

Developing a Model of Effective English Teaching for Pre-service Teacher Education

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The purpose of this article is to propose the development of a “bottom-up” model of effective teaching of English language learners for pre-service teachers who will encounter ELLs in their future classrooms in the United States. This “bottom-up” model begins with individual teachers who have been effective with students. It builds on Feiman-Nemser’s proposal (2001) that one of the core tasks for pre-service teachers in the process of learning to teach is to understand the issues of diversity. Scholars in second language teaching argue for teachers’ critical examination of their own beliefs and assumptions about teaching ELLs (Freeman & Johnson, 1998). I believe that it is very important for pre-service teachers to understand their own biases, but teacher educators need to consider the fact that pre-service teachers often do not realize their own biases, and they often resist the idea that they may have biases toward other people. Because these pre-service teachers are still in the process of developing their own beliefs about teaching, teacher educators need to provide a vision of effective teaching of English language learners and assist the development of their own teaching beliefs and vision as well as the knowledge of what and how to teach English language learners (Fairbanks, Duffy, Faircloth, He, Levin, Rohr & Stein, 2010; Wang, Spalding, Odell, Klecka & Lin, 2010).

My plan for the article is to explain first my rationale for developing a “bottom-up” model of effective teaching of English language learners (ELLs) for pre-service teacher education. I will present an example of ELL teaching across a school year from an exemplary teacher of ELLs. I will then explain key themes emerged from the example and suggest future directions for research in order to better prepare pre-service teachers to work with English language learners in their future classrooms.

The Importance of Providing Pre-service Teachers with a Model of Effective Teaching of ELLs

Scholars of teacher education postulate that practitioner knowledge is context-specific. It is concrete, detailed, and specific to the problems in teaching contexts, and it is also integrated (Hiebert, Gallimore, & Stigler, 2002). Teachers focus specifically on what

needs to be taught to individual students in their teaching contexts. Pre-service teachers are also disposed to seek this type of context-specific knowledge. When they do not receive this type of concrete knowledge for practice, they often express frustrations about teacher education courses, and this seems to be a perennial problem. According to Lortie, pre-service teachers often express concerns about teacher education courses for being too “theoretical” (Lortie, 1975). What this suggests is that developing the type of knowledge teachers need requires the development of mid-range theories that relate to complex day-to-day operation of classroom (Cobb, Confrey, diSessa, Lehrer & Schauble, 2003), and producing this type of knowledge requires a careful look at what is going on in the classroom and how teachers support students’ learning successfully.

A second important reason for why we need a model of effective teaching of ELLs for pre-service teachers is that we have an extreme shortage of effective teachers of ELLs. While the number of ELLs has grown exponentially, the number of teachers who received training in ELL instruction is small. For example, according to the National Center for Education Statistics (2002), while 42% of teachers taught ELLs, less than 13% of teachers received any training in teaching ELLs. The growth of ELL student population seems to continue to grow in U.S. schools. In 2009, 67% of U.S. public schools were reported to have at least one English language learner (Keigher, 2009). The gap between the number of ELLs in U.S. schools and the number of trained teachers for teaching ELLs indicates that we cannot expect pre-service teachers to develop an understanding about thoughtful ways to work with ELLs by just placing them in classrooms where ELLs can be found. Rather, such immersion experience can perpetuate pre-service teachers’ own beliefs and perspectives (or lack thereof) about ELLs as they would be expected to perform instead of being given opportunities to reflect on their own teaching and interaction of ELLs.

The third important reason for why we need to develop a model of effective teaching of ELLs is that pre-service teachers need to have a vision of teaching that helps them develop pedagogical principles, beliefs, and perspectives based on ELLs’ strengths and help them develop high expectations of ELLs rather than focusing on what ELLs cannot do (author, 2009; Delpit, 2006; Milner, 2010). To provide this type of strengths-based instruction, pre-service teachers need to understand their own strengths as future teachers and think deeply about what they can offer to support ELLs in their future classrooms. However, current ELL

research does not give a positive message to monolingual European American pre-service teachers who constitute the majority: one of the key foci in ESL research has been on the issue of language of instruction (August & Hakuta, 1997 & 1998; Garcia, 1992), and it implicitly suggests that an important characteristic of effective teaching for ELLs constitutes integrating student language into instruction. Being able to do so necessitates teachers' abilities to understand or communicate in student languages. If mainstream teachers speak English only, they might not think that they can help ESL students because they do not speak student languages. Thus, it can be a frustrating experience for the majority of monolingual pre-service teachers to teach the growing population of ESL students that they would find in their classrooms.

