

Literacy Development among Adolescent ELLs:
The Impact of English-only Classrooms

by

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ABSTRACT

This qualitative study explores the literacy development of adolescent ELLs in three middle school, Structured English Immersion (SEI) classrooms that implemented the four-hour, English Language Development (ELD), curriculum mandated by Arizona. The context of the study is set in two elementary school districts. Participants, three middle school teachers, were observed during four hours of ELD instruction within their English-only classrooms to examine literacy practices. Data were recorded using field note observations, semi-structured interviews, and artifact collection. During the year-long study, three main questions guided the design and implementation of the study: a) what kinds of literacy practices can be documented in Arizona SEI classrooms and what do they look like; b) how do junior high teachers implement mandated language policies; and c) what perceptions do junior high teachers have toward the mandated SEI, four-hour block?

A descriptive qualitative approach informed data collection and analysis; data were collected during 76 hours of observed instruction in the classroom, in-depth interviews, and collection of classroom artifacts to document the preparation provided by Arizona Department of Education (ADE) for ELD instruction. A framework of Erickson's (1986) analytic induction and content analysis served as an analytical tool to observe literacy practices and events in the classroom. Observations of instruction within the four-hour language models in

the classroom offer unique insight to the literacy development of adolescent ELLs. Findings show how State language policy mandates and teachers' policy implementation have impacted learning experiences and language development of adolescent ELLs. Findings are discussed through narrative-based vignettes, which illustrate the experiences occurring within middle school classrooms with students learning English. Data reveal skill-based approaches to the literacy development of adolescent ELLs and a lack of student-centered learning in the classroom. Teachers supported ELLs with prescriptive lessons that focused on decontextualized vocabulary development. Language policy in practice reveals a detrimental experience to second language acquisition (SLA) for adolescent ELLs in the four-hour language bloc

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Chapter 1

Introduction

This research is focused on the literacy education of adolescent English language learners (ELLs) as mandated by the state of Arizona. Arizona has recently implemented a four-hour, instructional block that is required for all ELLs. The primary goal of this qualitative study is to better understand how the Arizona-mandated Structured English Immersion (SEI) curriculum has been implemented in junior high classrooms and to examine the opportunities to develop literacy and second language within the time allotments provided. To better understand the purpose of this study, I will discuss the relevant issues related to contextualizing this research.

There has been an ongoing debate about how best to teach English to ELLs. Some maintain that it is important to use the native language (August & Hakuta, 1997; Echevarria, Vogt, & Short, 2008; Lucas & Grinber, 2008; Lucas, Henze, & Donato, 1990), noting its importance for SLA. Others, citing the need to learn English quickly, support the use of English-only methods (Secada & Lightfoot, 1993) and place a “fixation on teaching English as quickly as possible” (Stanford Working Group, 1993, p. 8).

As a result of a voter initiative and regulation by Arizona Revised Statutes 15-756.01, the four-hour block model requires ELLs to receive ELD services in an English only immersion setting for a minimum of four hours per day for the first year in which they are classified as an ELL. This regulation adheres to the

assumption that ELLs can achieve proficiency in English in English-only instructional environments quickly. SEI also requires that ELLs be grouped by English language proficiency and specified the number of minutes allotted for each component of language instruction (Wiley, Lee & Rumberger, 2000). This study examines the current SEI curriculum for adolescent ELLs and looks carefully at literacy practices to learn how language policies influence literacy instruction in the classroom

The Dilemma

In Arizona, there has been a decade of inconsistent educational policy for the education of ELLs that contributes to the inadequate educational experience of ELLs. One of the features of this inconsistent policy is the SEI methodology. Since 2006, a four-hour SEI model has been implemented, which has yet to prove to be effective (Davenport, 2008). The lack of a consistent policy, its link with the implementation of a non-research-based curriculum, the growing adolescent ELL population (Garcia & Jensen, 2009), and the particular language ideology, together presents a great obstacle for equality in educational opportunity for ELLs in middle school. These issues have arisen on a nation-wide level in which many states—California, Arizona, and Massachusetts, for example— have mandated very restrictive instructional models for the education of ELLs (Gandara & Hopkin 2010; Wiley, Lee & Rumberg, 2009). Due to the current policies in place in Arizona, denying ELLs opportunities under the restrictive policy has had negative effects on the academic achievement and educational experience of

ELLs (Garcia, Lawton, & Diniz de Figueiredo, 2010). Proposition 203 was passed in November 2000 with a strong majority of votes. This piece of legislation resolved that all children in Arizona classrooms would be taught English as rapidly and effectively as possible. This proposition also indicated that Structured English Immersion was not normally intended to exceed one year (ADE Office of Language Acquisition Services, 2009). Thus the main problem for ELLs is that states with English only instruction do not have support in place for ELLs to receive an equal education.

The academic success of adolescent ELLs is of great concern, and few studies have focused on literacy development in middle school classrooms under restrictive language policies. Therefore, this study seeks to bring specific attention to the instruction of ELLs in SEI classrooms and document the literacy practices among junior-high-level students who will soon enter high school. Thus, this study seeks to document literacy practices observed in the classroom, to understand how teachers are implementing the four hours of ELD, and to understand teacher perceptions regarding the language model.

One finding from recent research of students in SEI classrooms (Lillie, Markos, Estrella-Silva, Nguyen, Peer, Perez, Trifiro, Arias, Wiley, 2010) noted that students in SEI classrooms in middle school are segregated from their peers during the four hours of SEI instruction. The ELLs are in self-contained classrooms for a minimum of four hours a day and sometimes the entire school day. The content allocation for the four hours is distinguished from, content area

instruction (i.e., math, science, etc.), which emphasizes phonology (pronunciation—the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts) (ADE, 2006). The implication here is that the instruction for ELLs is imbalanced

There is an exception to this model for middle school students who have scored proficient on AZELLA subtests. If a student scores proficient on reading subtests, they are excused from one hour of the “academic” English reading class. The same is true for writing. If the student is proficient in the writing component, they are excused from one hour of academic English writing and grammar class.

The ELLs in SEI rarely get exposure to science and social studies classes or the opportunity to interact with fluent English speaking peers (Gandara &Orfield, 2010). This means ELLs in the three classrooms studied had minimal opportunities to interact with proficient English speakers. While English-proficient students switched approximately every hour for their new subject area, ELLs remained in the same classrooms with the same students for the entire day. The current model contradicts research that supports student interaction with others who are both similar and different than themselves (Ball & Cohen, 1999, Gay, 2002).

ELLs and Arizona

The shift in policy on language instruction for ELLs was initiated in 2000, with the passage of proposition 203 (Brisk, 1997; Faltis & Hudelson, 1997; Faltis 1999). In states such as Arizona, California, and Massachusetts, with English only instructional mandates, it becomes necessary to examine the quality of education provided for ELLs. The policies and pedagogical practices that are taking place in classrooms critically influence the academic literacy instruction of adolescent ELLs. California has the most ELLs followed by Texas. Arizona is ranked fifth among the nation for the highest number of ELLs (Gandara & Orfield, 2012). There are approximately 105,868 ELLs in Arizona, 13 % of ELLs are in grades 6 through 8 (Davenport, 2011). However, those ELLs in middle school may be recent arrivals or they may have reached an “intermediate” level of English proficiency. There are important differences between ELLs. Freeman (2002) identifies three different types of English learners: 1) long term, 2) parallel, and 3) non parallel. Parallel ELLs have extensive schooling with exposure to English. Nonparallel ELLs are recent arrivals that have had limited schooling. Long term ELLs are those who were born in the U.S. but who have not obtained full proficiency in English and have remained under the label of ELL for several years. This research will provide a significant contribution to our understanding of literacy instruction delivered in a restricted language environment.

