



**EFFECTIVE STRATEGIES FOR SPEAKERS OF A LOTE IN AN ELEMENTARY
GENERAL EDUCATION CLASSROOM**

by

Courtney McIlwain

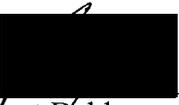
A Master's Thesis/Project Capstone
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Education
Curriculum and Instruction
Department of Inclusive Education
State University of New York at Fredonia
Fredonia, New York

May 2016

State University of New York at Fredonia
Department of Curriculum and Instruction in Inclusive Education

CERTIFICATION OF THESIS/PROJECT CAPSTONE WORK

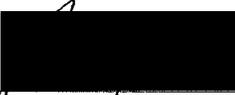
We, the undersigned, certify that this project entitled EFFECTIVE STRATEGIES FOR SPEAKERS OF A LOTE IN AN ELEMENTARY GENERAL EDUCATION CLASSROOM by COURTNEY MCILWAIN, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction in Inclusive Education is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



Dr. Robert Dahlgren, PhD.
Master's Capstone Advisor
EDU 691 Course Instructor
Department of Curriculum and Instruction in Inclusive Education

5/13/2016

Date



Dr. Robert Dahlgren, PhD.
Department Chair
Department of Curriculum and Instruction in Inclusive Education

5/13/2016

Date



Dean Christine Givner, PhD.
College of Education
State University of New York at Fredonia

5/18/16

Date

EFFECTIVE STRATEGIES FOR SPEAKERS OF A LOTE IN AN ELEMENTARY GENERAL EDUCATION CLASSROOM

ABSTRACT

This research focuses on effective strategies used for speakers of a language other than English (LOTE) in an elementary general education classroom. It also addresses the need for teacher preparation courses for English language learners (ELLs). During the research study qualitative data was used, such as observations and interviews, to collect results related to the study. The researcher observed a kindergarten and a second grade classroom to collect notes on effective strategies implemented for speakers of a LOTE. These teachers were also interviewed in order to get information on preparation courses taken during college, teaching, personal research, workshops, etc. The results show that the use of visuals and gestures are effective strategies to use for ESL students in a general education classroom. The results also demonstrate a need for more ESL preparation courses at colleges and universities.

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Chapter 1 – Introduction

In the field of elementary education, general education teachers will most likely encounter a student who speaks a language other than English (LOTE). In the United States, about 22% of preschool-12th grade students spoke a LOTE in 2012, and this number is still growing (Kids Count National, 2013). While there are generally resource rooms designed to assist these students, it is also the responsibility of the general education teacher to accommodate to these students in the classroom as well. In elementary schools, there is a push for inclusion rather than separation. Therefore, it is important that teachers be prepared to teach English Language Learners (ELLs) in general education classrooms (de Jong and Harper, 2005). According to the National Center for Education Statistics, about 42% of teachers will encounter a student that speaks a LOTE in their classroom; but only 12.5% of these teachers have received the proper training (cited in de Jong and Harper, p. 101). Proper training could include, but is not limited to, college courses, workshops, mentoring, research, etc.

This research addresses the issues of what students who speak a LOTE face in general education classrooms. It also discusses strategies that teachers can do for these students. One other effective strategy is having highly prepared teachers that can educate ELLs in general education elementary classrooms. Therefore, I will be discussing this topic throughout my research as well.

Students who speak a LOTE may have different cultural backgrounds from those of their teachers. “Our ability to give every child a chance to succeed in school depends upon a full understanding of culture and learning styles” (Guild, 1994, p.16). Culture determines the academic and social successes in school. Since different cultures have different views on certain ideals related to education, it is vital that educators are prepared to gain an

understanding of these diverse factors in order to properly teach ELLs. In order for teachers to educate ELLs effectively, it is important to learn about the students' cultural values, experiences, languages, family/home lives, etc. (Learning about Your Students' Backgrounds, 2015). Teachers must know the daily living experiences of the families of the children they teach (Hughes, 2016). These family ties will allow educators to bridge the gap between home and school, allowing for better achievement. This is effective, because it allows the teacher to relate to his/her students' experiences. For example, a student may not understand a question relating to tractors if their culture does not use this. Teachers need to be aware of their own biases and work hard to understand their individual students. "Culturally responsive teaching doesn't mean lowering standards" (Quinton, 2013, p. 1). It is the responsibility of the teacher to make sure that all students are performing to the best of their abilities. In this day and age, there are more multicultural students entering the classroom; and unfortunately, teachers are unable to relate to all of their students' races, traditions, cultures, etc. This is leading to an achievement gap for students of diverse cultures (Clark, 2010). In saying this, it is important to hold all students to a high academic standard, regardless of their language (Quinton).

Students who speak a LOTE are sometimes misplaced in special education courses (Fernandez and Inserra, 2016). Teachers may think that if a student is not doing well, he/she must have a learning disability (Muller, 2009). According to Muller, "Nearly forty years after studies revealed minority and English Language Learners were over-represented in special education programs, there is still great inconsistency in accurately identifying ELLs with special needs" (p. 1). The problem is that ELLs do not understand the language, not that they have diagnosable learning disabilities. If a teacher were to give these students the same topic in their native language, he/she could then see students' true potentials. This is because testing in

a student's native language would indicate what a student knows, identify literacy development gaps, and help identify growth within content areas (Stansfield, 1996). Some teachers could argue that ELLs would benefit from smaller special education classrooms, but the opposite is true. ELLs actually demonstrated lower verbal and full-scale IQ scores than they did when they were mainstreamed in general education classrooms (Artiles & Ortiz, 2002). Overall, it is crucial to find effective strategies to teach speakers of a LOTE in a general education classroom, so that they are not unnecessarily placed in special education classrooms.

Learning another language is actually considered a benefit (Bimer, 2005). It is important that the students who speak a LOTE learn English, while still keeping their native language. In doing this, the child is increasing cognitive development skills and keeping ties to their ethnic background and cultural identity. Being bilingual also allows students an advantage when they start to enter the career field, by making them more marketable. Therefore, if teachers are able to educate English as a second language (ESL) students effectively in English, while being able to keep their home language, they are creating an educational advantage for students who are bilingual.

When students do not understand the curriculum, they tend to become overwhelmed and tune out of the lesson taking place (Coyne, Kami'enuei, & Carnine, 2010). This is especially true for students who speak a LOTE, because there is an additional language barrier. "Students may fail to understand what the teacher is talking about, and may become frustrated when they have an idea but cannot adequately express their thoughts in English" (Moll, Estrada, Diaz, and Lopes, as cited in Coyne, Kami'enuei, & Carnine, p. 1). Elementary educators must find strategies that work for ELLs in a general education classroom. Since the proper strategies are not being implemented, students who speak a LOTE are performing poorly on standardized

tests compared to their English-speaking peers, and have a higher dropout rate in comparison (Hidden Curriculum, 2014).

In order for teachers to be able to implement the appropriate strategies, they must be prepared to educate speakers of a LOTE in the general education classroom. Proper strategies should be implemented with a variety of multiple intelligences in mind. Just like English-speaking students, students that speak a LOTE learn in ways that are unique to the individual as well (Tahriri and Divsar, 2011). According to Tahriri and Divsar, metacognitive strategies are most effective when teaching ELLs.

During my undergraduate courses, I took Spanish courses in order to prepare myself to teach students who are bilingual in English and Spanish. An issue I have encountered in elementary schools and college courses is that students who speak a LOTE are not receiving the proper education that they need. I have watched ESL students struggle because they cannot comprehend what the teacher is saying; therefore making it difficult to comprehend the lesson and content being taught. I originally planned to do my research on bilingual (English/Spanish) students in the classroom. However, during my graduate courses, I realized that I was only slightly prepared to teach students who spoke languages other than English and Spanish. This is what motivated me to find strategies to teach all ELLs in a general education elementary classroom; regardless of their native language.