As teacher educators move toward developing a model of effective ELL teaching for pre-service teacher education, we need to be cognizant of scholars' concerns about lack of evidence of effectiveness of ELL teaching. For example, a review of effective ELL instruction by the National Research Council reveals that there is significant lack of effectiveness in research that focuses on school and classroom effectiveness (August & Hakuta, 1997; National Academy of Sciences, 2010). What is more problematic is that programs implemented at multiple sites report inconsistent successes at school or district levels (McLaughlin, August, Snow, Carlo, Dressler, White, Lively & Lippman, 2000; Slavin & Madden, 1999). What this suggests is that it is important to capture effective teaching that leads to the improvement of student academic performance in a classroom rather than school or district levels as these involve other factors that do not reside in the jurisdiction of teachers and classroom instruction.

With these ideas in mind, I focus on a description of the teaching practice of a monolingual Euro-American teacher, Mrs. May (pseudonym), who has been effective in teaching ESL students. My criteria of effectiveness of the ESL program are based on student performance in an informal reading assessment measure entitled *Qualitative Reading Inventory* (Leslie & Caldwell, 1995). Classroom observations indicate that the ELL teacher helped her ELLs become independent English learners through careful scaffolding into mainstream English language and culture without disempowering them. Thus, her practice shares common features with the cognitive apprenticeship model (Brown, Collins, & Duguid, 1989; Collins, Brown & Holum, 1991).

My work is based upon three years of classroom observations (1997-2000) as a part of ongoing study on portfolio assessment for ESL students within Center for the Improvement of Early Reading Achievement (CIERA). During the three years, I formed an overall impression of the instructional practice of Mrs. May, a teacher of ELLs. The data presented in this paper is from one particular year (i.e., 1997-1998). Sometimes these examples come from the context in which she and another teacher were co-teaching. However, I will focus on Mrs. May because she has been the leading school-based researcher in the project. Both ELL teachers and the names of students are pseudonyms.

A Model of Effective Teaching of English Language Learners

School context. Mrs. May taught at Spring Valley Elementary school, which is located in a mid-western university town. The school housed approximately 225 students ranging from kindergarten through fifth grade. The students were mostly children of university graduate students from around the world, and they represented approximately 35 countries and 30 languages. Because a substantial number of new students come with native languages other than English, there was high proportion of ELLs in the school. Consequently, there was an English as a Second Language (ESL) program in the school, and Mrs. May, my focus teacher, was one of the teachers in the ESL pullout program.

In a general sense, Spring Valley Elementary had a school culture that fostered an “additive” perspective of learning English (Cummins, 1986). When new students with limited English proficiency arrive at the school, it was common to find teachers who tried to match the newcomers with proficient English speakers from the same native language background. Staff members encouraged proficient English speakers to translate English into their native languages for their new friends until their English language skills were better developed. Teachers also utilized parental support in helping ESL students learn. They invited parents of ESL students to come in their classrooms and to share their cultural heritage. In so doing, teachers tried to help ESL students feel proud of their cultures and languages.

Staff members' attitudes toward student cultures and languages were also appreciative. In the hallway, the school had a year-round display of flags from the countries around the world. Teachers often mentioned that the flags reminded them of the diverse

student body in the school, and they cherished their special opportunities of teaching students from diverse cultures. As a matter of fact, I was told that most teachers made a voluntary choice to stay in the school. In addition to appreciating student cultures on a daily and weekly basis, the school had an annual appreciation of student cultures. At the end of each school year, a team of teachers and parents organized an annual celebration of student home cultures. The celebration usually included dance and music performances, and food tasting from various cultures. While participating in the celebration, teachers learned meanings of dance and music from student cultures. Parents and students shared their cultural expertise with the teachers and among themselves. Thus, the annual celebration provided an occasion where teachers could raise their awareness of world cultures as well as appreciate the existence of them.

The ESL teacher. Mrs. May began her teaching career with K-7 certification in language arts, social studies, and science. She taught physically and mentally challenged students in an urban area as a substitute teacher. Inspired by her limitations as a teacher after serving urban students for a year, she pursued a master's degree in School and Rehabilitation Counseling. After she came back to teaching, Mrs. May spent her initial five years in regular classrooms. Then she taught ESL for 20 years.