Arizona Context

The Arizona SEI mandated curriculum was implemented for the first time in the 2008–2009 school years. There is great variation between school districts on the implementation of SEI (Davenport, 2011). Some urban schools, including students in middle and secondary levels, with high numbers of ELLs have structured the school day so that ELLs are in self-contained classrooms for the entire school day. After the four hours, some of these schools use the time for enrichment for content areas such as math or social studies while eliminating any extra-curricular subject classes. Other districts have structured the SEI model so that ELLs are able to be immersed in general education classes for the remaining portion of the day. A report from the Auditor General underscores the variety of instructional approaches used in SEI settings, including districts that have implemented SEI and others that have implemented individualized language learning plans (ILLP), or both.

SEI is defined under ARS-15-751 as:

Sheltered English immersion" or "structured English immersion" is defined as English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature.

At the outset, the SEI approach was broadly described as using English to teach English. Curricular models and the number of instructional hours were not prescribed until HB2064, which passed in 2006. This House Bill required or created several new components: 1) a mandated SEI curriculum, 2) mandated SEI teacher endorsement, and 3) the creation of an ELL task force. Soon after, the curriculum was proposed to all districts during 2008–2009 school years and then mandated for implementation. The instructional process first begins with student identification as a primary home language other than English through the home language survey. This identification process continues with the administration of the AZELLA.

Proficiency level and subsequent assessment for entry or exit of the program is based on the AZELLA. Grouping students by proficiency level rather than grade level permits fifth graders to be mixed in with eighth graders. Classroom pedagogy for SEI stresses that classes are to be taught in English, materials are to be aligned to English language proficiency standards, and that teachers follow the discrete skills inventory (DSI) (ADE, 2007). Arizona's SEI model is characterized by: 1) four hours of ELD, 2) classroom grouping based on language proficiency levels, 3) instruction and materials in English-only, and 4) the expectation that this would be a one-year effort to achieve proficiency.

The curriculum mandated that the four hours be separated into time allocations with 10% flexibility of teachers. Students' proficiency was identified using the AZELLA. The five levels consisted of pre-emergent, emergent, basic,

intermediate, and proficient. The classrooms observed in this study were labeled as basic and intermediate ELLs. The student’s proficiency level determined the amount of time they were required to participate in the model. Table 1 displays the time allocations for the SEI curriculum for each proficiency level in middle school. As shown, time allocations for middle school levels provide direction for each hour of instruction. All three levels, pre-emergent, emergent, and basic follow similar structures, while intermediate levels have differing allocations of time.

Table 1.

Instructional Distribution

Students Testing at AZELLA Pre-emergent

Conversational English and academic vocabulary 60 min	English Reading 60 min	English Writing 60 min	English Grammar 60 min
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Students Testing at AZELLA Emergent

Conversational English and academic vocabulary 60 min	English Reading 60 min	English Writing 60 min	English Grammar 60 min
--	---------------------------	---------------------------	---------------------------

Students Testing at AZELLA Basic

Conversational English and academic vocabulary 60 min	English Reading 60 min	English Writing 60 min	English Grammar 60 min
--	---------------------------	---------------------------	---------------------------

Students Testing at AZELLA Intermediate

English Language Arts (SEI) 60 Min	English Language Arts (SEI) 60 Min	Academic English Reading (SEI) 60 min	Academic English Writing and Grammar (SEI) 60 min
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Literature and the Model

A recent study by the Arizona Auditor General suggests that most districts have not fully implemented the model as ADE specifies, and that oversight should be improved. Since the model has been implemented, the report also reveals that more students have achieved proficiency; although, evidence of the model’s actual impact is unknown (Davenport, 2011). Since its implementation, many definitions of SEI have been recognized. These definitions are due to vastly different interpretations of SEI and Proposition 203 by teachers (Wright, 2005). Despite the English only direction of language policies in Arizona, there is strong support that describes the advantages of literacy in native languages, especially among students with little or no knowledge of English (Hudelson, 1987, Gersten, 2000, Moll & Diaz, 1987). Successful practices for literacy have included collaborative communities that can mediate language learning while not privileging one single language or register (Gutierrez, 1999). These practices can

include multipurpose writing activities, exposure to mixed genres, knowledge of students' everyday practices with literacy beyond the school day, and practices that make use of larger linguistic repertoires (Gutierrez, 1999). However, new educational and language policies tend to limit acquisition of academic literacy and prohibit previously successful practices that promote critical forms of literacy (Gutierrez, 2006).

The SEI model promotes principles for accelerating English language learning. According to the SEI, the model includes error correction, English only in the classroom, speaking in complete sentences, and a 50/50 rule that suggests teachers and students each talk 50% of the time. Correction is focused on students' oral and written English, language grammar errors, and the promotion of a greater awareness of accurate language conventions. A focus of English only in the classroom is supported by teachers and ELLs in the classroom, which from the Arizona language model perspective maximizes language production, practice, and competence. This also includes students using complete sentences when they speak. Research that has focused on SEI instruction has found that restrictive language policies in Arizona have neglected core areas of academic content, contributed to ELL isolation, limited ELL opportunities to graduate on time, and reduced college readiness (Rios-Aguilar, Gonzalez, & Moll, 2010). Other research has concluded that the prolonged segregation of ELL students is harmful to their social and emotional development (Gandara & Orfield, 2010).

There are two primary approaches to literacy. The autonomous approach as defined by Street (2003) assumes a western conception of literacy. This western conception supports the idea that reading and writing are themselves rooted in conceptions of knowledge (Street, 2003). This approach assumes that literacy in itself can enhance cognitive skills which in return can also improve economic prospects. This is regardless of influences from social or economic factors. The other perspective on literacy is an ideological view of which acknowledges that literacy can function to dominate and to marginalize others (Gee, 1991; Besiner & Street, 1994). Literacy is not delivered neutrally (Street, 2003). The interaction between teacher and students is a social practice, which implicitly influences the way literacy is learned and how learners develop ideas about literacy. This view includes a more culturally sensitive view of literacy practices. This study incorporates more of this ideological view of literacy among adolescent ELLs in SEI classrooms.

Policy Implementation

When considering research that has focused on policy, it is also necessary to consider research that focuses the implementation of policy. Since the SEI language policy in Arizona is fairly new, research that addresses how teachers understand and implement this scripted model is needed. What teachers believe and what they are asked to implement in the classroom can have two glaring points of conflict that can pose obstacles in the classroom.

This research reports on the language policy implementation in the state of Arizona as it relates to ELLs. Drastic changes have been put into place to address these issues, and it is important to understand how these drastic changes are being designed through policy as well as implemented through practice in the classroom. Recent research has raised alarm regarding the inequitable education provided to ELLs under restrictive language policies. Research addressed teacher perception of SEI and concluded that four hours of SEI instruction is not helping students catch up with their English speaking peers or helping them to meet grade-level standards (Rios-Aguilar et. al., 2010). Other research examined the issue of inadequate preparation of teachers for ELLs in the SEI model (Rios-Aguilar et. al., 2010). Furthermore, research has raised concern regarding equal educational opportunity and access for ELLs (Lillie et al., 2010).

Design of Study

This descriptive study is qualitative in its approach and uses observations, interviews, and field notes to document the literacy practices in the SEI classroom and to gain an understanding of teacher perceptions toward the SEI instruction mandated by states with English only models. A descriptive qualitative approach to researching this topic is appropriate because it provides insight to teachers' perceptions as they engage within the social context of the classroom and the meanings drawn from these experiences. Literacy practices were observed and collected as a critical component of the data for this research. Systematic observation was used in junior high SEI classrooms to describe and interpret

teachers' interactions with ELLs, literacy practices, and their understanding of language policy and implementation. Focusing on adolescent age groups provided quality opportunities to understand how students are exposed to not only the English language but also grade-appropriate, academic content.