The main research question driving my study is “how can elementary teachers effectively teach students who speak a LOTE in the general education classroom?” In order to do this, I want to find both effective and ineffective strategies that educators should or should not implement. I also looked into the kinds of preparation courses general education teachers are taking in order to be prepared to teach ELLs in their classroom.

During my research, I have observed two general education elementary classrooms. In each classroom, I made several observations. I noted which strategies the teachers used, the behavior and work ethic of the students who spoke a LOTE, and the environment of the classroom. The two teachers I observed participated in interviews during this research project. I individually interviewed each teacher in order to get an idea of how prepared they were to teach speakers of a LOTE. They were asked of any prior education courses taken during their undergraduate and graduate courses, teaching career, workshops, etc. These interviews are useful in determining how prepared each individual teacher is when it comes to effectively teaching students who speak a LOTE. My hope is that colleges will consider implementing more courses that prepare future educators to work with ELLs.

Overall, general education classes are becoming more diverse. Now, more than ever, teachers need to be prepared to teach students who speak a LOTE since they are likely to encounter these students in their general education classrooms. Once teachers are prepared, ELLs will have a greater chance of being successful in school.

The research questions that drive this project thus are:

- What are effective strategies to teach elementary children that speak a LOTE?
- Do these strategies fit a variety of multiple intelligences?
- What preparation courses are provided for general education elementary teachers with ELLs?

In the following chapter, I will review the relevant scholarship related to teaching strategies that have proven effective with students who speak a LOTE.

Chapter 2 – Review of the Literature

Introduction

As previously discussed, scholars today suggest that the lack of preparation of general education teachers has a negative effect on students' academics (Menken and Antunez, 2001). This is making it difficult for speakers of a language other than English (LOTE) to learn in a general education classroom. A speaker of a LOTE is a student placed in an English-speaking classroom, whose native language is a language other than English. This literature review will focus on discussing preparation strategies for general education teachers, effective strategies to use for speakers of LOTE, and ineffective strategies that should be avoided.

Preparing General Education Teachers for Speakers of a LOTE

Students with a primary LOTE need to be taught by teachers who have the skills to teach them. The National Clearinghouse for Bilingual Education (NCBE) and the American Association of Colleges for Teacher Education (AACTE) conducted a three-part study to determine how prepared teachers were (Menken & Antunez, 2001). First they looked at how many programs existed. These programs were then compared to the state-license requirements. For the third part, there was a qualitative analysis of national bilingual education programs. Results proved that only a small minority of colleges had a Teaching English as a Second Language (TESOL) program/preparation requirement courses (Menken & Antunez). Since the number of English Language Learners (ELLs) has doubled from 1990 to 2006, undergraduate students in Pennsylvania are required to take at least three credits in addressing ELL strategies (Hutchinson, 2012). Hutchinson did research on the three-credit course that the students in Pennsylvania had to take. The course requires that students spend three days observing an English as a Second Language (ESL) classroom over a 10-week period. As they observe the

classrooms, they are required to collect data for a research paper that they must write by the end of the course. The researcher found that this course prepared undergraduate students to teach students who speak a LOTE in a mainstream classroom by giving them appropriate strategies. According to Samson and Collins (2012) “some states require specific coursework (Arizona, California, Florida, Pennsylvania, and New York) and others make a general reference to the special needs of ELLs (17 states), several states (15) have no requirement whatsoever” (p. 18). While this may be a good stepping stone towards preparing teachers, there is more that still needs to be done.

Teachers should also continually prepare themselves for educating speakers of a LOTE in a general education classroom throughout their actual teaching careers as well. In order to teach English as a second language (ESL) students, they must have an understanding of oral language development, academic language, and cultural diversity and inclusivity (Samson and Collins, 2012). Teachers can take professional workshops in order to further educate themselves in teaching English language learners (ELLs). According to Buly (2011), professional development for ESL and mainstream teachers provides insight into planning instruction that consider cognitive and language skills in everyday instruction. Teachers can also find many useful strategies on the Internet.

Effective Strategies

Teachers may feel inadequate when teaching students who speak a LOTE. This may be due to the fact that they do not speak their students’ native languages. However, there are many strategies to use when teaching these students in a mainstream classroom. In New Zealand, May, Hill, and Tiakiwai (2004) conducted research on different types of program approaches that are most effective for teaching students who speak a LOTE. The approaches studied were

additive bilingual programs, maintenance and enrichment bilingual programs, long-term bilingual programs, total immersion, transitional bilingual education, and English submersion. Results showed that additive bilingual programs worked best, because they provide a sufficient bilingual threshold for students. However, English submersion proved the least effective because it undermines students' bilingualism, which eventually takes away from the cognitive and educational advantages that comes from knowing at least two languages (May et al., 2004). In Australia, Hird, Thwaite, Breen, Milton, and Oliver (2000) observed and interviewed 18 ESL teachers about their teaching strategies. Some were teachers of children, and others adults. Afterwards, the researchers drew a grid of teachers' actions to their reasoning. Results showed that it is important to exploit the significance of class environment by expressing key features of your role as a teacher, grouping and pairing students during lessons, modeling and practicing correct grammar, and using hands-on techniques. Also, Hird et al. found that it was vital to make sure to treat students as individuals by being encouraging and having students use the "ask someone else" technique before consulting with a teacher.

When teaching students with a LOTE, it is important to connect with their cultures. In another study, Facella, Rampino and Shea (2005) interviewed 20 early childhood teachers in order to find which strategies were effective in seeking connections between content and language and support communication and social interactions. This research found that teachers who work with many culturally and linguistically diverse students have more effective practices due to experience. In the end they listed a variety of strategies amongst the 20 teachers. Some of these strategies include finding developmentally appropriate strategies that relate to the child's language development, the natural approach (preproduction, early production, speech emergence, and intermediate fluency), which allows them to work at their

own pace sequentially, gestures and visual cues, repetition, opportunities for practicing skills, use of objects, real props, hands-on materials, and multisensory approaches.

As I investigated more research, I found more specific effective strategies. For example, when pairing students together (especially in reading), it is important to have a least one English speaking student with one student who speaks a LOTE (Slavin and Cheung, 2003). Slavin and Cheung determined this through a study that compared immersion and bilingual reading programs. This research concluded that it is important to focus on the quality of the instruction rather than the language of the instruction. “Language of instruction must be seen as only one aspect, however, of instructional programming for English language learners. As many previous reviewers have concluded, quality of instruction is at least as important as language of instruction” (Slavin and Cheung, p. 40). Other useful strategies found were Success for All and Direct Instruction. Success for All focuses on seeing that all children succeed in reading by providing a well-structured curriculum that emphasizes phonics, cooperative learning, and comprehension skills. Direct Instruction provides very specific instructions on how to teach students beginning reading skills. It uses rapidly paced instruction, regular assessments, and systematic approaches to develop language skills (Slavin and Cheung). Another effective strategy focuses on the benefits of peer response in revision types and writing quality. Berg (1999) generated research that determined whether or not this strategy would produce a greater number of meaning changes in revised student drafts, yield higher scores, and influence writing quality among students who speak a LOTE. The study was conducted in four classrooms located in a large city on the East Coast of the United States. These consisted of two level three classrooms (scores around 375 on the Test of English as a Foreign Language) and two level four classrooms (scores around 425). The highest level of the test is a six level score

(Berg). Berg had the students create two drafts; first with no peer responses, and the second with peer responses. According to Berg “what is interesting about the findings in this study is, first of all, that training appears to account for greater writing improvement of revised drafts” (p. 230). Results proved that peer response generated a higher number of meaning changes among the second drafts. The second drafts also yielded higher writing scores. However, the writing qualities of the revised drafts were not greatly affected.