Although she has been a teacher for over twenty-five years, Mrs. May continues to enjoy being in the role of the learner. At the same time, such learning experiences appear to provide her with insights to become a better teacher. For example, she enrolled in Spanish classes a few years ago because she wanted to learn a new language. By going through similar experiences that her students did, she hoped to understand her ESL students better. Her interests in learning and expanding her working knowledge led her to participate in various professional development activities with teacher colleagues and university researchers. One such activity included the portfolio assessment project. I had the opportunity to work with Mrs. May as a member of the portfolio assessment project.

ESL learners and program. Mrs. May and another ESL teacher, Mrs. Wright, taught a total of nine students ranging from 4th through 6th grade. The students came from six different countries: Botswana, China, Kenya, Korea, Malaysia, and Pakistan. The nine students were readers and writers in their native language schools before they came to the United States. In the beginning of the school year, most students' English proficiency was

low. When we began the study in the fall of our target year, six students resided in the U.S. less than six months, and three between two and four years. The students received a pullout ESL instruction for 40 minutes per day, four days a week and spent the rest of the day in the regular classroom.

Student performance on QRI. I perceived that Mrs. May's teaching practice was successful based on student performance on Qualitative Reading Inventory (QRI) (Leslie & Caldwell, 1995). The reading assessment included both expository and narrative reading passages per each grade level and an examiner's data entry form. The assessment format involved an examinee reading a given passage given by a test administrator and follow-up reading comprehension questions by the test administrator regarding the text. Due to the test format, QRI required knowledge on phonetic rules, vocabulary, and syntax, as well as reading skills. Mrs. May administered QRI in the beginning and at the end of during the academic year of 1997-1998.

QRI results implied Mrs. May's successful ESL teaching. Most students showed progress in their reading level within a year in the ESL classroom. Out of a total of nine students during 1997-1998 school year, one gained seven reading levels in a year by moving from preprimer to the 6th grade level. Two students gained five reading levels, another student three levels, two students two levels, and three students progressed one reading level within a year. The three students who gained one year growth in QRI lived in the U.S. longer than the students who made greater reading gains.

Table 1

ESL students' QRI performance

Student name	Initial QRI performance	Final QRI performance
	1997	1998
Chul	1 st grade	6 th grade
Eno	pre-primer	6 th grade
Jandi	3 rd grade	4 th grade
Jian	3 rd grade	4 th grade
Khaled	3rd	4 th grade
Manis	1 st grade	4 th grade

Unisha	2 nd grade	4 th grade
Yeum	primer	2 nd grade
Yoon	primer	5 th grade

Instructional context: Writer's Workshop. Mrs. May incorporated Writer's Workshop into the ESL curriculum (Calkins, 1991; Graves, 1983). She began her instructional planning by reading research articles about the Writer's Workshop. One of the first articles she explored included "A description of the writing process" and "A writing program: Grades one through six" from Nathan and Temple's book (1989) on process writing.

The writing activities in Mrs. May's class involved various genres of writing from *cinquain* to fiction writing. During writing activities, students were given large blocks of time for their writing, which usually spanned more than one class period. After completing each writing activity, students shared their written works with their peers and ESL teachers. During the second semester, all of the students chose written works that they wanted to include in their individual portfolios. They revised their written works by themselves, with their peers, and with their teachers. Initial and final drafts were clipped together for entry into the portfolio.

Mrs. May 's Teaching

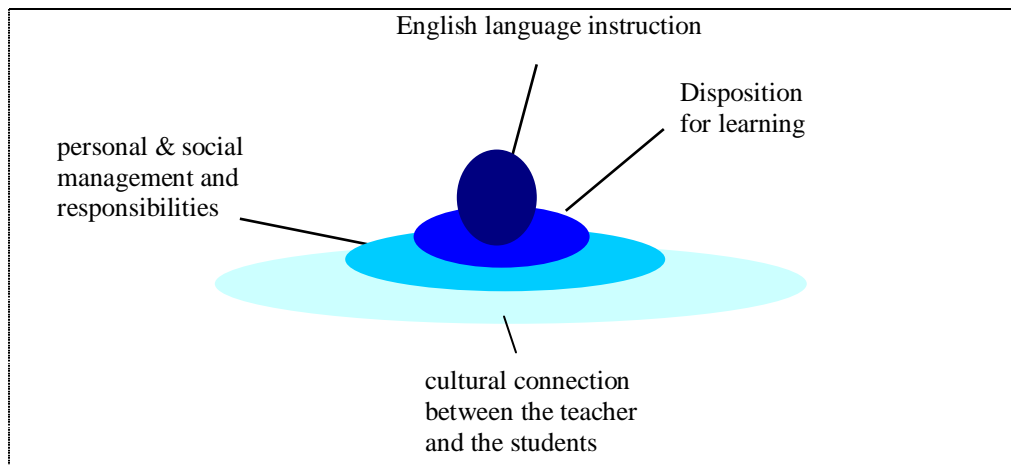
Based on my classroom observations, Mrs. May seemed to incorporate four different layers in her instructional practice (note figure 1):