Further, I chose to rely on sociocultural approaches to literacy (Lantolf & Thorne, 2005; Edelsky, Smith, & Wolfe, 2002; Gee, 2004; Lave & Wenger, 1991; Wenger, 1998) to examine the questions that guide this research. Second language acquisition theories (Milk, Mercado, & Sapiens, 1992; Harper & de Jong, 2004; Gandara & Maxwell-Jolly, 2005; Freeman, Freeman, & Mercuri, 2001; August & Hakuta, 1997; Bialystok & Hakuta, 1994; Ellis, 1990; Larsen-Freeman & Long, 1991; Pica, 1994) that do not center on cognitive or psychological learning but value more of the social aspect of SLA were also important. Lastly, this study incorporates policy as a practice of power (Levinson & Sutton, 2000) and focuses exclusively on teachers and the implementation of the model as observed in the classrooms. The specific research questions that guided this research as are follows.

- 1) What kinds of literacy practices can be documented in Arizona SEI classrooms, and what do they look like?
- 2) How do junior high teachers implement mandated language policies?
- 3) What perceptions do junior high teachers have toward the mandated SEI four-hour block?

Overview of Dissertation

In Chapter 2, I provide an overview of research that relates to my study and which informs my understanding of literacy and policy implementation. I include research that helps define and characterize the needs of adolescent ELLs. I then focus on two distinct approaches to literacy that helps shape my deeper understanding of the instruction observed in this study. Lastly, I look at literacy practices, events, and their intersections with instruction in the classroom. I conclude Chapter 2 with my theoretical framework.

In Chapter 3, I provide a description of methodological and analytical tools that I used to study the literacy experiences of adolescent ELLs under restrictive policies and the ways in which teachers served as policy makers in the classroom. I provide my rationale for the qualitative approach to this study and justify its appropriateness for unpacking the complexity of literacy in the classroom and the steps teachers make to adhere to SEI policy implementation in middle school classrooms. In the conclusion of Chapter 3, I describe the data collection pertaining to the observations I made in the classroom, interviews with teachers, and artifacts that I collected.

Chapter 4 presents the findings of the three participating middle school classrooms in this study. These findings highlight the themes identified by data analysis. This chapter presents samples of instruction from the classroom and provides interview data that addresses the research questions.

In Chapter 5, I review the results for this study and the ways in which they address the three major research questions. I discuss the major findings and make connections to the research that can provide in-depth discussion regarding the best practices for the success of adolescent ELLs. I also outline the ways in which this study informs research that addresses the education of ELLs under restrictive language policies. I conclude with a description of future research trajectories that are relevant and important to examining the future academic success of the growing number of ELLs in the United States.

Chapter 2

Literature Review

This chapter provides a review of the previous research that has a specific focus on adolescent literacy from a sociocultural perspective. This review of literature is composed of several sections. The first section provides an overview of our understanding of the struggles of adolescents, in particular adolescent ELLs. I review several topologies used to describe the characteristics of various types of ELLs. The reason for this structure is to help provide a basis for research and to understand the differences experience and needs of adolescent ELLs. This chapter also highlights research that is pivotal to understanding language in the classroom.

In the subsequent section, I review the literature that contrasts teaching literacy as a practice or teaching literacy as a skill, drawing in on particular classroom level research that addresses instruction. This section also looks into how this approach defines literacy as a social practice or a sociocultural practice in classrooms. Finally, I describe how research has addressed the use of literacy events as a means to observe literacy in the classroom, while also addressing the best literacy practices in the classroom.

The third section is focused on the language policy mandated in Arizona classrooms. I review the research on restrictive language policies and how these impact teachers' perceptions and beliefs. This section ends with a review of how

state policy regarding instruction for ELLs influences teacher practices in the classroom.

Finally, I present the theoretical framework that I use to characterize ELL instruction in the participating classrooms. I define, in more depth, the key concepts that incorporate SLA and policy as a practice of power. Finally, I present a sociocultural perspective on learning and literacy.

Adolescents, Adolescent ELs, and Adolescent Literacy

Massive global movements of people have created classrooms, neighborhoods, and communities of diversity almost overnight. This diversity is what can help shape the future of our planet and serve as the nucleus of our strength. However, with diversity the language of communication also varies.

Schools today have become very out of sync with the realities of a global world. Many schools, particularly in the United States, do their students a great disservice by providing inadequate foreign language training and, by extension, inadequate exposure to cultures outside the English-speaking world. School systems must train and attract high-quality language instructors and provide a host of options to equip students with the language skills and cultural awareness they need to live in a multicultural, multilingual, globally interconnected world (Suarez -Orozco, 2007).

Language acquisition, especially languages other than English, increasingly becomes a complex issue with regard to how they are valued and recognized in multilingual societies. Ruiz (1984) provides a heuristic consideration of language status; he notes that languages can be seen as a problem or as a resource. In states that mandate language policies that support English only instruction in schools, students arriving in classrooms with languages other than

English have limited opportunities for bilingualism. In contexts of restrictive language policy, students with languages other than English have to limit their native language use despite the support first language (L1) provides to SLA. Their primary language is no longer viewed as a resource, but as a problem. The implications of policies that view minority languages as a problem create voice barriers for these students. Giroux (1986) states “Language represents a central force in the struggle for voice.... Language is able to shape the way various individuals and groups encode and thereby engage the world” (p 59).

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history.

“Literacy skills are essential for adolescent students to perform their jobs, run their households, act as citizens, and conduct their personal lives. To cope with the flood of information they will find everywhere they turn adolescents will need literacy to feed their imaginations, not only for creative outlets, but also to be active agents in their community and social worlds, so they can create the world of the future” (Moje, Young, Readence, & Moore, 2000 p 99).

This study focuses on adolescent ELLs, who as non-Native English speakers have the added ability to become proficient in reading and writing in both English and a second language. Although primary languages can serve as a grand resource and skill, adolescents learning English in states with restrictive language policies (Gandara, & Hopkins, 2010) face a hardship in trying to find the spaces where their language and culture are valued. This literature review presents the critical areas of literacy and second language literacy development

among adolescents and considers these elements within the context of a restricted language policy.

Adolescence. The term adolescence has many definitions. For the purpose of this study, it is imperative to define the term and clearly identify the population targeted for this study. Adolescence is a fairly modern and even a post modern concept that acknowledges time between childhood and adulthood (Christenbury, Bomer, Smagorinsky, 2009). Adolescence is viewed as a developmental stage that urban, postindustrial youth, experience as they mature. Mead (1934) suggests that identity development during adolescence is greatly influenced by how these youth perceive others responding to them through verbal and gestural communication. Thus, issues of identity development are a central concern of people who study adolescence (Kroger, 2007) because of the significant role language can play for adolescent ELLs. Shorter & Gergen (1989) addressed identities being formed, constrained, and defined by contexts of their lives. These contexts vary among all adolescent ELLs, but common ground is found in the context of restrictive language policies. This context constrains the development of native language use in school and can have a detrimental impact on not only academic success but also identity development.

According to Christenbury et al. (2009), an “adolescent’s world has always had its own boundaries and, particularly in this age of texting and instant messaging, is characterized by its own language, both as a traditional defense

against outsiders (i.e., adults) and as a group identity-sharing” (p. 5). The term adolescence most commonly encompasses those who are 13–19 years of age. The student ages specifically addressed in this study are within the age groups that fall between the seventh and eighth grades, which are between the ages of 12–14 years old. The term adolescents will be used to describe youth as an individual or individuals, while adolescence will be used to describe the stage of development.