Gestures have also presented themselves as effective movements for teachers to use when teaching speakers of a LOTE. Rosborough (2014) looked into the effectiveness of gestures and body movements between a teacher and an ELL in a second grade classroom. Findings show that these movements create a meaning-making experience during lessons. Rosborough commented: “For young ELLs, embodying cognition with gesture provides mediational support in accessing the demands of the classroom tasks and the demands of content learning” (p. 245). The research also demonstrates the need for scaffolding students in order to get correct answers, rather than just looking for the correct answer as an end result. This can be done with semiotic tools such as speech, gestures, math graphs, and white boards. In another study, a 5th grade teacher uses gestures when teaching math in order to engage English language learners (ELLs). The teacher would point, use representations, and do writing gestures during her teaching. The study found that the teacher used these gestures to ground her questioning, revoice strategies, and narrate the meaning of geometric shapes in order to engage learners (Shein, 2012).

In the end, when thinking of strategies to use, it is important to remember that just because there may be several students who speak a LOTE in the classroom, it does not mean that those students all learn the same. Using Gardner’s Multiple Intelligence theory, Tahriri and

Divsar (2011) conducted a study to find language-learning strategies that could be used to support all students' needs. Ninety undergraduate students teaching English took part in this research. After collecting data of each learning style, results concluded that metacognitive strategies worked best.

Ineffective Strategies

Obviously, it is important to know which strategies work when teaching students who speak a LOTE. However, I believe that it is also important to know what does not work as well. If teachers know which strategies do not work, then they will not try to implement them in their classrooms. A review of the research indicates that you should not correlate a curriculum with the ESL teacher and that cloze tests are ineffective.

Although it may seem useful to correlate with then ESL teacher, Arkoudis's research proves otherwise. Arkoudis (2005) wanted to do research to determine the effectiveness of content and language teaching integration. In order to do this, she went to a secondary school in Victoria, Australia. The ESL teacher and the general education teacher worked together to come up with a curriculum that would be appropriate for both students who spoke English and students who spoke a LOTE. Arkoudis observed and analyzed the conversations between the two teachers. According to the researcher "extracts have indicated that balancing language and content teaching is not a simple matter of teachers getting together and sharing ideas" (p. 185). After analyzing the conversations, the researcher determined that, although both parties had good ideas, this method did not work well because they could not come to an agreement on what the curriculum should entail. The ESL teacher and general education teacher had opposing viewpoints. Therefore, the researcher determined that there was a need to focus on good teaching practices (Arkoudis).

Another research study was conducted by Ren (2011) in order to determine if cloze tests can improve second language learners' reading comprehension. For 10 weeks the researcher compared z-scores of close tests for 26 students (ages 14-15 years old) in Australia. The students were put into a control group with no extra cloze tests and an experimental group with one extra cloze test per week. Gardner's "Frames of Mind" states that students have nine multiple intelligences: linguistic, logical-mathematical, musical, bodily/kinesthetic, spatial, intrapersonal, interpersonal, naturalistic, and existential. "Although Gardner believes that every person has all nine intelligences, each person has a unique profile of how these intelligences fit together" (Gilles, 2016. p. 1). After comparing the scores, Ren (2011) found that cloze tests do not actually help, because the scores from both the control group and the experimental group averaged out to be approximately the same. Results found that the quality of language instruction is the most important, not the time spent teaching it. Therefore, Ren suggested that concept-oriented reading instruction, summarizing, etc. would be beneficial reading strategies to use with students who speak a LOTE.

Conclusion

Students who speak a language other than English are increasingly growing in mainstream classrooms. The need for prepared teachers is more evident now than ever before. The research reviewed above has suggested that it should be a requirement for undergraduate education students to become educated in successful strategies, in order to teach students who speak a LOTE in mainstream classrooms. Listed above are many effective strategies that researchers have found. A few main examples include providing a good classroom environment, supporting the cultures of the students, having a good home/school partnership, creating lessons that focus on all students' learning needs, and using peer response as a reading

and writing tool. Using these tools, as well as keeping in mind the least effective strategies, teachers will be better prepared to teach students who speak a language other than English in their classrooms.

During my literature review of other scholarly articles, I noticed that there are many research articles about ESL students that focus on effective strategies. However, I believe that my research is unique because it will deal with finding strategies and teacher preparation courses in the United States. When looking back into my review of literature, the studies mainly include findings from other countries such as New Zealand and Australia. For my research project, I will be working in two different elementary classrooms. I will observe the teacher and ESL students in order to find effective strategies, as well as interview teachers in order to identify how many preparation courses they have taken for teaching ELLs.

In the next chapter I discuss the specific methods that I have done in order to accomplish my goals of this research. My methods discussion introduces the classrooms that I observed, the number of ESL students, and other classroom characteristics. I also discuss my observations recorded during the study; such as which strategies were used, how were the students responding to the strategy, etc. Finally, the methods chapter gives detail about the interviews that took place between the teachers and myself about prior preparation courses.

Chapter 3 – Methods

Introduction

In the previous chapter, I reviewed the literature concerning speakers of a language other than English (LOTE) in elementary general education classrooms. I based my review of the literature on finding effective strategies used for English Language Learners (ELLs), as well as preparation courses for teachers in regard to English as a Second Language (ESL) students. Overall the research gave both effective and ineffective strategies that were used in different case studies, as well as the fact that there are not many preparation courses for teachers to take at colleges in the United States.

The following chapter will detail the procedures taken for my study. During this research, I observed two different general education elementary classrooms. I observed both the strategies used by the teachers and how the ESL students responded to the strategies. Each teacher was also interviewed in order to determine the number of preparation courses that they had received regarding speakers of a LOTE, and the quality of those courses.

Research Frameworks

During my research, I conducted a qualitative study in order to determine effective strategies for students who speak a language other than English (LOTE). Qualitative research relies primarily on qualitative data such as words and pictures (Johnson & Christensen, 2012). The reason I chose to do a qualitative study is because my data is mainly structured with observations and interviews; there is not any data that includes quantitative results. I also investigated the type of preparation courses teachers have taken in order to properly implement these strategies.

For my research, I conducted a case study in multiple classrooms in order to cross analyze the data results. A case study is a form of qualitative research that focuses on providing a detailed account of one or more cases (Johnson & Christensen, 2012). More specifically, I did a collective case study; in which I studied multiple cases for my research study. The advantages to studying more than one case include comparing similarities and differences among cases, more effectively observing students, and increasing the likelihood to generalize results from multiple cases than one. Since I observed two different classrooms, I was able to take into account multiple scenarios of teaching strategies and prior preparation courses from each teacher.

Research Setting

In order to research effective strategies for speakers of a LOTE, I knew that I would need a school that had many ESL students. The school I used for my thesis has a high population of Spanish-speaking students who are mainly from Puerto Rico or Mexico. My observations took place in several classrooms at a small elementary school in a post-industrial urban town in Western New York State. Each classroom in the school has at least one speaker of a LOTE, which was perfect for my study.

The school I used for the research project has about 51% female students and 49% males. When it comes to the ethnicity ratings, 49% of students are white, 40% of them are Hispanic/Latino, 6% African American, and 5% multiracial. In the entire school, approximately 14 percent of the students are ELLs. Originally, I chose to research three different classrooms across the elementary levels; kindergarten, second, and fifth grade. However, due to state testing for grades third through fifth, I was unable to observe the fifth grade classroom during

the time of my research. Therefore, I observed one kindergarten classroom and one second-grade classroom.