- (1) the cultural connection between the teacher and the students
- (2) dispositions for learning
- (3) personal and social management and responsibilities and
- (4) English language instruction

Cultural connection between Mrs. May and her students refers to the customized classroom setting she created and her efforts in trying to make connections with her students at the beginning of the school year. Personal and social management and responsibilities is Mrs. May 's rendition of classroom management, but with specific emphasis on helping students learn to accept some of their responsibilities. Dispositions for learning entail Mrs. May's efforts to instill the love of learning in her students. When these three elements of Mrs.

May's practice shape classroom activities and conversations, she engages the students in English language instruction; first implicitly as the need arises for a particular linguistic or structural form, and later explicitly when she thinks students are ready to tackle the forms as "objects" of instruction. In so doing, Mrs. May helped the students expand their English knowledge and develop metalinguistic awareness. Integration of all language skills (i.e. speaking, listening, reading, and writing) and ongoing student assessment were also a part of Mrs. May's English language instruction.

Figure 1: Four layers of Mrs. May's teaching practice that illustrate the complexity of her practitioner knowledge.



Each layer in the figure is like a water drop to suggest that it blends once it is dropped. However, to understand the complex nature of Mrs. May's ESL teaching, I have separated these four layers, and I will describe each layer in the following section.

Cultural connection between the teacher and the students. I believe setting up a customized learning environment was one of the ways Mrs. May tried to make cultural connections with her students. Mrs. May focused on cultural relevance in a way that every student could see many familiar cultural artifacts in her room. She also maintained a nurturing and accepting manner for all students.

A horseshoe shaped desk arrangement allowed students to sit next to each other as well as allowing them to face the teacher and chalkboard without interference. Green plants in every corner of the room garnished the classroom atmosphere without distraction. Cultural

artifacts of different materials, shapes, and colors in the room also added flavor to the classroom. Some artifacts were oriental wall decorations from Japan, Korean, and Taiwan. Some were tablecloths from Africa and South America. The artifacts were all around the classroom, but they were so meticulously arranged that they did not distract our attention. They were seamlessly interwoven with the classroom setting. The careful arrangement of artifacts yields an atmosphere of a well-traveled home, a household that values diverse cultures in the world and finds places for their unique values.

Mrs. May's use of instructional strategies also supported cultural connection with her ESL students. At the beginning of the school year, she used repetition and positive feedback extensively. For example, when Mrs. May introduced a new unit, she gave instruction to the students, and then checked students' comprehension. If necessary, she asked students to repeat the given instruction in order to make sure that the students understood their instruction. Mrs. May also used a book that has a repetitive pattern, and every page ended with a question, "who's behind the door?" which prompted students' responses. As the year progressed and students' language proficiency increased, Mrs. May' use of repetition as an instructional tool faded. By the end of January, she seldom repeated these context setting activities.

Mrs. May also used positive feedback (Brophy, 1998) as an instructional tool especially at the beginning of the year. Capitalizing on individual students' strengths, she emphasized on multiple aspects of language use and communicative style (Routmann, 1994). For example, Mrs. May commented on the volume and articulation of students' speech during an early presentation to the class: "I liked how you put [your] paper down low (so that your audience can see your face)," "I liked how you spoke out loud and clearly," "I liked that you stood during your presentation." By January, her comments extended to interesting ideas. When a student used the phrase winter rest, "winter rest" for winter break, Mrs. May commented on his interesting lexical choice. She thanked the students for skipping a line and indenting paragraphs in their composition.

Personal and social management and responsibilities. Mrs. May emphasized personal and social management and responsibilities from the beginning of the school year as well. For example, in early October Mrs. May asked students to interview one another about their lives outside of school and present their findings to the whole class. Before the

presentation, she helped students develop “should-do-lists” for the audience and the speaker. Mrs. May asked students to think of what speakers should do when they present their findings. At first, no students volunteered any suggestions for the “should-do-lists,” which prompted Mrs. May to model undesirable behaviors. This did the trick. The students promptly contributed their “dos” and “donts” to the class list.