Types of adolescent ELLs. Olsen and Jarmarillo (1999) address three different types of ELLs: 1) those with adequate schooling, 2) those who have limited schooling, and lastly 3) those whom are considered long-term ELLs. The last group of ELLs labeled as long-term ELLs are adolescents who have not developed academic proficiency in either language, yet have acquired conversational proficiency in both languages. Students transfer what they have learned in their primary language to their second language while they are acquiring proficiency in their new language. Students who do not have high levels of literate or cognitive development in their native languages take a much longer time to reach grade level (Garcia & Godina, 2004). The particular life circumstances of any adolescent ELL will predict the individual needs that his or her school must address. Some of these needs stem from immigration status, quality of educational background, native language, cultural distance from U. S. culture, expectations of remaining in the U. S. or reentering the country of origin, and economic resources (Lucas, 1997).

Valdes (2001, p. 27) describes the three goals of language learning to be, 1) using language to communicate in social settings, 2) using English language to achieve academically in all content areas, and 3) using English in socially and culturally appropriate ways. Adolescent ELLs arrive in the classroom with various educational experiences and different levels of English-language exposure. Some ELLs have high levels of literate and cognitive development. Some have had instruction in English while others have had interruptions in education or little to no English instruction. Some may even have limited academic knowledge (Garcia & Godina, 2004). There is also research that asserts that the many ELLs at middle and secondary levels are from a low socioeconomic status (Devtech Systems, 1996). Spaces for valuing what students bring to the classroom are necessary in ELL classrooms in order for students to have opportunities to reap the same benefits of bilingualism as their English speaking counterparts who also learn a second language.

Struggles for Adolescent and Adolescent ELLs

The struggles facing ELLs are greater during this period of time than at any other during a lifetime (Christenbury et. al., 2009). Adolescents face many issues related to insecurity in societal stability, expectations, and pressures. According to the literature, teenage youth are searching for acceptance or even at times searching to defy and go against the machine. Research posits that individuals from historically oppressed groups express their antagonism toward the dominant culture by resistance (Ainsworth-Darnell & Downey, 1998). Due to

more technological advances that allow adolescents to communicate more widely and more rapidly across social groups, adolescents are embarking on new terrain that causes them to face earlier maturation and later economic independence. This process has not been fully understood. This age group is adjusting to receiving more ridicule from a wider range of sources. Rapidly changing media create new opportunities and challenges for children and young people. The internet has become the primary communication tool for teens, surpassing even the telephone among some groups (Dunkels, 2006).

With this in mind studying language-minority adolescents, it is important to understand that their experiences in learning English do not merely begin and end in their classrooms. Like all youth, English learners are also influenced by popular culture, social media, and relationships that extend beyond the classroom (Gutierrez, 2008)

Practices that support literacy development incorporate interactions that promote student expression. Adolescents today, including adolescent ELLs, “yearn for opportunities to express their distinctive voices” (Christenbury et.al., 2009, p. 4). This expression of adolescents, specifically in this study, is directly impacted by the restriction of native language use with student expression. The instruction in the classroom that does not support native language use, will inherently affect students’ opportunities to express themselves. The ecology of relationships adolescents have within various contexts prohibits or enables avenues of expression. Adolescents are influenced by finding an individual sense

of self and social relationships with peers, families, and institutions. With restrictive language policies in the classroom, social relationships are compromised by segregating ELLs into four-hour blocks, while language-majority students' schedules remain the same. Among literacy development for this specific group, educators must also be concerned supporting tools of analysis and self expression. With these issues, language is embedded as an underlying focal point. This study focuses on instruction within classrooms and brings more attention to the actions and instructional practices of the teacher.

Obstacles that adolescent ELLs face in the classroom go beyond language. The high expectations that society evokes to be “successful” at or beyond grade level and the expectation to keep up with technological advances are all part of today’s societal culture. The Census Bureau (2000) estimates that approximately 5.5 million students in the United States are English language learners. They speak over 400 different languages but 80% of them speak Spanish in the home (U. S. Department of Education, 2007). Most ELLs in Arizona are Latinos, and it is well documented that there is quite a gap between Latino student performance and Anglo-American student performance (Flores, 2007; Wayman, 2002). On every indicator of educational progress, Latinos and ELLs perform significantly below the Anglo American average (Valdez, Fishman, Chavez, & Perez, 2006).

Education for adolescent ELLs should address the literacy needs for this particular population. The needs that should be addressed include grammatical and structural, sociolinguistic, pragmatic, discursive, and semantic competencies

of the English language in the curriculum. Adolescent ELLs need opportunities to practice English with English speaking peers. Adolescent ELLs need ELD instruction that they can comprehend, and adolescent ELLs need culturally responsive instruction (Echevarria, Vogt, Short, 2000).

Valdes (2001) has addressed the cycle that older ELLs are frequently entangled in. These include English as a second language (ESL) classes that are reduced to low-level tasks that do not promote academic English or content-area concepts. Freeman et al. (2003) underscore the need for teachers to recognize the differences among adolescent ELLs and to adequately challenge them by providing developmentally appropriate lessons. Failure to understand critical components for literacy development can lead to failure for ELLs to attain grade-level competence in reading, which can extend well beyond high school for older ELLs (Thomas & Collier, 1997).

Research has addressed various approaches to helping ELLs acquire English and grade level content from many perspectives. It is relevant to address how this research is supported or ignored in states using English-only immersion models to teach ELLs (Wright & Pu, 2005, Lillie et. al., 2010). Valdes (2004) has stressed that development of academic English cannot not be separated from equitable access to core school curriculum. Valdes (2001) also addresses self-contained hermetic universes in which ELLs are placed at a disadvantage when they are linguistically segregated (Harklau, 1994; Valdes, 2004; 2001).

Adolescence and Second Language Acquisition

What we do understand regarding adolescents and SLA is that immigrant students arriving at ages older than 10 years of age tend to maintain their native language, students arriving younger than 10 generally switch their dominant language to the language of the host country (Jia & Aaronson, 1999). However, the previous exposure these students have had to English is unknown. Intermediate English proficiency in middle school can be explained in several ways. Some students who have been long term ELLs have not developed strong skills in English because of programmatic inconsistency. Others may be recent arrivals who had schooling in their native countries.

These characteristics create a group of individuals that are particularly interesting to research. In addition, the ways adolescents negotiate, use, and not use languages are critical in understanding the culture of ELL adolescents in English only classrooms. This research is more narrowly focused on literacy instruction and literacy practices in the classroom. The communication used between and by adolescents is not a focus of analysis for this study. Though, it is important to acknowledge for the purpose of this study because the context for this research is embedded in this environment.

The adolescents involved in this research are primarily English learners of Hispanic backgrounds who are learning English in English only classrooms. The setting for these adolescents is heavily influenced by the classroom community

created by the teachers in each of the three classrooms and by the classroom climate and relationships fostered in these classrooms. The identity of these students within these classrooms is also shaped by classroom participation and motivation encouraged by either teachers or peers. “Adolescent identity emerges in the culture in which young people’s development takes place; literacy practices are afforded and constrained by what is available in their settings; and research is a cultural practice that reflects local goals and practices” (Christenbury et al., 2009, p. 4). The context for this study is three classrooms that followed the SEI model mandated in the state of Arizona. The focus is literacy instruction. This research is timely because it informs us of the outcomes of mandated state policies on the literacy development of adolescent ELLs in place in the classroom since 2008.