Sampling Procedures

The school I used for my research project has two kindergarten teachers and two second-grade teachers. In order to determine which teacher I wanted to use, I had to consider availability of each teacher and willingness to do the research. I also used purposeful sampling methods in order to determine participation. I wanted the classrooms being observed to have at least two speakers of a LOTE and for the teachers to have at least ten years of experience in teaching an elementary classroom.

The kindergarten teacher that participated in my study was chosen, because I have done my student teaching with her during my undergraduate years. I am familiar with her teaching style and classroom management skills, so I chose her to observe and interview. The second grade teacher participating in the research project was more random. Between the two second-grade teachers, I chose her because I am more familiar with the ESL students in her classroom due to substituting experiences. However, between both teachers, I am unaware of any preparation courses that they have taken in order to teach speakers of a LOTE, making the interview more valid. The teachers that I observed are both experienced teachers in the district. The Kindergarten teacher has been teaching for 24 years; while the second grade teacher has been teaching for 30 years. I am using a female teacher from a kindergarten classroom in the morning and a female teacher in a second grade classroom during the afternoon. Both teachers were interviewed in order to determine any prior preparation courses, workshops, etc. that focused on speakers of a LOTE.

My participants included seven elementary students who were ELLs from a kindergarten and a second grade classroom. There were five speakers of a LOTE in the kindergarten classroom; all males, and two in the second grade classroom; both females. Students A, B, C, D, and E are in the kindergarten classroom and range from the ages of five to six years old. Students F and G are in the second grade classroom and range from seven to eight years old. Each ELL spoke Spanish as a native language and varied from knowing very little English to speaking both languages. While some were able to speak both Spanish and English, these students still struggled with forming complete sentences in the English language. All students that I observed participated in ESL classrooms several times a day.

Data Collection Procedures

For my research project, my goal was to determine effective strategies for speakers of a LOTE in a general education classroom. One of these strategies was that teachers must be prepared to teach ESL students. Therefore, I collected data through observations and interviews in order to determine how well speakers of a LOTE are being taught. According to Kawulich (2005) “participant observation [can] be used as a way to increase the validity of the study, as observations may help the researcher have a better understanding of the context and phenomenon under study” (p. 43).

During my observations I looked for how ELLs were learning in the classroom and whether or not the strategies employed by the teachers were effective. Qualitative observations are beneficial because they are done in a natural setting (Johnson and Christensen, 2012). In both classrooms I took notes in a journal on what I observed in the classroom. I wrote down the strategies being implemented by the teachers, how the speakers of a LOTE reacted, whether or not they were paying attention to the teacher, if they asked or answered any questions, etc.

Observations are meant to observe potentially relevant phenomena and allow the researcher to take extensive field notes in a natural setting (Johnson and Christensen, 2012).

Lastly, I interviewed two different teachers from the kindergarten and second grade classrooms. The questions were based on their preparation to teach speakers of a LOTE in a general education classroom. The interview protocol is mentioned under appendix A.

Preparation courses could include courses taken through college, workshops, personal research, etc. Qualitative interviews usually include open-ended questions in order to provide data. They are meant to allow a researcher to “enter into the inner world of another person and to gain an understanding of that person’s perspective” (Johnson and Christensen, 2012, p. 202).

Data Analysis Procedures

According to Johnson and Christenson (2012), qualitative data analysis is “a relatively new and rapidly developing branch of research methodology” (p. 516). My data was collected through observations and interviews. In order to analyze my data, I used a typology approach and transcriptions.

Typology breaks down information and data into different types or kinds (Johnson & Christensen, 2012). I used this classification system to organize my observations and work samples. After going through the notes I took while observing the kindergarten and second grade classrooms, I created two typology charts: one for the kindergarten classroom and one for the second grade classroom. This chart protocol is given under Appendix B. The typology chart lists strategies implemented from each teacher on one side. Then, for each strategy used, I wrote comments on the manner with which students reacted to the strategy used during the lesson given.

I also interviewed each teacher in this research project in order to determine the degree to which they were prepared to teach speakers of a LOTE in a general education classroom. In order to analyze this data, I transcribed the question and answer responses from both the kindergarten and second grade teachers. According to Johnson and Christensen (2012), “transcription is the process of transforming qualitative research data, such as audio recordings of interviews or field notes written from observations, into typed text” (p.520). These transcriptions gave me an insight into what types of preparation courses, workshops, personal research, etc. that each teacher had pursued. This information was then cross-analyzed to ascertain the degree to which these teachers were effective in working with ESL students in order to determine if the preparation courses made a difference with regard to their teaching to speakers of a LOTE.

Conclusions

Overall, the methods used during this research helped me to conduct my study in a way that allowed me to find effective strategies for speakers of a LOTE in a general education classroom. The observations recorded from the kindergarten and second grade teacher allowed me to find a variety of strategies used with ESL students, as well as the manner with which these students reacted to each strategy. The interviews also gave me insights into the degree with which each teacher is prepared to teach ELLs. I was also able to cross-analyze the observations and interview questions in order to determine the effectiveness of each teacher in educating speakers of a LOTE in a general education classroom.

In the next chapter I will discuss the results of this research study. My observation data shows whether certain strategies were either effective or ineffective for speakers of a LOTE. I also used the results from the interviews from each teacher in order to determine the degree to

which each educator was prepared to teach ELLs in the general education classroom. Using those results, I will cross-analyze the achievement of ESL students in these classrooms in order to determine if teacher's preparation courses have an effect on speakers of a LOTE.

Chapter 4 – Results

The previous chapter discussed the methods taken to obtain results for my study. I observed two classrooms in order to find effective strategies for speakers of a language other than English (LOTE). I also conducted interviews with each teacher in order to determine the level of knowledge they had on teaching English language learners (ELLs) in a general education classroom. This chapter will demonstrate the results gained from my observations and interviews.

Observations

As I observed each classroom, I took notes on the strategies that I saw being implemented, as well as the reactions of the students who speak a LOTE. These observations took place two days a week for three weeks, approximately one hour in each classroom for each day. The following is a typography that organizes notes taken during my observations.

In the Kindergarten classroom, the teacher used many strategies during her lessons. Based on my notes, the most effective strategies were speaking the ELLs native language, the use of visuals, choral response, and gestures. The teacher was able to speak Spanish, which is the native language of all of the ELLs in her classroom. All of the ELLs followed the directions: Student A answered a question incorrectly and was then able to answer it correctly when asked in Spanish, Student A also was able to assist the teacher in defining new vocabulary in his native language to the other speakers of a LOTE, and Student B was able to do his work after the directions were clarified in Spanish. These students were also very attentive to the use of visuals. Student C was able to correctly identify an English word based on the picture correlated with it, Student A was able to respond to a question using the new vocabulary words, students B and E were able to correctly sequence a story using pictures, and

all of the ELLs could follow along with a new story, by looking at the given pictures. The teacher used choral response by having the whole class repeat a word or sentence together. Student B was able to correct himself through a choral response with the class, Student A refocused his attention when hearing a choral response, Students B, C, and D verbally choral responded with the class, and students A and E did not always verbally participate, but listened as others did. Lastly, the use of gestures allowed Students A and B to respond to questions using gestures, Students A, B, and E to give correct sentences with new vocabulary after using gestures to review, and all ESL students to use gestures to describe new vocabulary words.

One negative thing I did notice during the lessons, however, was the placement of some of the ESL students. For example, Student A often seemed distracted during carpet time because he often sat near the materials by the teacher's desk. Some of the other speakers of a LOTE were also distracted during one small group session because they were grouped near the play area. However, the teacher did move these students around when she noticed this happening.

