

RUNNING HEAD: THE EFFECTS OF VISUALS

**THE EFFECTS OF VISUALS WHEN TEACHING NEW ENGLISH VOCABULARY TO
KINDERGARTEN ENGLISH LANGUAGE LEARNERS**

By

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A Master's Projects
Submitted in Partial Fulfillment
of the Requirement for the Degree of
Master Science in Education
Curriculum and Instruction
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May 2014

Project Certification Page

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled The Effects of Visuals When Teaching New English Vocabulary to Kindergarten English Language Learners by Lauren R. Reale, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

This study examines the effects of visuals with kindergarten ELL (English Language Learner) students when learning new English vocabulary words. Those who took part in this study were 10 ELL students in 2 different schools who all speak Spanish as a first language. The study took place inside the ESL classrooms the 2 schools, utilizing a pre-test and post-test, during two different sessions, with two different sets of five vocabulary words. In one school, students learned the vocabulary words with visuals while the other school did not receive the visuals. From this study, it can be seen that visuals do enhance the learning of ELL kindergarten students when learning new English vocabulary. Students who did receive the intervention of the visuals showed more increases in pre-test and post-test scores than those who did not receive the intervention of visuals.

Introduction

Today in the United States, most are aware that there are many Spanish-speaking immigrants, as well as immigrants of other languages, coming to the U.S. to reside with little to no knowledge of the English language. Pascopella (2011) reports that from 1979 to 2008, the number of school-aged children in the U.S. who speak a language other than English at home increased to about 7 million students. It is up to schools/teachers to teach these non-English speaking students the same material and curriculum as they do to their English-speaking students (Abedi & Dietel, 2004). “Schools and districts must help ELL students, among other subgroups, make continuous progress toward this goal, as measured by performance on state tests, or risk serious consequences” (Abedi & Dietel, 2004). To make continuous progress towards this goal, there are many strategies teachers can utilize with ELLs such as using visuals, student-to-student interactions, and modeling (Fishkin, 2010).

Abedi and Dietel (2004) and Lenski, Ehlers-Zavala, Daniel and Sun-Irminger (2006) reported that in 2001, the No Child Left Behind Act was passed, requiring that all children, including English Language Learners, demonstrate proficiency in math and English language arts by 2014. Abedi and Dietel (2004) and and Lenski, Ehlers-Zavala, Daniel and Sun-Irminger (2006) found that the problem with this act, is that there has been slow improvement in English Language Learners performance and tests and assessments are written in English and therefore do not measure content accurately. Abedi and Dietel (2004) also found that proficient English Language Learners leave the subgroup, while beginner English Language Learners enter the subgroup, creating the test scores to decrease. The last problem includes factors that are outside of the school's control such as socioeconomic status and parental education level, which was also founded by Abedi and Dietel (2004).

Recent scholarship has discovered a number of effective strategies to use with ELLs (Fishkin, 2010). For example, making the use of visuals such as photos when teaching a vocabulary lesson, allowing students time to communicate by giving time for group work, and modeling for students (Fishkin, 2010). Fishkin says, “Another strategy that has appeared in most of the research conducted on effective ELL strategies is modeling. When students are presented with a model, they have a reference point of what they should be doing. This helps students, especially ELLs, because they might not have had these strategies in their native countries.” In addition to these strategies, The No Child Left Behind Act (NCLB) does not benefit ELL students. This act states that all children, including ELLs, will be at 100% proficiency in math and English by 2014 (Abedi & Dietel, 2004). Research indicates that this is nearly impossible when a student with one language comes to the U.S. with no English. This also brings a completely different issue of ELLs and learning disabilities versus language barrier. Many schools and faculty are unsure whether to label a student LD (Learning Disability) or if it is simply a language barrier. (Klingner, Artiles, & Barletta, 2006). “General education teachers sometimes hesitate to refer ELLs to special education because they cannot determine if ELLs’ difficulties with learning to read are due to second language acquisition issues or LD (Klingner, Artiles, & Barletta, 2006).

My interest in the topic of teaching ELLs came from my first student-teaching placement at a diverse school in Jamestown, NY. I found it difficult to teach those students who barely knew English or didn’t know English at all. It became a concern for me, as I will likely face this in the future. Another moment in my beginning career was when I was subbing in an English as a Second Language (ESL) room the same city high school (Jamestown High School). That day is when I learned that ELLs have the same standards and curriculum as students at their grade

level whose first language is English. Being an early childhood educator, I never took the time to look at the high school standards. The standards they are expected to master were likely impossible for most of these students. On a test, a student was given a map and asked how he would get from point A to point B. He simply said “I would ride my bike.” The student was considered incorrect because the test wanted students to give directions, not the means of transportation. It is simply unfair for ELLs to have the pressure of learning such difficult material with little to no knowledge of the language they are learning it in.