Mrs. May also encouraged students to support each other’s learning. One of the strategies she used was what I like to call “democratic turn taking” during whole class discussions. She usually asked students to take turns by going around the table to present their ideas. While Mrs. May encouraged each student to finish their thoughts and the rest of the group to be patient for their peers, Mrs. May gave students opportunities to share their thoughts later when they did not have anything to say during their turn. Because Mrs. May already built a supportive learning community through cultural connections with students, students felt comfortable sharing their thoughts later. For example, in January, Mrs. May led a writing activity that required students to compare a school they attended in their home country with their U.S. school. While developing a concept map for the activity, Mrs. May announced each student’s turn by either calling their names or by asking them if they had anything to share. When Mrs. May asked Yeum, who tended to be shy and slow in speaking, if he had any comments, he did not say anything. Mrs. May waited a little bit and told him she could come back. Later, Yeum shared his thoughts. Mrs. May had made certain that Yeum had a chance to do so. Mrs. May expected and helped the students to manage themselves and take responsibility for their own behavior and share responsibility for each other’s learning. Her practice resulted in creating a learning community in which students can focus on learning.

Disposition for learning. As a way to instill disposition for learning, Mrs. May designed practical activities that directly related to the students' everyday life experiences and interactive tasks that invited active student participation using their English skills and knowledge about home culture.

For instance, the interview activity earlier allowed students to “try out” the skills and language they needed to make friends and to interact with their teachers. As another example, Mrs. May and another ESL teacher implemented a writing activity about Thanksgiving when the holiday was near. They launched the activity by modeling an interview about food on

Thanksgiving (Duffy & Roehler, 1989). Their exchange of questions and answers evoked much interaction among students and between students and teachers. When Mrs. May brought up a pumpkin pie as a part of a Thanksgiving meal, students volunteered a wide range of responses from “yucky” to expressing great fondness. Another student mentioned apple pie as his favorite. Mrs. May’s mention of mashed potatoes also spurred a short conversation on the colors of sweet potatoes:

Mrs. Wright: Mrs. Mrs. May, what special food do you eat on Thanksgiving?

Mrs. May: Roast turkey, goose. We put stuffing inside like spices, bread, onion, celery, and butter.

Jian: When I write better, I wrote butter instead.

Eno: I want to talk about what our family eat during Thanksgiving. (Mrs. Wright asks Eno to wait until she is done writing students’ ideas on the chalkboard.)

Mrs. Wright: Anything else?

Mrs. May: Cranberry sauce.

Yeum: Red like...cherries.

Mrs. May: Yes.

Mrs. May: I also eat pumpkin pie.

Yoon: Yucky.

Eno: I like that.

Chul: I like apple pie.

Mrs. May: Mashed potatoes

Unisha: What kind of potatoes?

Mrs. May: White potatoes.

Unisha: You don’t like sweet potatoes.

Mrs. May: The food depends on the person who comes in for dinner.

Chul: Your sweet potato is orange.

Mrs. May: Yes.

Chul: Ours is yellow.

In the final analysis of Thanksgiving conversation, students encountered the vocabulary on American Thanksgiving, cultural knowledge about the holiday, and forms of school discourse while listening to two teachers' interesting dialogue on Thanksgiving food.

Mrs. May's classroom activities facilitated students' active use of language skills in ways that affirmed and respected their knowledge of their home cultures. While developing the concept map for a written comparison of two schools mentioned earlier, students recalled their home country school experiences and talked about what made their school at home special. While listening to each other and sharing their thoughts with the whole class, students seemed to get a better sense of each other and embrace diversity in the classroom community. After the whole group discussion, students were given an opportunity to write, edit their written works with their peers and teachers, and read their pieces to the whole class.

English language instruction. Characteristics of Mrs. May's English language instruction encompass implicit and explicit teaching of language forms, ebb and flow of language skills, and ongoing student assessment. However, from a broader perspective, Mrs. May taught English language throughout her instruction. While she exerted efforts to make a cultural connection with her students, to instill personal and social management and responsibilities, and to foster disposition for learning in her ESL students, Mrs. May's primary focus was on the use of English language as a means of communication.

Mrs. May gave implicit English language instruction. She often worked with students in ways that helped them to use English in clear and more thoughtful ways. While students developed a "should-do-list" for the audience in mid-October, Mrs. May helped a sixth grade student, Eno, by providing a clearer language form:

Eno: What about working with us?

Mrs. May: Working with us? Can you tell me more?

Eno: Hmm. Looks like...I am working (rising intonation). But another person is helps me...looks like this (holding a paper with both hands). It's working with us.

Mrs. May: Working together.

Eno: Yes!