According to my observations in the second grade classroom, the most effective strategies being implemented were Think-Pair-Share, the use of manipulatives, gestures, and visuals. Think-Pair-Share involves pairing up students to discuss a problem in order to find an answer. With this strategy, Student F raised her hand to respond to a question she discussed with her partner, Student G used her partner for assistance after answering a question incorrectly the first time, and Student F was excited to work with her partner on counting and even offered to go first. She struggled at first but her partner was able to assist her. Student F raises hand to respond to a question discussed with her partner. By using manipulatives during lessons, all ELLs were attentive because they could use counter chips to figure out math

problems. Student F participated using her counting chips rather than responding verbally and Student G correctly answered a math problem using her manipulatives. The ELLs also participated with the use of gestures. Student F did a gesture to represent a new vocabulary word with the class, all ESL students used different gestures such as clapping or using their fingers in order to assist themselves independently, and they also looked at the gestures that the teacher or students were doing for confirmation. Finally, the teacher displayed visuals on the board in order to assist the ELLs in her classroom. She displayed the problems on the board with a projection screen as a visual reference, which the ESL students used to stay on task. Student G used these visuals to correctly answer a question, Student F used the number line on her desk to help with a math problem, and both referred to the visuals on the board in order to replicate it with their manipulatives.

One major thing I noticed about Student F was that she did not like to answer orally. She often did not raise her hand to answer questions and was rarely called on. When she was called to answer a question, she used a non-verbal way to answer or whispered. This was mainly due to her lack of confidence in speaking the language.

Overall this section provided details of which strategies the teachers mostly implemented that were effective for their students who speak a LOTE. Each strategy notes the reactions and behaviors of the ELLs. It also noted any negative feedback from each strategy and why they may have occurred.

Interviews

After observing the classrooms, I conducted separate interviews with the kindergarten teacher and second grade teacher. The interviews consisted of a series of questions that asked about their background in teaching, the preparation courses that they had taken that related to

speakers of a LOTE, and any further information they added about their experiences with these students.

The Kindergarten teacher has been teaching for 24 years and received a Bachelor's degree in Elementary Education and Bilingual Education. She felt that the courses she had for Bilingual Education prepared her to teach Spanish-speaking students in a general education classroom. She also received her Master's in Early Childhood Education. Last year this teacher took district wide workshops that specifically addressed English as a Second Language (ESL). These workshops combined new and old strategies, providing information on new and upcoming changes and different tiers within education. In order to create lessons to teach students who speak a LOTE, she uses her background knowledge from her Bachelor's degree, the EngageNY website, and communicates with the ESL staff in the school. I also asked the teacher about the strategies that she uses for ELLs in her classroom. She stated that she uses visuals, has students act out new vocabulary, uses peer support by pairing up students with a stronger peer model, models language, allows students to speak freely in their native languages, employs media, uses consistent and predictable routines, focuses a lot of questions on the ELLs in order to provide learning opportunities, and uses her instincts and observations. Finally, she stated that when teaching students who speak a LOTE in a general education classroom, it is important to remember that socio-economics and environment plays a role in the ways that ELLs come into the classroom. The language used at home, even in their native language, can affect the ways that they learn English. If they have a lot of language experience at home, it makes it easier for them to learn a new language. This teacher has had students come into the classroom not knowing much of their native language, which made it difficult for them to learn English at school. As a teacher, it is also important to know about their background and

language.

The second grade teacher interviewed has taught a total of 30 years; eight in a Baptist Christian school and 22 in public schools. She received a Bachelor's degree in Psychology with a minor in Education. Her Master's degree is for Early Childhood Education and Curriculum Development. During college she stated that she did not remember taking any classes that would specifically prepare her to teach speakers of a LOTE. However, last summer she took one or two workshops through the district that gave her hands-on materials, such as labels in Spanish, and a basic survival dictionary for Spanish. In order to create more meaningful lessons for the ELLs in her classroom, this teacher also goes to the ESL teachers in her school for assistance. The second grade teacher told me that some strategies that she uses for ELLs include pairing students with like peers and strong students based on the content of the lesson. She originally paired her ESL students together and monitored them until they became stronger in English. Now she pairs them with other students like the rest of the students. She also exposes these students to new vocabulary in order to expand their language skills. When asked if she had anything else to add about speakers of a LOTE in a general education classroom, she said that it is important to be culturally sensitive. Teachers have to be aware of cultures and communicate with families. She also noted that she feels inadequate teaching ESLs due to her lack of speaking their language and not taking many courses on the matter.

Overall the interviews provided me with information on each teacher's educational background and preparation for speakers of a LOTE. Each teacher has had at least 20 years of elementary teaching experience. The kindergarten teacher has taken preparation courses through her college, district, and personal research. While the second grade teacher has not had any college preparation courses for ESL students, she has taken workshops through her district

as well.

Conclusions

This chapter shows the results given from my observations and interviews during the course of my investigation into the strategies for teaching speakers of a LOTE employed by two classroom teachers. The observations gave me insight into the strategies implemented from each teacher in the kindergarten and second grade classroom. It also presented me an overview of what I took from the interviews with each teacher.

In the next chapter, I will analyze and discuss my results. The observations demonstrated the strategies that are most commonly and effectively used for teaching speakers of a LOTE. The interviews also gave me insights into the kinds of preparation courses teachers that had taken. I will also give disclaimers as to the limitations of my study and the factors that could have altered the results of my methods.

Chapter 5 – Discussion

In the previous chapter, I discussed the results of my research. I noted the most used and effective strategies for speakers of a language other than English (LOTE) in both the kindergarten and second grade classrooms that I observed. I also summed up the interview information from each teacher observed to note teacher background in teaching speakers of a LOTE in a general education classroom.

For this final chapter of my thesis, I will analyze my results from both the observations and interviews. The discussion will give effective strategies that are used by the observed teachers and compare them to the strategies used from other research. I will also analyze the responses from the interviews in order to determine what types of preparation courses the observed teachers have done compared to other research.

Evaluation

As a part of my methods, I observed a kindergarten and second grade classroom in order to see which strategies were being implemented for speakers of a LOTE. Based on my results, I noted that the kindergarten teacher's most effective strategies were speaking the ELLs' native language, the use of visuals, choral response, and gestures. The second grade teacher's most effective strategies were Think-Pair-Share, the use of manipulatives, gestures, and visuals. Therefore, when looking at both teachers combined, the most effective strategies were the use of visuals and gestures.

When reviewing the studies of others, I noticed some similarities in my observations compared with other researchers. For example, Rosborough (2014) researched how gestures and body movements affected the learning of students who spoke English a Second Language (ESL). The author stated that, "embodying cognition with gesture provides mediational support

in accessing the demands of the classroom tasks and the demands of content learning” (p. 245). Another teacher of a 5th grade classroom used gestures during math by pointing, using representations, and demonstration writing gestures in order to engage her English language learners (ELLs) (Shein, 2012). Also, according to Cruz and Thornton (2016), “beginning speakers of English may be able to secure meaning from visual sources they would be incapable of extracting from written sources” (p. 1). My results showed this because the typology of my observations noted several positive feedback experiences from the ELLs when the teacher used visuals. For example, Student C was able to identify a new English vocabulary word based on the picture correlated with it.

In order to collect information on prior experiences and preparation for teaching a speaker who speaks a LOTE in a general education classroom, I interviewed the kindergarten and second grade teachers separately. Both teachers mentioned any background knowledge about ELLs as well as effective strategies that they use for these students in their classrooms.