From this experience, I wondered, “How do we teach these students effectively?” With that, I decided my research topic would be on effective strategies. As there have been many articles and people who reference making the use of visuals as an effective strategy, I have yet to find research and evidence that making the use of visuals is indeed an effective strategy with ELLs.

I chose one strategy that has not been proven to be effective with ELLs and tested whether it is effective with Kindergarten ELL students or not. I gave one group of ELLs the intervention of using visuals and did not implement the intervention with the other group of students as a control. With this research, I went to two different classrooms in two different schools in the same city school district. In both classrooms, I taught 5 new English vocabulary terms per day. I visited each classroom two times. There were five participants in each classroom from whom I collected my data. These students were all Hispanic ELL students. In school 1, I used visuals while teaching the vocabulary terms, whereas in school 2, I did not.

I think it is important for all teachers and educators to learn effective strategies to use with ELLs in order to give these students the best education and in order to try to teach them what they need to know by the end of the year. I have read much about effective strategies for ELLs,

however none of these strategies, to my knowledge, have been proven to be effective. To analyze the data, I gave each student a pre-test and post-test. The pre-test was completed before the vocabulary lesson (with or without visuals) and the post-test was completed after the vocabulary lesson.

With all the new knowledge gained and experiences, the primary research question the drove this project was:

- Is the use of visuals an effective strategy to use with ELL kindergarteners when learning new English vocabulary?

Literature Review

Qualifying as an English Language Learner

In the past two decades, educators have turned their attention to the needs of English language learners (ELLs). In an article written by Olga Fishkin, Fishkin (2010) reported there were about 5 million ELLs in America's schools in 2009. To be labeled as an ELL, a person must be:

- among the ages of three and 21,
- is or will be enrolling into an elementary, middle, or high school,
- and was not born in the United States or
- English is not the first language of the child (Fishkin, 2010).

In addition, Fishkin (2010) established that an ELL is classified as an ELL if they come from a home where English is not the primary language and if the child has difficulties with the English language.

The Issue: English Language Learners and the No Child Left Behind Act

Abedi and Dietel (2004) indicated that the No Child Left Behind Act (NCLB), passed in 2001, was made to ensure that all children, including ELLs, reach 100% proficiency in Math and English-Language Arts by 2014. ELLs, found by Abedi and Dietel, have low scores and performance and very little and slow improvement of performance. Abedi and Dietel reported that in Massachusetts Schools, the gap among ELLs and the rest of the population was about 30 percentage points on the English language arts state exam. In addition, in 1998, only 8% of the ELL students in the state of Massachusetts reached proficiency on the tenth grade English language arts exam (Abedi & Dietel).

The next challenge, reported by Abedi and Dietel (2004) is what the test is measuring. Abedi and Dietel established that because the tests are written in English, it is difficult for ELLs to understand, as they are not native English speakers. Abedi and Dietel reported that not only do test measure the skills, but for ELLs, it also measures their language ability. "...low language ability of ELL students depresses their performance on most tests, thus influencing the accuracy of the test as a measure of the content knowledge. The test becomes a measure of two skills for the ELL student: subject and language" (Abedi & Dietel). In addition, Wolf, Farnsworth, and Herman (2008) found that many ELLs are being placed in the wrong placements due to these low scores.

The third challenge, found by Abedi and Dietel (2004) is the frequent changes of the students in the ELL subgroup. Abedi and Dietel found that there are always new ELLs coming into the program, who are not close to being proficient, while at the same time those who are proficient leave the group. These authors indicated that this results in difficulties to achieve

progress due to low scores of the new ELLs and no scores from the proficient ELLs who left the subgroup.

The last challenge, also reported by Abedi and Dietel (2004) are factors outside the schools control. It was indicated that these factors include level of parental education and socioeconomic status. In addition, Abedi and Dietel found that the gap among reading scores of ELLs with postgraduate education and parents without postgraduate education was about 15 percentiles.

Recommendations for Teachers to Reach the NCLB Goal

To help struggling ELLs, Abedi and Dietel (2004) established recommendations for teachers to reach the goal of the NCLB. They found that teachers should focus on reading because students score better on tests the stronger they are as a reader. Abedi and Dietel also recommend to track student performance to see where students are improving and struggling. “Performance of individuals should be tracked, ideally using multiple measures, in order to identify patterns of improvements or lack of improvement” (Abedi & Dietel). Teachers should also modify the language on the tests whenever possible, and if they are able to find state tests with the students native language, the student should use that test. Abedi and Dietel reported that teachers should also make the classroom tests (math, comprehension, vocabulary) in the native language as well. Modifying language has shown to increase ELL performance as much as 10% to 20%. In addition, Abedi and Dietel recommend that teachers make use of accommodations, such as extended time or the use of a glossary.