Teaching Literacy as a Skill or Practice

There are primarily two distinctive camps that define the literacy field. One focuses on literacy as a practice, and the other emphasizes literacy as a skill. Literacy can be generally defined as the ability to read and write alphabetic print, but ultimately it is a more complex issue to address. Prominent views of literacy review knowledge systems, discursive, and social constructionist orientations. Among these various perspectives are the approaches taken in the classroom to promote literacy. Research has followed many of these various practices, and one thing is clear. Various approaches are available to implement in the classroom and

have great influence on the literacy development of students. Among these various are two in particular that are at opposite ends of the spectrum. The first is the idea that literacy is a set of skills to master in isolation, which is clearly a preparation for tests that assess knowledge in isolation. At the other end of the spectrum is the view that literacy is never ending practice, and it is contextualized within sociocultural situations. This approach reflects the idea that literacy is driven by the learner and influenced by the experiences and contexts in which the learner is placed.

Another perspective, the autonomous approach, assumes a western conception of literacy on other cultures and supports idea that the ways in which people address reading and writing are themselves rooted in conceptions of only knowledge (Street, 2003). These ideals are from a very autonomous way of thinking of literacy. However, ideological views of literacy acknowledge the view of literacy to dominate and to marginalize others (Besiner & Street, 1994; Gee, 1991). The interaction between teacher and students in a social practice implicitly influences the way literacy is learned and how learners develop ideas about literacy. Literacy is not delivered neutrally (Street, 2003).

Literacy. The bulk of literature concerning adolescent literacy is focused on developing literacy, the ability to read and write, in the first language. The National Council of Teachers of English (NCTE 2005 p.) defines reading as “a complex, purposeful, social and cognitive process in which readers

simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning.” Edelsky (1996) defines reading in terms of a process that utilizes the cueing systems based on prediction, interaction, and the construction of meaning and purpose. From this view, literacy can encompass any use of print. Langer (2002) suggests reading performs as an interaction within social and cognitive domains and that it encompasses textual understanding that stems from students’ knowledge of their worlds and extends to the external worlds around them.

Students who are learning English need a wide range of reading strategies to help them become successful readers. Students who have limited exposure to strategies often struggle with reading. Exposure to strategies is often limited to restating, decoding, and identifying unknown vocabulary. According to Curtis (2002), the types of classroom environments that promote literacy development include a variety of approaches, such as:

1. Skills instruction;
2. The integration of test preparation into instruction;
3. The ability of teachers to make overt connections between in- and out-of-school applications;
4. The use of appropriate strategies,;
5. Engaging students in the use of their knowledge and skills; and
6. Incorporating grouping structures with collaborative opportunities.

Preparing dialogue around themes also helps to scaffold and build on academic literacy. Language demands and planned-language objectives are needed, and it is necessary for objectives to be explicit for students to acquire new languages (Short & Echevarria, 2004).

Academic literacy. When considering literacy, there is a question regarding academic literacy and how this concept relates to literacy development. Academic literacy is viewed very differently from academic language. The Adolescent English Language Learners Literacy Advisory Panel (2006) developed the following definition of academic literacy. Literacy, a) includes reading, writing, and oral discourse for school; b) varies from subject to subject; c) requires knowledge of multiple genres of text, purposes for text use, and text media; d) is influenced by students' literacies in contexts outside of school; e) and is influenced by students' personal, social, and cultural experiences (2006). The NCTE (2007) describes academic literacy as the focus on content-specific academic vocabulary, class objectives that engage students, and summary writing of their learning.

“Research is increasingly calling attention to the huge deficit that many English learners have in the area of academic English” (Maxwell-Jolly, Gandara, & Benavidez, 2007 p. 8). Academic English is defined by Maxwell-Jolly et al. as “the form of the language that is used in academic contexts and is necessary to comprehend academic work in which content instruction is the primary focus of secondary education.” Research also suggests that the link between language and

content, discussions surrounding the nature of “academic English,” and dialogue about conditions that best develop academic English cannot be separated, especially from issues related to equitable access to core school curriculum (Valdes, 2004).

Sociocultural view of literacy. For the last decade, literacy research has taken a social turn that looks to understand literacy in formal and informal settings. Literacy has transformed from words on paper to literacy that involves the social, political, and individual aspects of print to create meaning. Ways of thinking, believing, valuing, acting, interacting, and ways of being coordinated by other semiotic systems, other people, various objects, tools, settings, and technologies are ways of enacting socially situated identity and activity (Knorr Cetina, 1992; Latour, 1987, 1991). Scholars in the field sometimes conceive of social identity as a kind of positioning, a personal location and belonging (Turner, 1982; Weeks, 1990). Literacy from a sociocultural perspective acknowledges the need for students to feel valued in their formal learning environments, and in the range of practices they engage with outside of school.

Literacy and power. Little research has been conducted that focuses on the literacy development and instruction for adolescent ELLs (Garcia & Godina, 2004). The Literacy practice of ELLs is a relatively new field, which increases the need for “complete analyses and depictions of literacy practices” (Garcia & Godina, 2004, p. 504) across various settings, tasks, and contexts to fill the gaps in research (Gutierrez & Orellana, 2006). Eighty-percent of all reading research in

the world has been done in four countries, and of these four countries, none have languages other than English as their primary language (Bernhardt, 2003).

However, this statement does not recognize that within these English speaking countries, there are many students learning English as a second language. Thus, this section of the literature review is focused on addressing this research. The homogenization of ELLs in ways that bring less attention to the complicated realities of adolescent lives is an important element to directly address in this research, and avoiding this important subject only creates a disservice for ELLs. Much of the research on ELLs is confounded with research that does not disaggregate ELLs from non-ELLs. (Gutierrez & Orellana, 2006). Due to this deficit in the research, cross references between research regarding literacy among monolingual English speakers and ELLs are made, but not always justified. With this in mind Bernhardt (2003) addresses the extensiveness of research from monolingual views that have been applied to second language learners. This is exacerbated by state and federal policies that have become influenced by this research. This section of the literature review is focused on addressing research specific to adolescent ELLs and literacy.

Engagement with literacy is influenced by social systems and cultural practices that vary in everyday life, in communities and neighborhoods, in work places, or schools, and in urban and rural environments (Barton & Ivanic, 1991; Barton, Hamilton, & Ivanic, R. (2000). Many schools populated by high numbers of ELLs commonly bring a focus to phonology or the semantics of language and

but overlook communication. Literacy becomes valued in many different forms. For some students, literacy in schools may be looked upon as a tool to graduate or promote, while other students may view literacy in school from a broader perspective that brings various opportunities to view the world. These dyadic perspectives are influenced by young people's personal, social, and cultural experiences in relation to literacy learning. This perspective establishes a foundation for critical literacy that considers the multiple contexts of literacy and values placed upon literacy, power, identity, and agency emergence.

Gutierrez (2007) states that literacy can serve as an emancipatory tool for teachers, students, and the communities in which they participate. . . . Like any tool, however, literacy research are dual-sided, that is, it has both enabling and constraining potential" (p.7). When considering literacy as a tool, the practice and development of this tool can be defined from many different perspectives.

Research has promoted literacy as a tool for empowerment (Edelsky, 2011; Gutierrez & Larson, 2007), but it has been detrimentally relegated by school literacy approaches that disempower adolescent ELL students. For adolescent ELLs, literacy becomes a critical piece to obtaining success in language development and content area knowledge. The term *full literacy* has been defined by Short (1991) as not limited to just English proficiency, but also levels of achievement, in reading and writing, to meet native-speaker norms across the curriculum.

Observing literacy. Whenever language is used, it is used in events.

