them. Think for a moment how you would feel placed in a history class in China, for example. The teacher spoke only Chinese, and all the notes, assignments, tests, texts, etc. were in Chinese, how would you feel? This is what these kids are facing and it is challenging for them and makes them feel “dumb”; exact word from an ELL student.

c) what can be done to remove these apparent barriers?

If you read things aloud to ELL’s it makes input more comprehensible than if you expect them to read all of the information. ELL students should have their tests read to them, assignments explained, etc. Things like packets in English are not helpful or useful for ELL students. Most ELL students’ reading levels are not at the high school level; therefore you are not providing them with comprehensible input. If you are not doing this, you cannot and should not expect them to output the information.

Modify assignments; ELL students’ reading levels and writing levels are not that of the traditional student you are used to in your classroom. Keep in mind some of these students have been here only two years, or even less, that means they are on about a first or second grade level with their English. Also, be mindful that it takes seven years to acquire a second language when starting later in life. Modifying an assignment does not mean that the ELL student is doing “less” work, it means that you are modifying the assignment so that it is accessible to the student, in a sense you are leveling the playing

field. For example, when asking the student to write a summary of a Health article, allow them to find an article that is in their primary language. To them, this is comprehensible input, they will be able to comprehend a topic and then be able to produce something in writing for you to put a grade on. It may only be a few sentences or a paragraph if you are lucky; however, it is something for the classroom teacher to work with. Keep in mind that the student may not be able to produce this written work all on their own; they will need you to sit down with them and help them put their thoughts into English, ELL students will need help spelling words, etc. This is due to the way our current SLA “program” is set up.

Allow students to read material that is in their native language. At the very least ELL students should be provided with textbooks that are in their native language, it is your concern as the classroom teacher to make curriculum accessible to your students, a simple start would be requesting that the student have a text book that s/he can read. You would be surprised what ELL students are capable of when given then chance; just like any student that passes thought the door of our school building.

6. Discussion:

It is important to remember ‘language in before language out’. A learner must be able to comprehend a language before he or she can acquire the ability to produce the language. English language learners need to be involved in an ESL type setting where they should be working on the sounds of the English language. It is imperative to practice pronunciation, phonetics, and even culture of the language being learned.

ELLs should not be placed in core area subjects **only** when they come to this country. Nor should ELLs be expected to read a text book, note sheet, novel that is not in their mother tongue. ELLs have little access to books at home (about 22 per home for the entire family) or at school (Krashen, 1997). Furthermore, to increase equity for ELLs, schools must provide the support that these students need in order to engage in challenging content-based learning tasks.

Mainstream classroom teachers are withholding access to curriculum when they fail to meet the needs of ELLs in the content area classes. Attitudes come from a lack of education on their end. I feel that teachers are not provided with ample amounts of professional development to support them in their classroom, where ELLs are placed. Only 12.5% of U.S. teachers have received eight or more hours of recent training to teach students of limited English proficiency (Reeves, 2006). As a result, educators are hesitant to include ELLs in their classroom; they have never been taught how. Classroom teachers in the United States are not supported nor given the professional development necessary to learn strategies and techniques to effectively make curriculum accessible to ELL students. In my four years of teaching I have never been offered a professional development course on how to include ELLs in my classroom. However, I have a “bag of tricks” because I can speak Spanish and know what it is like to learn a second language.

There are many misconceptions, negative thoughts, and anxiety for mainstream teachers because they have never been asked to reflect, research, explore, exchange ideas, etc. with a colleague that knows what it is like to learn a second language or that can communicate with a student in their native language. By not supporting out teachers, in

their classrooms we are only setting them up for failure. That goes for our ELLs too. Questions need to start being asked and teachers need to start receiving the help they need in their own classrooms, so that we can provide an equal education to ELLs here in the United States.

7. Implications

Administrators need to provide opportunities for professional development:

My research implies that administrators know their faculty has not been trained or provided with adequate professional development, teachers are willing to attend and learn about this topic, and ELL students are not finding success (passing grades) in the mainstream classroom. There is a plethora of research that notes that quality bilingual education programs remain the best way for these children to learn English and to succeed academically (Lopez, 2005).

Teachers need to make modest changes to accommodate ELL students:

This study implies that if teachers were provided with adequate professional development, they would be better able and more comfortable helping ELL students achieve success (passing grades) in the mainstream classroom. This would be particularly important to administrators, because if teachers are provided the support/training they need ELL'S graduation rates would increase as a result. This would only lead to the betterment and enrichment of our communities as a whole.