Beside the previous recommendations, there are many strategies teachers can use when working with ELLs. The Alliance for Excellent Education (2005) suggested creating lessons that connect with student’s interests, Fishkin (2010) and Britsch (2010) recommended building

students' vocabulary and background knowledge making use of visuals, and allowing students to interact with one another, while Honigsfeld and Giouroukakis (2011) suggested using culturally and linguistically appropriate instruction. "Educators who successfully work with ELLS carefully craft their lessons to incorporate a variety of culturally and linguistically responsive strategies that (a) are closely aligned to the target curriculum; (b) consider the specific academic, linguistic, and social-emotional needs of diverse students; and (c) systematically and meaningfully support learning for ELLs (Honigsfeld & Giouroukakis).

The Alliance for Excellent Education (2005) found that creating lessons that connect with students' interests is a great strategy to use with ELLs. The Alliance for Excellent Education indicated that when using this strategy, teachers will use students' interests to make them more motivated to learn about the topic. Furthermore, as found by the Alliance for Excellent Education, these strategies have been known to be effective by educators that have used them. They reported that research has shown that when students are interested in something and are able to connect it to their own lives or culture, they are more motivated to learn and learn the topics at a better rate.

Fishkin (2010) noted, the next strategy: building students' vocabulary and background knowledge allows students to gain in understanding, language, and skill. Fishkin (2010), Dreher and Gray (2009), and Dong (2013) found that the more background knowledge and vocabulary students gain about a topic, the better they will be able to understand what they read. Fishkin reported that in 2007, the Silverman (2007) study implemented an investigation on the effectiveness of vocabulary intervention in kindergarten via read-alouds. Fishkin indicated that the study found that with the use of this strategy during intervention, ELLs had learned vocabulary at the same rate as their classmates. Equally important, Wallace (2004), has provided

readers with a vocabulary activity to use with ELLs: First, the teacher gives a definition, second, the teacher creates a “non-linguistic representation” (Wallace, 2004, p. 3) of the term to help students come up with components of the visual. For example, for the term “perimeter,” a “non-linguistic representation” (Wallace, 2004, p.3) may be a sketch of a rectangle with bolded lines and addition signs on each corner. Next, Wallace (2004) indicated that students write their own definition of the new word and their own non-linguistic representation of the term. Lastly, Wallace (2004) found that teachers and students will go back to the visual to add to it to better understand the concepts.

Visuals, as stated by Fishkin (2010), include pictures, word and picture cards, graphic organizers, drawings, gestures, and body language. Fishkin found that when using visual aids as a strategy, the teacher is giving students something “concrete” that they can look back to while learning. In addition, Fishkin found that visual aids are the most effective strategy she uses with her students. Fishkin reported that it is a way in which the language used is easier understood by using drawings, which gives students the chance to hear the English word and connect it to the visual being displayed. Silverman and Hines (2009) shared that students who were taught with multi-media enhanced read-alouds showed greater improvement than ELLs who were taught using regular read-alouds. In Fishkin’s article, she indicated that a qualitative study, completed in 2006, found that first grade elementary teachers were surveyed and interviewed about the most commonly and effectively used strategy with ELL students. Furthermore, Fishkin indicated, that according to these teachers, the use of visuals, photos, drawings, graphic organizers, and writing on the board were the most effective strategies.

Fishkin (2010) also reported on another strategy that is used often, which allows students to interact with one another. Fishkin as well as Teal (2009) found that by allowing students to

interact with one another, they are able to practice speaking the language and producing the language. Fishkin reported that by allowing students to interact, they are also more likely to participate, because they are not speaking in front of the whole group. Fishkin and Cipriano (2011) reported that it is important for teacher to allow time for students to talk with one another to practice their language. Tissington and LaCour (2010) reported that the use of drama, role-play, and movement is successful in teaching ESLs as well as interacting with each other. In addition, Fishkin, found that the “think-pair-share method” is a wonderful strategy for students to use, which is when the teacher gives students a topic to discuss; they discuss it in a small group, and then come together as a whole class to discuss what was discovered in their small groupings.

The last strategy, founded by Honigsfeld and Giouroukakis (2011), is making use of culturally and linguistically appropriate instruction. Honigsfeld and Giouroukakis found that educators who were successful in teaching ELLs created their lessons to incorporate “culturally and linguistically responsive strategies” (Honigsfeld & Giouroukakis, 2011, p. 9). To incorporate culturally responsive practices, Honigsfeld and Giouroukakis indicated that teachers can use topics and resources that relate to students cultures at home. These authors also indicated that teachers can relate curriculum to their experiences and address local events and issues. To use linguistically appropriate practices, the authors found that teachers can break down tasks into different chunks to make learning manageable and easier for ELLs. In addition, they found that teachers can also give ELLs more time on their work and modify language on assignments. Lastly, Honigsfeld and Giouroukakis reported that educators who are successful in working with ELLs create their lessons to include different culturally and linguistically strategies.

This study explores the effects of using visuals in teaching English as a Second Language (ESL) kindergarten students new English vocabulary. This research project is thus built around

the following research question: Is the use of visuals an effective strategy to use with ESL kindergarteners when learning new English vocabulary.