These events capture and create relationships, which are among people and between people and objects in culture (Edelsky, 1996). For the purpose of this study, it is suiting to more clearly define how to observe literacy and elaborate more clearly on what research says about literacy practices. This is because “Literacy comes already loaded with ideological and policy presuppositions,” which can challenge research conducted to focus on literacies across texts (Street, 2003, p. 78). Literacy practices are the ways of using text in general cultural ways, the ways in which individuals draw upon them, and what people do with them. Practices are distinguished from events, by the simple idea that “practices are not observable units of behavior since they also involve values, attitude, feelings and social relationships” (Street, 1993, p. 12). Practices are more of a process of how individuals are aware, construct, and participate in the discourse of literacy, and how people make sense of it (Barton & Hamilton, 2000). Barton and Hamilton have defined literacy practices as “cultural ways of utilizing literacy,” and this definition is “more abstract [and]cannot wholly be contained in observable activities and tasks” (2000, p.7). Street (1984) further expanded literacy practices as a means of centralizing on “social practices and conceptions or reading and writing” (p. 1). It is difficult to distinguish practices from events, but understanding that the “concept of literacy practices in these and other contexts not only attempts to handle the events and the patterns of activity around literacy events, but to link them to something broader of cultural and social kind”

(p. 78). Literacy practices are purposeful and embedded in broader social goals and cultural practices (Barton & Hamilton, 2000). Literacy practices and events can be observed in various domains of life, these domains can include but are not limited to school, home, and the workplace.

Adolescent literacy is supported when literacy practices incorporate, a) collaborative, dialogic, and responsiveness to the lives and needs of the learners (Freire, 1993; Horton, as cited in Glen, 1996; Purcell-Gates & Waterman, 2000) and b) authentic, or real-life, literacy, activities and materials for learners (Fingeret, 1991; Lytle, 1994).

Events. “The notion of events stresses the situated nature of literacy that always exists in social context” (Barton & Hamilton, 2000 p.8). Shirley Brice-Heath (1982) has characterized literacy events as “any occasion in which a piece of writing is integral to the nature of the participants’ interactions and their interpretative processes” (p. 93). In essence, literacy events are used as a means to understanding and conceptualizing literacy practices.

In looking at literacy events, reading as a subject or object becomes a critical vein to this research as well. Students can be placed as objects or subjects as readers if, in literacy events, students are limited in the ways they begin reading, understand what reading will be about, and limited in how the reading will end (Edelsky, 1996). This addresses social relations that are present when students engage with reading or writing. For example when ELLs are asked to take the AZELLA, test-writers and policy-makers have great control in these

scenarios since this is a formal assessment that determines the placement of ELLs in school. Social relations in reading and writing are described as “the particular relations among participants as they are played out concerning the reading and writing in a literacy event” (Edelsky, 1996, pp. 100).

Best literacy practices. Since this research aligns itself with the view that literacy is a practice rather than skill, it is important to highlight the best practices as indicated by research. The following are a list of eight best practices in literacy followed by a description of each.

1. Learning is meaning making.

This approach of learning understands the negotiation of meaning that accompanies learning. The meaning making is influenced by the context and the experience of the learner. Since the experiences and learner are always transforming, meaning making is in constantly being remolded as well. This allows “natural continuous construction and reconstruction of new, richer, and more complex connected meanings by the learner” (Poplin, 1988, p. 404). This practice also provides opportunities for learners to make learning individualized and purposeful for each learner. “It is wholeness and context that give meaning to our experiences and our learning” (Mazzoni & Gambrell, 2003, p. 14).

2. Prior knowledge guides learning.

This approach addresses Vygotsky's zone of proximal development, that "suggests that optimal learning occurs when teachers determine children's current level of understanding and teach new ideas, skills, and strategies that are at an appropriate level of challenge" (Mazzoni & Gambrell, 2003, p. 15). This practice also allows prior meaning making to be validated and used to develop the new learning taking place.

3. Scaffolded instruction facilitates learning.

Experience is essential to understand the appropriate occasions to release responsibility or provide more support. Providing learners with the tools to take control of their learning is the most productive way to set students up for success throughout the lesson. The ideas are consistent with constructivist principles when they are used within meaningful, authentic contexts (Graham & Harris, 1996; Harris & Graham, 1994).

4. Social Collaboration enhances learning.

Readers and writers develop meaning as a result of co-constructed understanding within particular sociocultural contexts (Mazzoni & Gambrell, 2003, p. 15). The sociocultural contexts can include students' experiences with reading, other learners in the room, and/or the teacher. The collaboration is essential in order to enhance the learning experience of students and expand students' perspectives.

5. Learners learn best when they are interested and involved.

Motivation is best supported when there is a developed interest from the learner. This motivation can guide student participation and drive student directed literacy practices in the classroom.

6. The goal of best practices is to develop high-level strategic readers and writers.

High-level readers and writers are characterized as being able to: 1) become independent users of comprehension strategies to help them gain meaning from text relative to their goal; 2) comprehend texts at multiple levels; 3) acquire word-recognition skills and strategies so that they will have “thinking power” left for meaning; 4) use literature to examine the multicultural world, as well as genres styles, and perspectives; 5) write in different genres and for a variety of purposes and audiences; and 6) use computers in high-level literacy activities such as searching for information and making intertextual links (Mazzoni & Gabrell, 2003, p. 15). The ultimate outcome of best practices is to create critical readers and writers that are independent and able to make intertextual connections.

7. Best practices are grounded in the principle of balanced instruction.

Effective instruction provides a balanced program in which a skillful and committed teacher adapts and integrates a multitude of components to

enable each student to achieve his or her literacy potential (Slavin & Madden, 1989). This balance includes understanding the individual needs of students and the ability to monitor and adjust to these needs in the classroom. Best practices are a result of informed decision making. This does not involve a prescriptive programmed approach to literacy instruction. Instead, it addresses issues of practice that focus on principles of instruction and their relationship to effective teaching (Mazzoni & Gambrell, 2003, p. 15). Effective teaching incorporates all the components necessary to build strong readers and writers.

AZ EL Policy and Teachers Implementation

Some researchers argue that policy implementation rests heavily on teachers' willingness to implement and understanding of the policy (McLaughlin, 1988; Firestone, 1989). This study also seeks to understand how teachers interpret the SEI policy and how their interpretations influence what they are doing in the classroom. In the last twenty years, research has begun to explore the effects of policy on classrooms, teachers, and students (Cohen, 1990; Porter, Floden, Freeman, Schmidt, & Schwile, 1988; Schwile, Porter, Floden, Freeman, Knappen, Kuhs, & Schmidt, 1983). A recent survey of AZ teachers conducted by Rios-Aguilar and Moll (2010) found that teachers were very concerned about the negative impact of the SEI mandate. Teachers were concerned both with the

ineffectiveness of the model and the consequences of segregation by language proficiency.

In order to adequately explore these issues of how teachers decide or modify policy implementation in the classroom, it is vital for this research to focus on three areas in regard to teachers as policy makers. The three areas include: a) adequate discussions and clarity of policy, b) desired outcomes or goals of the policy, and c) changes it implies in the classroom. These ideas will bring about the beliefs held by teachers and how their beliefs will be either supported or challenged by new policies mandated by federal or state policies.

Over the last decade in Arizona, the instruction of ELLs has been inconsistent. These students have found themselves in the midst of policy changes that have influenced their schooling for much of the past ten years (Wright, 2005). Students have experienced inconsistent programs with revolving structural changes that put great pressure on them to perform well on language assessments designed to determine their eligibility for exit or entry into programs. These program modifications have been widely critiqued (Gandara, Losen, August, Uriarte, Gomez, & Hopkins, 2010; Lillie et al., 2010; Mahoney, MacSwan, Haladyna, & Garcia, 2010; Mahoney, Thompson, & MacSwan, 2004; Wright, 2005; 2010). The SEI model for ELLs in Arizona has taken a very pragmatic approach and placed emphasis on reading and writing exercises. The model as implemented in Arizona places less emphasis on reading from a sociocultural perspective and allowing students to read as subjects rather than objects.