It is not solely the ELS or bilingual teacher's "job" to educate the ELL student. This is a common misconception among classroom teachers. We, as educators have a common

responsibility and that is to make curriculum and content accessible by means of incorporating the students' native languages into our lessons, by providing them with materials that the students can read and understand and most importantly relate to. When we do this, we are not making it unfair for the students whose first language is English (or other national language depending on where we are); we are simply leveling the playing field. We make accommodations and offer extra supports (extended time, use of calculator, scribes, guided notes, and much more) for students with learning disabilities and alternate education plans, as we should for ELL students.

As a result of providing access to the curriculum, we as classroom teachers are helping to provide self-esteem and ethnic identity among our ELL population. Students are more willing to ask for additional information and ask questions in an informal environment where they feel at ease with the teacher and can ask for help freely (Skinner, 2009). If an ELL is able to access and synthesize/draw their own conclusions about information we want them to retain in their native language, it only makes sense that they will better understand the information and be more willing to participate in class activities and when they are ready, classroom discussions.

8. Recommendations for further research:

Further research needs to investigate the ELL students' feeling toward their current English language learning program and how it is helping them reach their goal(s). It is important to ask them how their current program is helping them learn to read, write and speak English. I would suggest using a bigger sample of ELL students in the next study. If more time is allotted for the research, it would be most beneficial if each ELL student is

asked about his or her experience in their current “program”. Models have been proposed on how to teach a second language; however, in my opinion no “theories” have been made. I feel further research and studies need to be done in this area in order to have a theory.

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10. Appendix A

What subject area do you teach? _____

How many years have you been teaching at OHS? _____

In what country were you born? _____

What is your first language? _____

Do you speak a second language, if yes which? _____

Do you have English Language Learners in your classroom, if yes how many? _____

1. How do you feel about the inclusion of English Language Learners (ELL's) in your classroom?

2. Which option for ELL students do you feel would best support the ELL student in our schools?

- A. _____ Being able to be provided with assignments in their native language
B. _____ Having ELL's in a separate classroom with an ESL (English as a second language) teacher
C. _____ Providing a bilingual program
D. _____ Making them speak, hear, read, and write only English
E. _____ Other, write response here: _____

3. On a scale of 1-5, how important do you think it is to support ELL's in our school district?

1-not important	2	3-Doesn't matter	4	5-Very important
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4. Here is a picture of a ladder. Suppose we say that the top of the ladder represents the best possible training/professional development you could receive and the bottom represents the worst possible professional development/or none at all. Where on the ladder do you feel you personally stand at the present time with your professional development classes that have helped you with strategies/techniques of including ELL's in your classroom?

[5]

[4]

[3]

[2]

[1]

5. I modify and completely include English Language Learners in my classroom:

- _____ a. strongly disagree
- _____ b. moderately disagree
- _____ c. slightly disagree
- _____ d. neutral, no opinion, or undecided
- _____ e. slightly agree
- _____ f. moderately agree
- _____ g. strongly agree

6. Please rate how well you would feel you have been prepared to include ELL's in your classroom:

FullyNot at all
ConfidentUnconfident
UsefulUseless

7. If a professional development/in-service class were taught to help mainstream teachers with strategies/techniques/tips and tricks on how to include ELL's in the mainstream classroom how interested would you be in attending?

Very interested- I think this is very important and I see the need increasing in our district.	Somewhat interested, I do not have many ELL's in my classroom; but would find it interesting to learn about.	Not at all, I have no use or need for this type of training in my classroom.
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Thank you so much for your time and attention in this matter. Have a great day!

Yours in education,
☺ Tara L. Ingerson

11. Appendix B

Interview Questions for students:

1. What ways could a classroom teacher help you in your global class?
2. What ways could a classroom teacher help you in your English class?
3. What do you find difficult about your classes?
4. What do you like about your classes?
5. What class do you have the highest grade in?
6. How do you study?
7. Do you ask questions in your class when you need help?
8. Do you feel comfortable approaching your teachers for help?
9. In what ways could I help you pass global?
10. In what ways could I help you pass English?
11. Are you passing all of your classes?
12. Could you please read this passage for me and answer the following questions...(I will give them a passage to read on their own, and provide them with some questions...I will then read aloud to the student the same passage and questions to compare the results) This is one of the strategies I would like to test in my research.
13. How well do you read (words, sentences, books, novels, etc./comprehend English?
14. Do you speak English, how much? (words, sentence, whole conversations...)
15. How well do you write in English? (words, sentences, whole paragraphs, essays, etc.)