Methods

Subjects and Settings

In this chapter, I will detail the methods of the study I conducted. The study investigated whether utilizing visuals when teaching new English vocabulary enhanced the learning of ELLs. The research study was completed via an educational research project for a graduate level college course in a Masters of Education Program at a small University in the Northeast United States. The study took place in two schools and two classrooms in the same public school district in a small city in western New York. This city school district is a large school district containing five elementary schools, three middle schools, and one high school. One classroom received the intervention of using visuals when learning new English vocabulary words, while the other one did not.

The participants used in this study were 2 kindergarten ESL classrooms in 2 different schools of the same district. In school 1, the ESL classroom consisted of 8 kindergarten ESL students whose first language is Spanish. In school 2, the ESL classroom consisted of 11 ESL students whose first language is also Spanish.

Dependent Variables

The dependent variable used in this study is the learning of ELLs. There are many different ways ELLs may learn and many strategies that teachers can utilize to teach them new information, such as English vocabulary.

Independent Variables

The independent variable used in this study intervention of using visuals, assuming that this will lead to enhanced learning of the English vocabulary words. At School 2, students received this intervention, where they were given a word and definition, while looking at a visual of the vocabulary word at the same time.

Experimental Design and Procedures

For this study, the best way to address the issue at hand was to make use of quantitative research. According to Johnson and Christensen (2012), quantitative research relies on the collection of numbers and data. When conducting quantitative research, Johnson and Christensen explain that the researcher conducts a hypothesis (visuals are or are not effective) and then tests it. In regards of this particular study, the use of numbers was needed in order to distinguish whether the intervention was effective. In addition, Johnson and Christensen target quantitative research as a research method that searches for a probabilistic cause. Johnson and Christensen describe a probabilistic cause as “a cause that will likely create an outcome” (2012). In this study, the tested outcome was whether visuals are effective strategies to use when teaching ELLs new English vocabulary.

The primary method used in this experiment was participant observation. Johnson and Christensen (2012) describe that an observation in quantitative research involves the standardization of the observations in order to receive reliable data. An observation, as Johnson and Christensen put it, is “watching the behavioral patterns of people” (p. 206). The rationale behind using observations for data collection is that there needs to be proof of whether students know the vocabulary word. It would have been more difficult for me to use interviews, focus groups, tests, or questionnaires because it would have been difficult to identify whether or not

the results are valid and reliable due to the language barrier and age of the children. Most, if not all of these children, will not be able to read or understand the language. They will also likely answer to impress rather than for statistics and data. According to Johnson and Christensen, observation is an important way of collecting data as people don't always say or do what they say they say or do. The last method, visual data could be utilized, however, for this experiment; but personally don't think it will give enough data. For example, a form of visual data could be to draw what is thought if when students hear a vocabulary word. As the researcher, it will be difficult to understand whether the student understands the vocabulary term based on his/her drawing, especially at such a young age.

Data Collection

To conduct my study, I chose data from five students at random in each classroom. There was a total of two classrooms used in this study. In School 1, where students did not receive the intervention of the visuals, the students simply listened to the principal investigator orally say the word followed by its definition. Each word and definition was stated two times. To see whether this intervention was successful, students were to take a pre-test and post-test, which were the same exact test. The pre-test was given before the intervention while the post-test was given after. To see whether the intervention without the visuals was successful, the principal investigator scored the tests to see whether there was growth in score, a decrease in score, or neither for each student on both days. A simple bar graph displayed this information graphically so one can see the differences in scores.

At School 2, the students received the use of visuals/the intervention when learning the new vocabulary terms. While reading each new term, the principal investigator held up the corresponding picture to go with the word and definition. Each word was read two times. Like

school 1, students were required to take the pre-test before the intervention and a post-test after to see whether there was an increase in scores, decrease in scores, or if students stayed the same in score.

In order to collect the data observed, I made use of the pre-tests and post-tests. At the beginning of each session, students took a pre-test. The test consisted of five rows with three columns each. Each row was the same; a dark blue circle in the first column, a green star in the second, and a pink smiley face in the third. Students were to circle one picture in each row, which was their answer. While I read the question and said the three choices, I pointed on a copy of the students' test to each individual picture (circle, star, smiley face) as I said the choices. This was completed before the intervention and after the intervention. Once the tests were completed, I was able to go back to see which classroom had better results.

Each classroom received two interventions, both sessions with different, new, vocabulary words. These vocabulary words and definitions came out of their current kindergarten curriculum that their teachers have yet to teach them this school year. Each day, five new words were presented to students. All pre-tests and post-tests were administered in the same manner.

Data Analysis

To analyze my data, I corrected each student's pre and post test per session. I looked at student scores to see if there was an increase or decrease in their score or if there was no change in their score. By using a bar graph, the data collected is much easier to see, read, and understand.