When it comes to preparation courses and knowledge of ESL students, the kindergarten teacher received her Bachelor’s degree in Bilingual Education. She also took a workshop of ESL students through her district, which gave her new and old strategies, as well as information on upcoming changes. The second grade teacher noted that she did not take any courses in college to prepare her for speakers of a LOTE in her classroom, but that she took workshops through her district with addressed ELLs. The workshop provided her with Spanish labels and a basic survival Spanish dictionary. Therefore, a lot of courses and workshops taken had a lot to do with ESL students who spoke Spanish as their native language. While this is beneficial for their district due to the high population of Spanish-speaking students, it still does not completely address speakers of a LOTE as a whole. According to the ESLteacherEDU (2016)

website, an ELL “refers to students who are not currently proficient as English speakers and are in the process of developing their English language skills” (p. 1). This does not necessarily mean that the ELL will always be Spanish-speaking. Both teachers also noted that they work with the ESL staff as well in order to collaborate in developing strategies to use for ELLs. This was interesting to me because they both noted it as an effective strategy, but research by Arkoudis (2005) showed it to be ineffective. The researcher noted that the ESL teachers and the general education teachers could not agree completely on a curriculum that could benefit both English-speaking and non-English speaking students. However, this could be due to collaboration issues between staff members.

When asked what effective strategies they use for speakers of a LOTE, the kindergarten teacher said she likes to use visuals, act out new vocabulary, use peer support, model language, allow students to speak freely in their native languages, employ media, use consistent and predictable routines, focus a lot of questions on the ELLs in order to provide learning opportunities, and uses her instincts and observations. The second grade teacher said that she also likes to pair her ESL students with a stronger peer based on the content, and that she likes to expose them to new vocabulary. Combined, both teachers provide a lot of different strategies that represent different learning styles. During my literature review, I found that Tahriri and Divsar (2011) used Gardner’s Multiple Intelligences Theory in order to conduct a study that would encompass all students’ needs. Gardner’s Theory states that students could have as many as eight different intelligences such as linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence (Armstrong, 2013). Students also have a variety of learning styles and needs; and this is no different for speakers of a LOTE.

During the interviews, both teachers noted that it was important to know their students' backgrounds before they entered their classroom. The kindergarten teacher said that socio-economics and environment plays a big role in a child's language development. If a student is not spoken to or read to often, they are likely to have poor language skills in their native language. If they have poor language skills in their own language, then it will make it that much more difficult to learn English in school. The second grade teacher said that teachers have to be culturally sensitive by being aware of student cultures, beliefs, traditions, languages, etc. and to also communicate effectively with families. According to a comment on that Teach-This.com website (2013), "it is important to remember that someone's cultural background often affects the way they interact in the classroom and how they learn English" (p. 1). Overall, teachers should be aware of the backgrounds and cultural diversities of speakers of a LOTE in their classrooms.

Limitations

As I conducted this research, there were some limitations that could have altered my results slightly. Originally, I planned to work with three different elementary classrooms across the elementary levels – kindergarten, second grade, and fifth grade. However, due to the fact that there was state testing occurring during my observations, I was unable to collect results from the fifth grade classroom. I believe that if I could have used the 5th grade classroom during my research, I may have been able to find more effective strategies implemented by the teacher, as well as a better idea of the preparation courses taken from the 5th grade teacher.

Another limitation has to do with the way data was collected. I determined whether strategies implemented were effective based on the reaction of the speakers of a LOTE during the lessons. If I had been able to collect student samples, I would have been able to incorporate

quantitative data based on the grades they received on work during each lesson and cross-analyze it with the strategies implemented during that specific lesson. Since most lessons incorporated manipulatives and kinesthetic activities, I was not able to collect enough student work samples to make for effective data.

Lastly, another limitation was the use of the ELLs' native language in the Kindergarten classroom. While this was a beneficial strategy for these students, it did not show how to implement strategies for students who may have spoken a language other than English or Spanish. It is also a reality that not all teachers would be able to implement this strategy in a general education classroom because it would be difficult to know any possible native language of a student that is not English.

Future Research

In the future, I would like to do a further study on effective strategies implemented for speakers of a LOTE. Next time, I would like to observe and interview an ESL teacher in order to get an idea of effective strategies that they use. I could also ask for an insight into any information dealing with teaching speakers of a LOTE. This classroom would deal with more than just Spanish as the LOTE. I would then take this data in order to incorporate the strategies in a general education classroom with several ELLs. While teaching I would collect student work samples in order to cross-analyze the strategies implemented with the grades received from the work samples during each specific lesson. This study would most likely be a mixed research approach due to the fact that the observations and interviews provide qualitative data and the work samples would provide quantitative data. Hopefully this future research could give me a more hands-on experience to implementing effective strategies for speakers of a LOTE in a general education classroom.

Conclusion

This chapter has discussed the results of both the observations and interviews collected during the research process. It has also considered limitations that may have skewed the results of the data collected. The following discusses the overall findings of effective strategies for speakers of a LOTE in a general education classroom.

The observations provided multiple effective strategies that could be used for ELLS. These strategies include speaking the ELLs' native language, the use of visuals, choral response, gestures, Think-Pair-Share, and the use of manipulatives, with the most efficient strategies being visuals and gestures. According to the interviews, both teachers noted that it is important to pair students up with a stronger peer and to be culturally sensitive and know about the ESL students' backgrounds. Limitations also include the use of one fewer classroom, lack of student work samples, and not always being able to know an ELL's native language.

Overall, I believe that it is important for colleges and universities to prepare future teachers to educate speakers of a LOTE. Based on my study, the kindergarten teacher took appropriate courses to teach students who speak Spanish. However, not all ELL's native language is Spanish. The second grade teacher also noted that she was not given any courses in college to prepare her to teach ESL students. Therefore, I believe that there should be a requirement to take at least one three-credit course that prepares teachers to teach ELLs, because they are most likely going to have these students in their classrooms. Teachers should also provide their ESL students with resources that can enhance their learning in the classroom. If letters are sent home to families then they should be translated in their native language, teachers should provide many visuals when discussing new vocabulary and concepts, and these students should also be taught in a variety of ways because they each have different needs and

learning styles. Hopefully there will be future changes that emphasize the need for effective strategies for students who speak a LOTE in general education classrooms.

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Appendix A

The following questions were asked during the interview process to both teachers.

These questions discuss their teaching background, any preparation courses or research done to effectively teach speakers of a LOTE, and gives them an opportunity to add any additional information that would relate to students who speak a LOTE.

1. How long have you been teaching?
2. Where did you receive your bachelors degree? What was your degree in?
3. Where did you receive your masters degree? What was your degree in?
4. During college, did you take any classes that would specifically prepare you to teach speakers of a LOTE? How would you rate the quality of those classes?
5. Are there any workshops that you have attended that prepared you to teach speakers of a LOTE? How would you rate the quality of those workshops?
6. Have you done any personal research for teaching speakers of a LOTE? If so, what kind of research?
7. What are some effective strategies you use specifically to help speakers of a LOTE in your classroom?

Is there any other information you would like to share with me that would relate to teaching speakers of a LOTE in the general education classroom?

Appendix B

The following chart was used as a typology format to collect data on my observations in both the kindergarten and second grade classrooms. It allowed me to organize the strategies implemented during my observations and how students reacted to these strategies.