Mrs. May: Great! A wonderful idea!!

While Mrs. May encouraged and listened to Eno explain his ideas, she guided him to focus on the important details of his message and express them. Furthermore, by providing the

word, "together" when Eno completed his explanation, Mrs. May helped him to connect his conceptual knowledge of the word with its oral form.

In the end of January, while students worked together to create the concept map for a school comparison mentioned earlier, Min, a new sixth grade female student, explained that teachers in her home country teach differently. In this lesson that Mrs. May co-taught with another ESL teacher in the school, she elaborated upon Min's explanation and rephrased it as style of teaching:

Mrs. May: Can we think about anything else about teachers for a minute?

Min: Here (pointing to the board where teachers is written)...This school teacher...America...I mean American teachers is toy? Toic?

Mrs. May: Toic?

Min: Toic. My home teachers like just teaching? Here is like toye?

Eno: Toye? Spelling?

Min: I am not sure.

Eno: Kinder? How about many experience about teaching or something like that?

Min: Like...Hmm...Like...Many..?

Eno: Knowledge?

Min: Like talking?

Mrs. Wright: Discussion?

Min: Ya. Like that. In my country is just like teaching.

Mrs. May: So different way teachers teach. In your home country, you're more likely to listen to teachers talk to you. And here you are more likely to discuss things with teachers. That's great. I am going to say style of teaching. Min, I am glad you continued to explain because that's really important. OK? Thank you.

By providing a more detailed explanation of Min's thoughts and rephrasing her words, which seemed to promote the development of students' depth of vocabulary, Mrs. May gave an implicit instruction on an appropriate language form. What seems important here is Mrs. May's perception of ESL students. She believes the ESL students possess cognitive ability equivalent to her own. What they need is appropriate English language forms that can represent their ideas in order to communicate with English speakers. Thus, she

provides opportunities for the students to demonstrate their developing control of English language.

However, explicit English skill instruction (e.g. spelling, syntax, phonics) was not given until later. For example, Mrs. May did not demand for correct spelling in the beginning of the school year. On the board she wrote the words that the students needed help with spelling (Routmann, 1994). As the year progressed, Mrs. May often encouraged the students to sound out words when they asked for help with spelling. In March, she implemented an editing activity. Then, Mrs. May instructed students to attend to spelling, word choice and sentence structure. In addition, she gave phonics instruction in the month of May.

From the beginning, Mrs. May integrated all language skills with continuous ebb and flow. During an interview activity that we observed earlier in the school year, Mrs. May instructed the students to interview one another, which required listening, speaking, and writing skills. She modeled writing when she wrote down students' suggestions for "should-do-lists" for the audience and the speaker. Students read the lists when they were complete. When the students presented their findings to the whole class, students used their reading, speaking and listening skills. As another example, when Mrs. May implemented a task on school comparison that we described earlier, she began with developing a concept map which necessitated speaking, listening, and reading skills. The activity proceeded with student writing their story, reading and editing their written composition in peer groups, and finally reading their written pieces to the entire group.

Ongoing student assessment was also an essential part of Mrs. May's ESL instruction. Student assessment included student participation in the class activities as well as development of their English skills with its focus shifting as students develop their English skills. The assessment information influenced Mrs. May's instructional practice. For instance, at the end of October, Mrs. May changed desk arrangement because she observed some students did not participate in the whole group discussions. By rearranging desk arrangement in a way that all students sit together in the center of the room, she hoped to encourage the students to practice their English skills through active participation. In November, during a reflection time after a class, Mrs. May mentioned that student oral fluency during reading a story titled *The Neat Raccoon and the Untidy Owl* made her suspect that the text was too difficult for the students. After the following class, Mrs. May mentioned that she wanted to

plan a different story because she noticed that the students did not understand key ideas of the story. Based on this reflection, Mrs. May implemented a listening activity in mid-January to see if the students have listening skills to participate in class activities.

Mrs. May's student assessment focused more specifically on English skills toward the end of the school year. After a class when students presented their writing, Mrs. May pointed out specific areas that each student needed to work on. For example, during a reflective conversation after a class in mid-April, Mrs. May and Mrs. Wright mentioned that one student's story was too long, and they had to intervene. And another student's story did not make sense. At the end of May, Mrs. May pointed out that one of the students wrote well, but he needed to work on his oral language because he mumbled a lot.