By conducting this study and utilizing a quantitative approach with observations, and bar graphs, I hope to enhance the educational research regarding whether using visuals is an effective strategy to use with ELLs. Although there are many professionals in the education field

who state and believe they are effective, I have yet to find evidence that visuals are indeed an effective strategy to use with ELL students. In the next section, the detailed findings of my study will be found.

Results

The results of the research data can be found in Tables 1, 2 and Graph 1 and 2. Table 1 and graph 1 presents the results of school 1, while Table 2 and graph 2 presents the results of school 2. School 1, who received the intervention of visuals, showed more improvement in their pre-tests to post-test test scores than school 2, who did not receive the intervention of visuals. Results from session 1 at school 1 show that 2 students increased their scores, while 2 students' scores stayed the same, and 1 student's score decreased. Results from session 2 at school 1 show that 3 students improved their scores, while 2 student's scores remained the same. At school 2, session 1, all students decreased in score. Lastly, school 2, session 2 shows that 1 student increased their score, 2 students decreased their scores, and 2 students scores remained the same.

At school 1, 5 out of 10 scores increased. At school 2, only 1 out of 10 scores increased. Using the visuals while teaching the new English vocabulary to ELLs seems to be beneficial to ELLs. Without the use of visuals, it can be seen that for the most part, test scores do not improve, which mean it is more difficult for students to learn without them. As half of the tests at school 1 showed improvement, it can be seen that visuals are an effective intervention for ELLs. There was no conflicting data from this study.

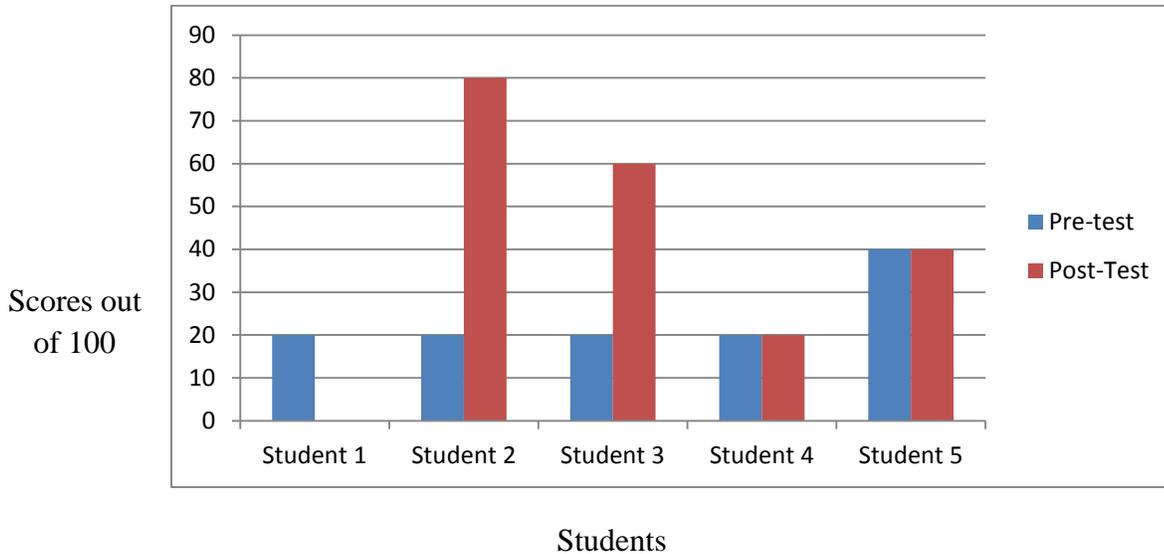
Table 1: Results of School 1(visuals)

	Student 1	Student2	Student 3	Student 4	Student 5
Session 1 Scores (out of 100%)	20/0	20/80	20/60	20/20	40/40

Session 2 Scores (out of 100%)	20/40	40/40	40/40	20/80	20/40
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*Scores are written in as pre-test/post-test