Literacy practices that are vital for ELLs include: scaffolding; valuing the student's primary language (L1), as well as cultural resources they bring to the classroom; drawing from opportunities for students to make their own connections and negotiate this meaning with peers; and having language models in the classroom (Carlo & Bengochoa, 2011). The language model implemented in Arizona, along with many other English only states, charters an adverse agenda that seeks to emphasize syntax, lexicon, and the pragmatics of language as focal components.. With this approach, many practices that research has identified as crucial and important become challenged (Wright, 2005).

It is crucial to acknowledge how curriculum reform is shaped, how teaching practices are advanced, and how more test-taking measures are employed that sustain English only conceptions of literacy (Shohamy, 2001; Valdez-Pierce, 2003). More and more dialogue regarding the direction of SEI is determined based on the language of standardized testing. Thus, decisions that best support literacy development are based on tests that isolate skills and fragment ideas of literacy. "Approaches of literacy include understanding adolescent literacy as complex ecological and social relationships; these relations are between adolescents and their symbol-, language-, and discourse-rich environments" (Luke & Grieshaber, 2004, p.1).

Theoretical Framework

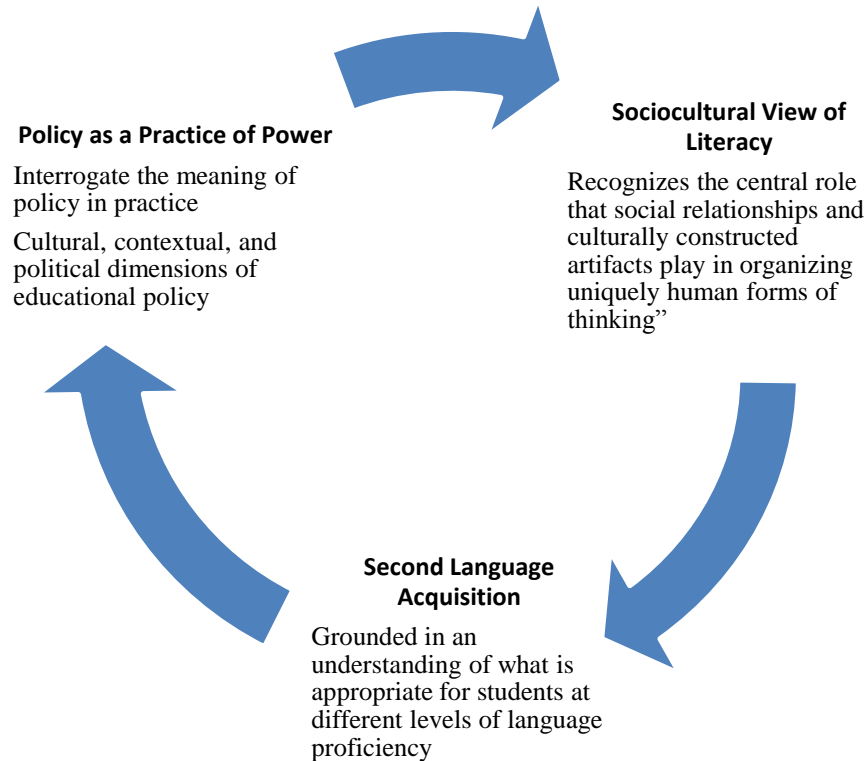
The context to which this theoretical frame will be applied is the classroom setting where adolescent ELLs are learning English according to the

SEI model mandated by the state of Arizona. This research is based on three interrelated theoretical frames: 1) a sociocultural view of literacy, 2) second language acquisition theory, and 3) policy as the practice of power. The diagram below details the key components that are incorporated in the theoretical framework that guides this research. The theoretical framework grounds the research and provides a lens in which to thoroughly examine the research questions.

To summarize, this study is focused on the literacy development of adolescent ELLs in restrictive language policy contexts. Using the three constructs of sociocultural views of literacy, SLA, and policy as a practice of power, I hope to illuminate the outcomes of how these policies have critically impacted adolescent ELLs. I contend that in order for ELLs to fully be supported in the classroom, the instructional practices currently in place need to recognize the rich resources and valuable insight ELLs bring to the classroom each day. Within the study, I assert the limitations observed by lessons that focus on decontextualized agendas and the power teachers hold in implementing these language policy mandates in the classrooms. The following figure provides a brief overview of the theoretical framework to guide this research.

Figure I.

Theoretical Framework



Second Language Acquisition

Research reported by Harper and de Jong (2004) argue that it is not enough for teachers of ELLs to employ teaching strategies, but that teachers must understand the process of language acquisition *to effectively use* strategies for teaching ELLs. To avoid a false sense of preparedness, teachers of ELLs should understand “good” teaching strategies for ELLs are only good if they are grounded in an understanding of what is appropriate for students at different

levels of language proficiency (Milk et al, 1992; Harper & de Jong, 2004; Gandara & Maxwell-Jolly, 2005; Freeman et al., 2001). There is also research that supports the idea that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Krashen & Terrell, 1983, p. 163).

A broad understanding of SLA is necessary to adequately support ELLs in the classroom. Despite the knowledge gained from SLA, there is still much we don't know about the process (August & Hakuta, 1997; Bialystok & Hakuta, 1994; Larsen-Freeman & Long, 1991; Pica, 1994; Skehan, 1989; Spolsky, 1989). However we do know that if teachers are going to be instructing ELLs, it is necessary that teachers have familiarity with SLA theories.

In recent years there has been a notable increase in the number of publications discussing and debating issues surrounding SLA. The social turn in SLA has critically researched key assumptions in this area. Block (2003) discusses the way the key components of SLA are understood, while also critically examining what is meant by these terms or labels for ELLs. In particular, Block looks at what is meant by “second,” “language,” and “acquisition.” A wide variety of research draws upon recent developments in social theory. This includes the need to not only research language learning as a cognitive process, but also as a sociohistorically situated phenomenon.

Comprehending SLA also involves understanding how to bridge native language use with second language learning and provides “A deeper understanding of second language development and the ways in which native language competency can bridge and support English language acquisition,” (Gandara & Maxwell-Jolly, 2005 pp. 107–108). Walqui (2000) talks about language knowledge as knowing the language distance, native language proficiency, knowledge of second language proficiency, dialect and register, language and status, and language attitudes.

Policy as a Practice of Power

This study, by virtue of being situated in a context where language is being restricted, must address the issue of language policy as implemented in classrooms. Levinson and Sutton address “policy as a practice of power” (2001, p.1). This framework addresses the “cultural, contextual, and political dimensions of educational policy” (Levinson & Sutton, 2000, p. 14). Primary to this theory is the concept of policy, which serves as the symbolic expression for practice. Practice is then highlighted as “the situated logic of activities across a wide array of contexts” (Levinson & Sutton, 2001, p.3). This perspective provides an outlet to examine the recent mandates for ELLs from a critical lens that considers sociocultural perspectives. The initialization of mandates have clearly a determined how language will be used and facilitated. Mandates also determine how those who speak languages other than English will be instructed. This

perspective addresses the experiences of policy as viewed or experienced and delivered by principals, teachers, and students. Darling-Hammond (1990) looked at classroom life and talked to teachers to reveal the intentions and influences that underlay instructional practices (1990). Levinson and Sutton (2001) take a critical look at the policy-as-practice perspective and analyze the power present in these spaces.

Elmore (1983) discusses “the power of the bottom over the top,” which speaks to the power of teachers as enactors of policy. This acknowledges how teachers understand and interpret the intentions of new policies in the context of their knowledge, beliefs, and teaching circumstances. With that, it is also important to bridge the connections between sociocultural theory and teaching implementation. Sociocultural theory has gained increased prominence and should be considered a fundamental element of conceptualizations of teacher capacity to teach diverse learners (Howard; Aleman, 2008). Sociocultural theorists have posited that the nuanced and complex notion of culture is necessary to understand the culture-pedagogy cognition connection (Howard; Aleman, 2008).