Toward Building a Theory of ELL Practice from Mrs. May's Teaching

Mrs. May's teaching practice exemplifies how a monolingual European American teacher can effectively teach ELLs. The four characteristics of her teaching (i.e. cultural connection between the teacher and students, personal and social management and responsibilities, disposition for learning, and English language instruction) typify good teaching. On close inspection, however, there are important aspects of her teaching specific to English language learners. I will highlight these specific aspects of Mrs. May's teaching so that we can build a theory of ELL practice.

Mrs. May's approach to making a cultural connection begins with infusing cultural artifacts in her classroom setting. She then invited students to share their experiences in the classroom. She asked students to ask their parents questions when they needed more information about their cultural experiences. She also used students' experiences from their home countries as resources for learning and enriching their thinking. There were cultural exchanges rather than domination or enculturation into American mainstream culture. It seems that culture is integrated into the classroom setting and activities. This type of integration is evident in all aspects of her teaching.

Integration of oral and written language. In Mrs. May's classroom, there was a seamless connection between oral and written language. While building the classroom community in the beginning of the school year, Mrs. May used an interview activity in which students used oral language skills to interview one another about their lives outside of school

and present their findings to the whole class. Before the presentation, she helped students develop “should-do-lists” for the audience and the speaker. She guided the students to contribute their “dos” and “dons” to the class list. In the process, students used both oral and written language skills. This was also the case when students were given opportunities to share their school experiences from their home countries and write about them. Mrs. May and Wright first led class discussion about home country school experiences. They wrote key themes and drew a concept map of student ideas from oral sharing. Students wrote about their home country school experiences using ideas from their class concept map, and they shared in class what they wrote.

Integration of conversational English and academic English. Examples from Mrs. May’s teaching practice demonstrate that there is a connection between conversational English and academic English. Mrs. May and Mrs. Wright, the two ELL teachers, began leading the class discussion about food on Thanksgiving with a question used in an informal conversation, “what special food do you eat on Thanksgiving?” While students continued to share their ideas informally, they encountered novel words related to various types of food items on Thanksgiving, color words, and differences between two different cultures (i.e. U.S. vs. Korea). These ideas helped students write their thoughts about Thanksgiving. While the class discussion proceeded informally with students participating freely using their own cultural knowledge, the skills they used and developed were used toward building academic English (i.e. school- and literacy-based oral English).

Students’ sharing of their home country school experiences is another example that shows the connection between conversational and academic language in Mrs. May’s classroom. As the example shows, the class discussion was informal, but the students were supported to develop school- and literacy-based oral language while comparing and contrasting their school experiences at home and in the U.S. and constructing a class concept map. As seen in the example of Mrs. May giving the phrase “working together” to Eno when he said, “working with us” while generating the class “should-do-list” in October, students developed academic English.

Integration of teaching and learning. Mrs. May believed that students can succeed in their learning and pushed them to reach higher academic and language learning outcomes. She transformed her instruction to accommodate students’ changing learning needs. Mrs.

May's teaching was informed by her assessment of student participation in class activities and their development of necessary language and literacy skills as well as disposition for learning. She integrated the information she gathered from informal assessment of her students' learning into teaching and changed her classroom setting (e.g. new seating arrangement), instructional materials (e.g. choosing a story for student text comprehension and implementing a listening activity). She also identified new instructional goals for students (e.g., helping a student monitor the length of her writing). The cycle of instruction, student assessment, and transformation of her teaching suggests that she was guided by a pedagogical principle and vision for her students to develop more sophisticated language and literacy skills by the end of the academic year. Her attention to different aspects of student learning (e.g., concerns and support for writing a more concise and coherent paper) was another example of how her pedagogical principle guided her teaching toward her students' enhanced capacity to use language and literacy in her classroom.

Formulating a theory of ELL practice. Looking closely at Mrs. May's effective ELL instructional practice suggests that a theory of ELL practice should focus on integration, specifically the way teachers integrate a) oral language and written language, b) conversational English and academic English, and c) teaching and learning in a supportive classroom learning environment through making cultural connections with students. This integrated nature of practitioner knowledge Mrs. May demonstrated is different from analytic research knowledge as Hiebert and his colleagues articulated. Thus, building a theory of ELL practice necessitates understanding the disconnection between research knowledge and practitioner knowledge and carefully examining how extant theories of ELL learning are applied to ELL teacher education. For example, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) is Cummins's articulation of two different types of language proficiency English language learners need to develop in order to succeed in school. His ideas made a significant contribution to ELL research and education in part because these concepts help teachers and researchers understand different cognitive demands involved in language learning in school contexts and explore ways to provide thoughtful teaching for ELLs. However, BICS and CALP are integrated into classroom activities as Mrs. May demonstrated in her teaching.