Graph 1a: School 1, Session 1



Graph 1b: School 1, Session

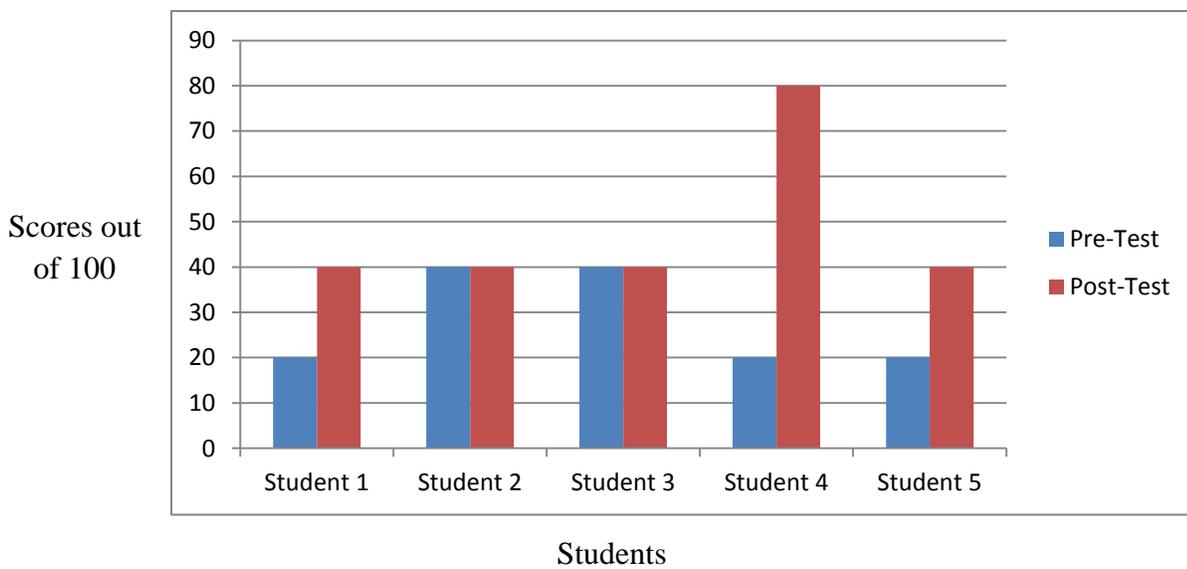
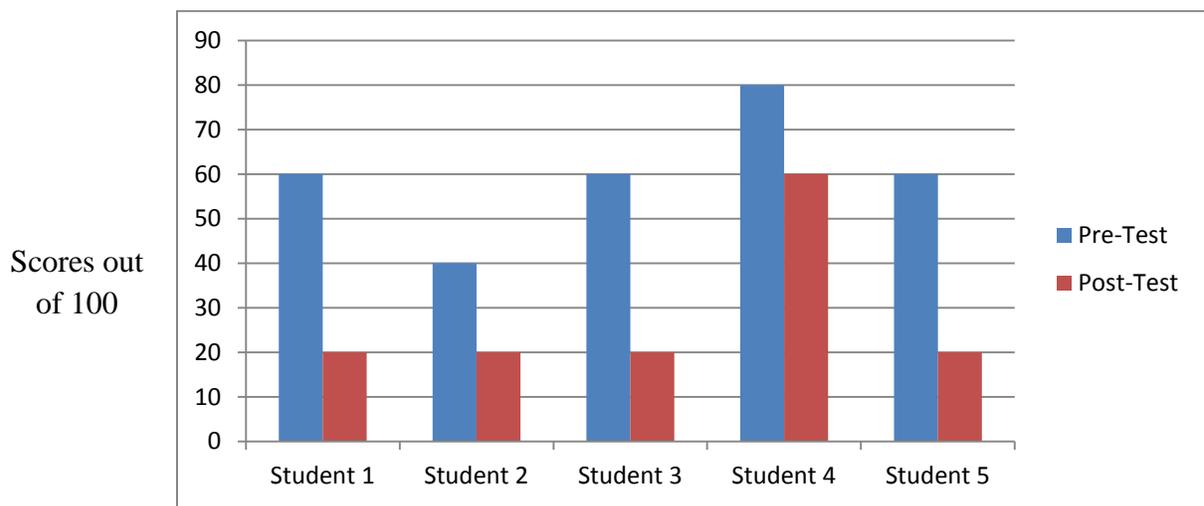


Table 2: Results of School 2 (no visuals)

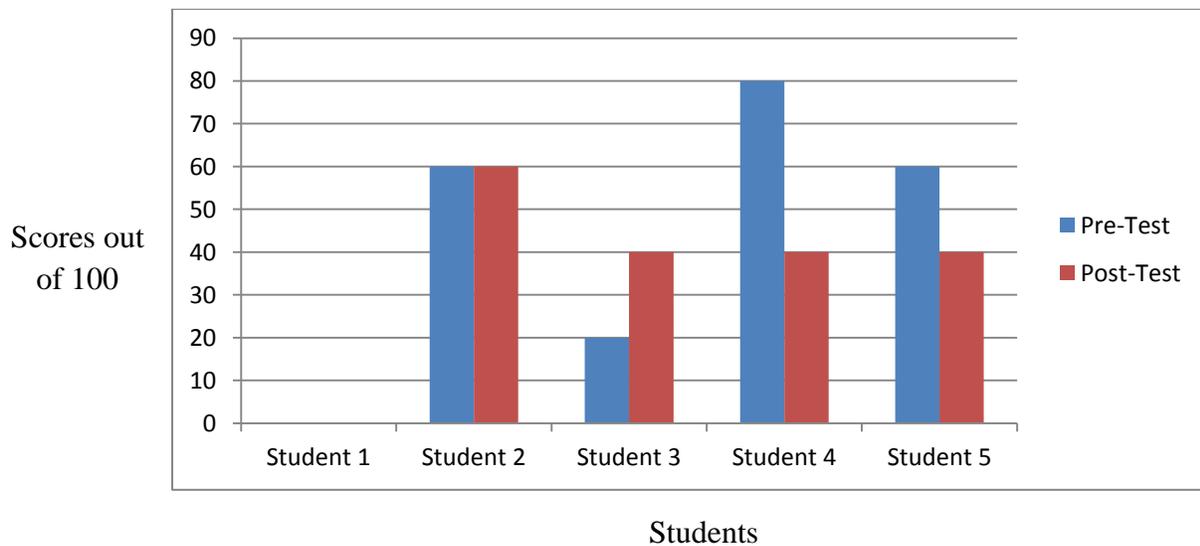
	Student 1	Student2	Student 3	Student 4	Student 5
Session 1 Scores (out of 100%)	60/20	40/20	60/20	80/60	60/20
Session 2 Scores (out of 100%)	0/0	60/60	20/40	80/40	60/40