Strategies Implemented	Responses from Speakers of a LOTE

Appendix C

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

• **Name:** Courtney Mclwain (ID: 4437479)
 • **Email:** cmcilwain@fredonia.edu
 • **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
 • **Institution Unit:** Curriculum and Instruction
 • **Phone:** 7166733701

• **Curriculum Group:** Human Research
 • **Course Learner Group:** Group 1.
 • **Stage:** Stage 1 - Basic Course

• **Report ID:** 14206745
 • **Completion Date:** 12/10/2014
 • **Expiration Date:** 12/09/2016
 • **Minimum Passing:** 80
 • **Reported Score*:** 90

REQUIRED AND ELECTIVE MODULES ONLY

DATE COMPLETED

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED
Introduction (ID: 757)	10/01/14
History and Ethical Principles - SBE (ID: 490)	12/10/14
Defining Research with Human Subjects - SBE (ID: 491)	11/17/14
The Federal Regulations - SBE (ID: 502)	12/01/14
Assessing Risk - SBE (ID: 503)	12/10/14
Informed Consent - SBE (ID: 504)	12/02/14
Privacy and Confidentiality - SBE (ID: 505)	12/02/14
Research with Prisoners - SBE (ID: 506)	12/08/14
Research with Children - SBE (ID: 507)	12/08/14
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	12/08/14
International Research - SBE (ID: 509)	12/08/14
Internet-Based Research - SBE (ID: 510)	12/08/14
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	12/08/14
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	12/10/14
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	12/10/14
SUNY Fredonia State College (ID: 587)	12/10/14

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**COURSEWORK TRANSCRIPT REPORT****

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Courtney Mclwain (ID: 4437479)
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- **Stage:** Stage 1 - Basic Course

- **Report ID:** 14206745
- **Report Date:** 05/11/2016
- **Current Score**:** 90

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT
Introduction (ID: 757)	10/01/14
History and Ethical Principles - SBE (ID: 490)	12/10/14
Defining Research with Human Subjects - SBE (ID: 491)	11/17/14
The Federal Regulations - SBE (ID: 502)	12/01/14
SUNY Fredonia State College (ID: 587)	12/10/14
Assessing Risk - SBE (ID: 503)	12/10/14
Informed Consent - SBE (ID: 504)	12/02/14
Privacy and Confidentiality - SBE (ID: 505)	12/02/14
Research with Prisoners - SBE (ID: 506)	12/08/14
Research with Children - SBE (ID: 507)	12/08/14
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	12/08/14
International Research - SBE (ID: 509)	12/08/14
Internet-Based Research - SBE (ID: 510)	12/08/14
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	12/10/14
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	12/10/14
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	12/08/14

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

Appendix D



Application for Human Subjects

Review

Complete both Part I and Part II of this application. Return to Human Subjects Review Committee, SUNY Fredonia, E 230 Thompson Hall. Phone: 716 673-3569; FAX 716 673-3802.

Part I

Project Name: Effective Strategies for Students who Speak a Language Other than English in a General Education Elementary Classroom.

Principal Investigator #1: Courtney McIlwain

Check one of the following: ___ Faculty/Staff Principal Investigator
__X__ Student Principal Investigator

Signature of Principal Investigator #1

Department: Education Phone Number: (315) 730-7947
Campus Address: 280 Central Ave. Fredonia, NY 14063
Email Address: cmcilwain@fredonia.edu

Principal Investigator #2:

Check one of the following: ___ Faculty/Staff Principal Investigator
___ Student Principal Investigator

Signature of Principal Investigator #2 Robert Dahlgren

Department: Education Phone Number: (716) 673-3701
Campus Address: 280 Central Ave. Fredonia, NY 14063
Email Address: robert.dahlgren@fredonia.edu

(Additional Principal Investigators' information should be in the same format on an attached sheet.)

STUDENT PRINCIPAL INVESTIGATORS MUST LIST THE SUPERVISING FACULTY MEMBER AND HAVE THE FACULTY SPONSOR SIGN THE FACULTY VERIFICATION THAT APPEARS BELOW.

Faculty Sponsor: Dr. Dahlgren

Faculty Verification: I have read this student's Application for Human Subjects (Part I and Part II). I accept responsibility for the manner in which this study will be carried out. I am convinced that benefits from this research outweigh any risks.

Signature of Faculty Sponsor

Date

Number of Subjects: 5-10 ESL Students

Type of Subjects: __5_ Male __5_ Female

Check all that apply: __3_ Adults, note the age range: Thirty to Fifty

Special subjects (Protected classes)
___ Pregnant women ___X_ Children (<18 years of age)
___X_ Individuals with disabilities ___ Prisoners
___ Other vulnerable
group _____

Type of Procedures:

Check all that apply

__X__ Review of records __X__ Interview ___ Hypnosis
__X__ Observation __X__ Audio taping ___ Deception
___ Videotaping ___ Photographs ___ Self-disclosure
___ Threats/Embarrassment ___ Survey (mail-in, phone, in-person, in-class, on-line)
___ Standardized Tests ___X__ Recording of identifiable personal data
___ Other
(specify) _____

Where will research take place? ___X_ Off campus Indicate place Dunkirk Central School District
___ On campus Indicate place _____

Time and Length: Date study will begin February 2016 Date study will end March 2016

Will subjects be compensated? ___X_ No ___ Yes
If yes, specify nature and/or amount _____

Under what terms will subjects be compensated: _____

Who will obtain consent? _____



I have completed reading the Campus Policy on the Use of Human Subjects Procedures and Practices for Research Using Human Subjects at the OSP Human Subjects website:



I have completed the CITI On-Line Human Subjects Protection Training. A Certificate (or copy) is:

(Circle one)

On file in the Research Office.

Attached.

NOTE: For students, the supervising faculty member must also have completed the training.

Committee Use Only

Type of Review: ___ Exempt ___ Expedited ___ Full Committee ___ Emergency

Approval Date _____ Closure date: _____

Memorandum received:

Starting Research: _____ Yes _____ No
Ended Research: _____ Yes _____ No

Application for the Use of Human Subjects - Part II

Proposal Abstract for Research Involving Human Subjects

Project Name -

Strategies to Teach Students Who Speak a Language Other Than English in a General Education Classroom

Requested Information

A. Purpose, Research Variables, and Population:

1. Principal Investigator – Courtney McIlwain

Graduate student at SUNY Fredonia
Curriculum and Instruction in Inclusive Education

Faculty Sponsor: Dr. Robert L. Dahlgren

• Chair/Associate Professor - Social Studies Education
(Department of Curriculum & Instruction)

- Ph.D. (2008) Social Studies Education (University of Florida)
- M.A.T. (1997) Social Studies Education (Simmons College)
- M.A. (1990) History (Boston University)

• B.S. Journalism (1986) Minor in History (Boston University)
(see attached cv)

2. Purpose of the study –

The investigator in this study wants to determine effective strategies that will help students who speak a language other than English (LOTE) in a general education elementary classroom. She will also be considering the preparation courses that each teacher has taken in order to determine the effectiveness of LOTE preparedness in a general education setting.

3. Characteristics of the Study Participants -

- a. **Age Range** – Student respondents will range in age from five to eleven. Teacher respondents will range in age from thirty to fifty.
- b. **Sex** - The study will include both male and female respondents.
- c. **Number** - the study will include approximately five to eight participants.
- d. **Inclusion Criteria** – All students who speak a LOTE will be included. Three teachers from three separate general education elementary classrooms will be included.
- e. **Exclusion Criteria** – Remaining students will not be included in the study.
- f. **Vulnerable Subjects** – The students would be considered vulnerable since they are children.

B. Methods and Procedures:

Methods of Subject Selection -The investigator of this study will focus on findings from multiple general education elementary classrooms in order to determine which strategies are most effective for teaching students who speak a LOTE. This will be done through observations, and a collective portfolio of students' work. The investigator will also use interviews with teachers to determine level of preparedness for English language learners (ELLs) in a general education setting. The criteria for including subjects are:

1. subjects must currently be an elementary teacher in a general education classroom.
2. subjects must currently speak a LOTE, with minimal to no English fluency.