Another example of disconnection between research knowledge and practitioner knowledge can be found in the area of language teaching for ELL practice. Prominent scholars of ELL research suggested what teachers need to know about language (Fillmore & Snow, 2000). The types of linguistic knowledge that they delineated are well conceptualized and drawn from their lifetime work. However, it is not clear whether these types of broad and deep linguistic knowledge are prerequisite to effective ELL instruction. Mrs. May was effective in helping her students develop language and literacy skills drawing from student assessment information. However, she did not have training in linguistics. To craft her own language teaching practice that leads to her students' successful language learning, she seemed to have used her tacit knowledge about language from learning English as a native speaker, her knowledge about English conventions required for effective communication, and by adding Spanish to her language repertoire. Her language pedagogy seems to have evolved from an amalgam of her experiential knowledge of learning a new language as an adult, her tacit knowledge of English conventions, her awareness about the function of language as a communication system, and her commitment to successful teaching.

The disconnection between research knowledge and practitioner knowledge seems to suggest that building a theory of ELL practice necessitates aggregating examples of successful ELL teaching practice. Scholars can analyze these successful examples, using research insights, to understand how practitioner knowledge unfolds in a classroom. I have presented a case of successful ELL teaching, and I hope scholars of ELL teacher education gather more information about how effective ELL teachers provide language instruction to their ELL students of different age groups, linguistic backgrounds, and socio-economic situations. From analyzing these individual cases, identifying common themes and context specificity, contrasting differences in teaching practice across various teaching contexts, and revisiting common themes guided by linguistic theories, we can begin to formulate a theory of ELL practice that can be useful to improve ELL instruction and develop curriculum for pre-service teacher programs.

Implications for Pre-service Teacher Education

I began this article with a purpose to build a model of effective teaching of English language learners for pre-service teachers who will encounter ELLs in their future

classrooms in the United States. I described an example of effective English teaching across a school year from a case study of Mrs. May, an effective ELL teacher. I then explained key themes that emerged from her teaching and delineated the integrated nature of practitioner knowledge. I now turn to future directions for research to better prepare pre-service teachers for working with English language learners in their future classrooms.

Considering the widespread existence of ELLs in U.S. schools, it is important to prepare *all* pre-service teachers to understand how to work with ELLs. According to National Center for Educational Statistics, 67% of schools have at least one ELL (Keigher, 2009). This suggests that teacher education programs should revisit its curriculum and examine very carefully if they are adequately preparing pre-service teachers for their future classrooms. It is time for teacher education programs to prepare *all* pre-service teachers for linguistic diversity in U.S. schools.

Addressing issues of linguistic diversity in pre-service teacher education requires making concrete knowledge for effective ELL practice available for pre-service teachers and thoughtfully examine its nature with them. Such knowledge may reside in a classroom with ELLs, and having opportunities to work one on one with them is a good start. However, because linguistic diversity is a complex phenomenon, being in a classroom with ELLs does not lend itself to access concrete knowledge for effective ELL practice for pre-service teachers who are in the process of learning to teach. Taking the shortage of trained teachers in ELL instruction into consideration, I believe it is important for teacher educators to present pre-service teachers with images of effective teaching of ELLs and guide them to think deeply about linguistic diversity.

As teacher educators consider developing and using a model of effective teaching of ELLs for pre-service teacher education, it is important to help pre-service teachers understand how the task of teaching ELLs is relevant to them. Some pre-service teachers do not see why they would need to understand how to work with ELLs because they feel it is someone else's job. Only when they learn ELLs are expected to take standardized math and science tests even if they have been in the U.S. less than a year, under No Child Left Behind, and teachers need to accommodate ELLs' needs for taking these tests, they begin to see the relevance of understanding how to work with ELLs. Equally importantly, teacher educators need to help pre-service teachers overcome the fear of encountering ELLs in the classroom

because they do not feel they are competent to teach them. In such cases, teacher educators can use a model of effective teaching of ELLs to point out some of the similarities between good teaching in their subject area and effective ELL teaching, and help them see how they can be helpful to ELLs.

To make teacher education effective, teacher educators need to continue to stimulate pre-service teachers' thinking about working with ELLs consistently and seamlessly across teacher education programs. Teacher educators also need to revisit course content for pre-service teachers and continue to examine their usefulness across teacher education courses through professional conversations among teacher educators. In doing so, teacher education programs can successfully help pre-service teachers understand the issues of linguistic diversity, one of the core tasks for teacher education programs.

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