*Scores are written as pre-test/post-test

Graph 2a: School 2, Session



Graph 2b: School 2, Session



Discussion

The study conducted proves that using visuals while teaching new English vocabulary to ELL kindergarteners is an effective strategy. The research was collected in two different schools in the same city school district. To obtain the findings of the research collected, one school received the intervention of visuals while the other did not. Both classrooms took the same pre-test and post-test and were taught the same vocabulary words.

The present findings of this study shows that the use of visuals improve the learning and understanding of new English vocabulary words when being taught to Kindergarten ESL students. Within the four different sessions, two per school, it can be seen that School 2, who received the intervention of visuals, showed more increases in scores than those at School 1, who did not receive the intervention. The data shows that out of the 2 tests at school 1, 5 out of 10 tests scores were improved, while at school 2, only 1 out of 10 test score was improved. At school 1, out of the 2 tests, there was only 1 out of 10 test with a decrease in score, while at school 2, 6 out of 10 tests had a decrease in scores. As for tests with scores that remained the same, school 1 contained 4 out of 10 while school 2 contained 3 out of 10.

Significance

Other scholarship has stated that using visuals with ELLs is indeed an effective strategy; however, there are no studies to show this to be true. For example, Fishkin (2010) says, “The second strategy that is viewed as being helpful is using visual aids to enhance teaching” (p. 16). Fishkin goes on to say, “Visual aids provide students with something concrete that they can refer to when learning” (p. 16). In her article, there is no evidence to prove this to be true. The Alliance for Excellent Education (2005) stated, “The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students-especially ELL students-easily recognize

essential information and its relationship to supporting ideas” (p. 2). Again, there is no evidence to prove this to be true. All ELL educators that I have spoken to and worked with, along with these authors, will tell anyone that the use of visuals with ELLs is an effective strategy, as my research has shown. Although there wasn’t much growth, there was still growth at the school that received the intervention of the visuals, showing that it was effective.

Limitations

One limitation in this study was that of the sample size. The sample size was five students per school, due to the low number of ELLs in this school district and the amount of consent forms that were returned. This study would likely have been more reliable had there been a larger sample size. Another limitation is that of the language. All of these ELLs spoke Spanish as a first language. Because of this, some may think that visuals have only been proven to be effective with Spanish ELL students. A third limitation was the pre and post-tests that were administered. Every day the same format was used as the test, yet the students, being so young, had a hard time utilizing it. Instead of using A, B, and C for choices, I used pictures in order to make it fair for all students in case some students couldn’t identify letters yet. This seemed to backfire though, because many students weren’t sure which picture should have been the first choice in the answers and so on. I feel that many students simply guessed because the test was poorly created. It would have also been helpful to be in a different setting. Because some students did not participate in the study, those students were working with their teacher in the same room, which became distracting for students working with me.

Future Research

It would be helpful for this research to be replicated by other researchers. With future research, I would highly recommend creating a new test that is more Kindergarten-friendly. I

would also try to locate the students in a different room in order to be free of distractions. A bigger sample size would also be helpful, along with more than just Spanish speaking ELLs. With a bigger sample size, there are more results, which gives a more reliable and valid outcome. In addition, this study was completed in a small city. Perhaps if it was conducted in a bigger city or cities, with more students, schools, teachers, and cultures, the results would be more reliable and valid. In my opinion, more research on this topic does need to be conducted in order to prove that visuals are an effective strategy to use with ELL Kindergarteners.

Conclusion

Because of this research, educators may now have a better sense of the effectiveness of using visuals while teaching new English vocabulary to kindergarten ELL students. This study has proven that visuals are effective, however, there are many limitations that may have skewed the results. Most ELL teachers today do use visuals to enhance learning, however, I have yet to find any research, besides my own, to prove that it is effective. Because it is important for educators to discover and utilize the most effective strategies when teaching students, research needs to be completed to find which ones are and are not effective. More research studies on the topic regarding using visuals to enhance learning would be helpful in helping to prove this study to be true.