2. Study Site –

The study will take place at Dunkirk Elementary School #7 in three different general education classrooms. It will take place in an urban elementary school with approximately 15-20 students per classroom.

3. Methods and Procedures Applied to Human Subjects -

A case study will be conducted in three different general education elementary classrooms. Students who speak a LOTE will be observed and recorded in a notebook. Student work will also be collected and put into a portfolio in order to compare strategies with student success. This data will be compared in a rubric. Interviews will also be conducted with three elementary teachers on a recording in order to gain knowledge of their experience with teaching ELLs in a general education classroom. The classrooms will be observed for approximately one week each. The interview protocol is listed at the end of this proposal.

C. Risks/Benefits:

1. Potential Risks – The investigator will be looking at personal student work as well as recording personal data on the students involved. This personal information may risk the privacy of students. Teachers may also be at risk for career repercussions.

2. Protection Against Risks –

All information collected will be kept private and only seen by the investigator and the teacher involved in his/her specific classroom. Names of students will not be identified in the research paper or any other published materials. Interviews with teachers will also be kept private.

3. Potential Benefits -

This investigation could add effective strategies for teaching students who speak a LOTE in the general education classroom. This in turn could potentially make the students more successful with their school work. It could also raise awareness of the necessity for preparation courses on how to teach ELLs in a general education elementary classroom. This study could also contribute to the field of teaching, because it will provide teachers knowledge of effective strategies to use with ESL students.

4. Compensation for Participation –

Participation in this study is completely voluntary. Compensation would include the introduction to potentially effective new teaching strategies to implement in the classroom.

5. Alternatives to Participation -

Participation in the proposed study is on a voluntary basis. Thus, there are no alternatives to participation in the study that would be advantageous to those participating in the proposed study.

6. Information Withheld -

Information recorded in one classroom will be kept confidential from observations made about students and the teacher in another classroom.

7. Debriefing –

Teachers will be able to access results from their own classroom during the study and will be able to read the research paper after the research paper is completed.

D. Confidentiality:

The researcher is committed to the ethical requirements common to the field of social research, including the protection of study participants' confidentiality. Teachers will never be referred to by name, but instead by career program.

E. Copy of Consent Form:

The attached informed consent form will be provided to participants before the study is conducted. Participation is voluntary and participants may withdraw from the study at any point. (See attached informed consent form.)

Principal Investigator's Signature

I approve this protocol for submission to the Research Foundation:

Department Chair Date

Teacher Interview Questions

How long have you been teaching?

How many students who speak a language other than English (LOTE) are in your classroom?

Where did you graduate with your bachelors and masters?

What degrees do you hold?

What certifications do you hold?

How qualified do you feel to teach students who speak a LOTE?

What preparation courses have you taken to teach students who speak a LOTE?

Which strategies do you find most effective when teaching students who speak a LOTE?

If you could give advice to any incoming teachers about teaching students who speak a LOTE what would it be?

Student Work Vs. Strategies

<u>Teacher</u>	<u>Strategy Used</u>	<u>Average Student Grade During Lesson</u>

Informed Consent

Protocol Title: Strategies to Teach Students Who Speak a Language Other Than English in a General Education Classroom

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

To determine effective strategies that will help students who speak a language other than English (LOTE) in a general education elementary classroom. Will also be considering the preparation courses that each teacher has taken in order to determine the effectiveness of LOTE preparedness in a general education setting.

What you will be asked to do in the study:

Respond to interview questions related to your prior preparedness programs related to teaching students who speak a language other than English (LOTE), allow me to observe in your classroom every day for one week, and allow me to use student work in order to determine effectiveness of strategies with English language learners (ELLs).

Time Required:

The investigator will be observing in the classroom every day for one week.

Compensation:

There is no compensation for participating in the study.

Confidentiality:

Your identity will be kept confidential to the extent provided by the law. Names will be kept private in the final research paper.

Voluntary participation:

Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence. You do not have to answer any questions you do not want to answer.

Potential Benefits and Risks:

This investigation could add effective strategies for teaching students who speak a LOTE in the general education classroom. This in turn could potentially make the students more successful with their school work. It could also raise awareness of the necessity for preparation courses on how to teach ELLs in a general education elementary classroom.

The investigator will be looking at personal student work as well as recording personal data on the students involved. Students not involved in the data will non-advertedly be observed, but not recorded. Teachers will be asked questions about their professional background. All information collected will be kept private and only seen by the investigator and the teacher involved in his/her specific classroom. Names of students will not be identified in the research paper or any other published materials.

Whom to contact if you have questions about the study:

Courtney McIlwain- Graduate Student at SUNY Fredonia for Curriculum and Instruction

Email: cmcilwain@fredonia.edu

Whom to contact about your rights as a research participant in the study:

Dr. Judith Horowitz

Associate Provost for Graduate Studies, Sponsored Research and Faculty Development

Maytum Hall 805

Judith.horowitz@fredonia.edu

(716) 673-4708

I have read the procedure outlined above. I voluntarily agree to participate in this study and have received a copy of this description.

Participant's signature Date

Principal investigator's signatures Date

Recruitment Email Script:

Dear Participant: I am a student in the Curriculum and Instruction Department at SUNY Fredonia. In preparation for my final thesis project, I am gathering data on the effective strategies used in a general education elementary classroom for students who speak a LOTE. I am also considering the amount of preparation courses teachers have taken to teach these students prior to this study. Your participation is strictly voluntary and you can withdraw from the project at any time. Additionally, no form of compensation will be available. Your confidentiality during the project will be ensured.

Courtney McIlwain

13152

cmcilwain@fredonia.edu

(315) 730-7947

1650 Coon Hill Rd, Skaneateles, New York

CredentialsNew York Initial Certificate, Early Childhood/Childhood Education (Grades Birth-6th).

State University of New York at Fredonia

- Bachelor of Science in Education, Early Childhood/Childhood Education
- Concentration: Spanish
- Master of Curriculum and Instruction in Inclusive Education (expected by May 2016)

Teaching Experiences**Substitute Teacher**

Dunkirk School District, October 2014-present

Fredonia School District, February 2015-present

E2CCB LoGuidice Center BOCES, June 2015-present

Student Teaching

Kindergarten, Dunkirk Elementary School #7, Fall 2013

- Student taught a diverse classroom for 16 weeks every Thursday and Friday.

6th Grade Science, Lake Shore Middle School, Spring 2014

- Student taught a science classroom in a popular Native American school for 8 weeks

2nd Grade, Jamestown Love Elementary School, Spring 2014**Field Experiences**

• Kindergarten, Sinclairville Elementary School, Fall 2012.

• Daycare, Fredonia Child Development, Fredonia NY, Fall 2011

• Pre-Kindergarten, Pine Valley Elementary School, South Dayton NY, Spring 2011

Peer Tutor

Grade 5, School #7, Dunkirk NY, Fall 2012.

- Tutored one student in literacy during after school program.
- Kept progress binder of student.
- Had a partner during this experience.

Math Day Volunteer

Grades 2 through 6, Northern Chautauqua Catholic School, Dunkirk NY, Fall 2012 and Spring 2012.

- Tutored students math through a jeopardy game with a partner in the Fall.
- Tutored students math through a flower-creating activity with a partner in the Spring.

New Visions

• BOCES program

• 12 credit college courses

• Field experience in preschool, 1st grade, middle school special education, and high school geometry.**Study Abroad Program***Oaxaca, Mexico*

• Studied Spanish abroad for six weeks

• Volunteered at an indigenous school 1-2 times a week