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Appendices

Appendix A-CITI Certificate:

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)
HUMAN RESEARCH CURRICULUM COMPLETION REPORT
Printed on 04/27/2014**

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INSTITUTION	SUNY - College at Fredonia
EXPIRATION DATE	07/16/2015

GROUP 1.

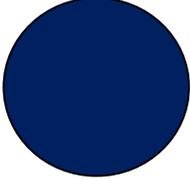
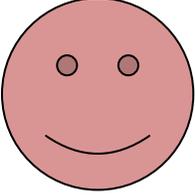
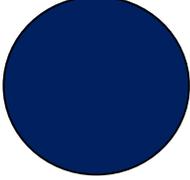
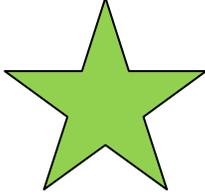
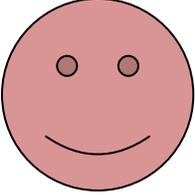
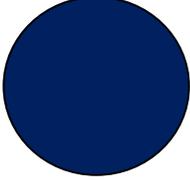
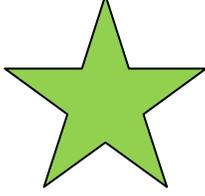
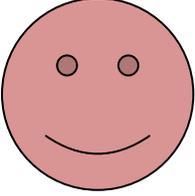
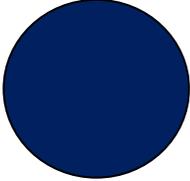
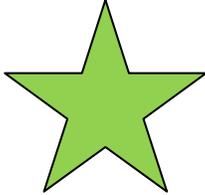
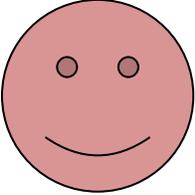
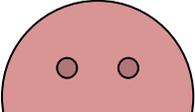
COURSE/STAGE:	Basic Course/1
PASSED ON:	07/16/2013
REFERENCE ID:	10485550

REQUIRED MODULES	DATE COMPLETED
Introduction	06/04/13
History and Ethical Principles - SBE	06/01/13
Defining Research with Human Subjects - SBE	06/02/13
The Regulations - SBE	06/02/13
Assessing Risk - SBE	06/09/13
Informed Consent - SBE	06/09/13
Privacy and Confidentiality - SBE	06/16/13
Research with Prisoners - SBE	06/16/13
Research with Children - SBE	07/16/13
Research in Public Elementary and Secondary Schools - SBE	07/16/13
International Research - SBE	07/16/13
Internet Research - SBE	07/16/13
Avoiding Group Harms - U.S. Research Perspectives	07/16/13
Vulnerable Subjects - Research Involving Workers/Employees	07/16/13
Conflicts of Interest in Research Involving Human Subjects	07/16/13
SUNY Fredonia State College	07/16/13

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be an Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

Appendix B-Pre-Test/Post-Test Answer Sheet:

Appendix C-Vocabulary Words and Definitions

Session 1

gear: Supplies, tools, or clothes needed for a special purpose

severe: Very bad

shelter: A place or covering that gives protection from bad weather or a dangerous situation

strike: Hit or attack with a sharp blow

shivering: Shaking from the cold; trembling

Session 2

meteorology: The study of weather and weather prediction\

meteorologist: A person who studies weather and predicts what the weather will be like

record: A written report of an event

satellites: Objects designed to go around Earth in space and collect information

warning: Telling someone in advance that danger is near

Appendix D-Pre/Post-Test 1

1. What is gear?

- a. Stuff to pack for the beach
- b. Supplies, tools, or clothes needed for a special purpose
- c. Stuff to cook with

2. What is severe?

- a. Very bad
- b. Beautiful weather
- c. The moon

3. What is shelter?

- a. Another name for road
- b. A place or covering that gives protection from bad weather or a dangerous situation
- c. Snow, rain, and wind

4. What does it mean to strike?

- a. Hit or attack with a sharp blow
- b. To write neatly
- c. To watch the weather on TV

5. What is shivering?

- a. Jumping up and down

- b. Using the bathroom
- c. Shaking from the cold; trembling

Appendix E-Pre/Post-Test 2

1. What is meteorology?

- a. The study of weather and weather prediction
- b. Someone who gives the weather report
- c. Watching the snow, wind, and rain

2. What is a meteorologist?

- a. Watching the weather
- b. A person who studies weather and predicts what the weather will be like
- c. Someone who helps others when there is a rain storm

3. What is a record?

- a. A written report of an event
- b. Something that tells us if it will rain tomorrow
- c. A big TV for the meteorologist

4. What is a satellite?

- a. Part of the TV screen
- b. The remote control that a meteorologist uses
- c. Objects designed to go around Earth in space and collect information

5. What is a warning?

a. Telling someone in advance that danger is near

b. A giant tornado

c. Something that happens in the sky once a year