Growing bodies of research address how state policy can influence the way teachers learn and the way teachers are socialized into the field as new practitioners (Cohen & Ball, 1990; Resnick & Furman, 1998). Instructional practices that are embedded into new policy serve as crucial channels that impact

teacher practices in the classroom (Ogawa, Sandholtz, Martinez-Flores, & Scribner, 2003; Rowan & Miskel, 1999).

Sociocultural Perspective

Another issue that emerges from this framework is the consideration of sociocultural theory. This perspective provides an opportunity to understand locally informed accounts of how teachers make sense of, interpret, implement, and engage with policies. Sociocultural theory, as defined by Lantolf and Thorne (2005, p. 1) “recognizes the central role that social relationships and culturally constructed artifacts play in organizing uniquely human forms of thinking.” These new mandates in Arizona have not been tested. Yet, approaches, such as the SEI model, argue against much of the present research of how to best support SLA and academic success for ELLs. Some literature, however, is beginning to address how culture, language, and cognition are connected in organized education (Lantolf & Thorne, 2005). Moll (2000) views sociocultural connections as a coordination of actions with others that is a socially mediated process, which can be understood not only in terms of the more expert learner assisting the less capable one but in terms of how human beings utilize social processes and a variety of cultural resources to construct potential zones of proximal development.

It is also helpful for teachers to recognize that new identities are created as they become members of real or imagined communities of practice by apprenticeship (Edelsky, Smith & Wolfe 2002; Gee, 2004, Lave & Wenger; 1991; Wenger, 1998).

Chapter 3

Methodology

Overview of Chapter

In this chapter, I describe the design and methods of this qualitative study. The primary goal of this research was to better understand how the mandated, SEI four-hour block has been implemented in junior high classrooms and to examine the opportunities present to develop second language literacy within the time allotments provided by the state mandated curriculum. This chapter begins with a description of my research design. I address how my qualitative research is guided by three questions that focus on how junior high teachers are implementing curriculum and English language teaching within the four-hour block. Then I address participant and site selection along with definitions of terms used in this study and the relationship these terms have to the Arizona context. Finally, I specifically note the process for data collection used for this study and how these sources align with appropriate qualitative approaches for gathering sufficient data for interpreting conclusive results.

Research Questions

The purpose of this study is to examine instruction for adolescent ELLs in Arizona and the various approaches to literacy involved within SEI classrooms. Using qualitative methods, the following research questions guided this research project:

- a) What kinds of literacy practices can be documented in Arizona SEI classrooms and what do they look like?
- b) How do junior high teachers implement mandated language policies?
- c) What perceptions do junior high teachers have toward the mandated SEI four-hour block?

Research Design

My research interest is focused on understanding how the newly mandated ELD curriculum is being implemented in middle schools. I specifically look at a close analysis of three major levels. The first analysis focuses on literacy practices that occur within the classroom that can be observed and documented. Secondly, I examine how teachers implement language policies within three different classrooms. Thirdly, I analyze data to understand participant teachers' perceptions regarding mandated language policies.

Qualitative Research

A descriptive qualitative approach to studying the outcomes of the newly mandated ELD program is well suited for several reasons. This view provides opportunities to examine recently mandated ELD models from a policy perspective as well as to consider the sociocultural factors that relate to the literacy opportunities that are at play. This perspective affords the chance to understand the elements that support or hinder the progress of SLA while using the foundation of cited theories that focus on language learning. The newly

implemented ELD model relies on teachers who are trained from a variety of different venues. This means that the practices occurring in the classroom also vary along with the interpretation and implementation of the new ELD model. The interaction that takes place in these classrooms is vital to understanding the culture in these classrooms. Qualitative research will serve as an informed practice that lays the pathway to obtain quality data from the culture of the classroom, the language learning, and the teaching that is occurring. This is data that is not easily obtained through other methodological approaches.

Second, descriptive qualitative research creates the opportunity to observe what is going on from moment to moment in settings where second languages are taught and learned” (Watson-Gregeo, 1988). Attention to the social structure in these junior high classrooms is vital to understanding the learning environment that is being created in various settings. A qualitative approach is uniquely suited for this type of research because it allows for the “analysis of the institutional context of schooling, together with societal pressures on teachers and students” to be examined (Ogbu, 1974; 1978). This connects to language learning and teaching because many language ideologies influence teacher practice along with societal, political, and educational trajectories that promote or hinder the success of ELLs. These aspects are able to become more visible with qualitative work.

This approach will allow researchers of human actions and meanings in social contexts to gain insight into the complexities of teaching ELLs while adhering to state mandates that may or may not coincide with teachers’ own

philosophies of best practices for ELLs. A qualitative approach is the optimum methodology for researching this topic because it provides insight to an individual's perspectives as they engage within the social context of the classroom and the meanings drawn from these experiences. Systematic observation was used in the junior high ELD classrooms to describe and interpret teachers' interactions with ELLs and their understanding and implementation of language policy. Focusing on adolescence provides quality opportunities to understand how students are exposed not only to the English language but also grade-appropriate, academic content and how this exposure leads to ELLs exiting ESL programs. It also addresses how the programs help prepare or not prepare students to enter mainstream classrooms. These cultural, contextual, and political dimensions (Levinson & Sutton, 2000) have opportunities to become apparent under qualitative work, which allows opportunities to understand how policy and the power of language influences practice in the classroom. Thus, policy serves as the symbolic expression for practice. Practice is then highlighted as "the situated logic of activities across a wide array of contexts" (Levinson & Sutton, 2001, p.3).

Data Sources

Participant and site selection. Data collection for this study began in the spring of 2009. This dissertation is an extension of a larger tri-university research project that addressed the implementation of SEI in Arizona's public schools.

According to Lillie et. al. (2010), the larger study focused on five districts and a

variety of nine schools, including those with both high and low percentages of ELLs within the total school population. It also included rural and urban schools. Data in the larger study focused on elementary (K–8) and high school (grades 9–12) grade levels. This dissertation project extends from this larger study and more closely focuses on junior-high-level classrooms with an emphasis on literacy examination, attitudes, and policy implementation. Purposive sampling for this smaller study (Merriam, 1988) was used to distinguish which districts to approach for participants for this study. Contact with districts was first made to administrators via email that explained the study and the school selection preferences as listed above and asked permission to observe SEI classrooms within their district. Thus, criterion-based sampling (after Goetz & LeCompte, 1984) was used for this project. Once district officials granted permission, schools predetermined by district officials were assigned researchers that worked through district personnel to contact the ELL Coordinators, ELL coaches, and SEI classroom teachers at the selected schools to move forward with the study (Lillie et. al., 2010).

Two of the eighteen classrooms, from the larger study, were from the junior high settings. Grades 6–8 were considered to be junior high level for the purposes of the study. This dissertation research extended from this broader research project and narrowed the focus more specifically to two districts and three junior high schools. The focus on junior high initiated from my days as a junior high teacher. Then my interest grew due to the unique context these

students are placed in. It is essential to understand the preparation needed to adequately prepare students to be successful in high school. In my study, I focus on implementation of the model by teachers and the literacy practices across curriculum that occurred within the four-hour block.

The unit of study for this research is the instruction of the four-hour SEI junior high classrooms. There is a strong interest in understanding how policy, created by Arizona's ELL task force and the ADE is transcended, carried out, and implemented in the three participant classrooms for this study. Interest for this study is directed toward the junior high grade level due to my interest in understanding how teachers are managing how to balance core curriculum instruction while supporting students with English development.

Document collection. This study used interviews of three junior high teachers and two ELL coaches at each site and 76 hours of rigorous observation in the classrooms. Artifacts that incorporate teacher lesson plans, student materials, data available on the ADE website regarding school profiles and structure of the model, and student work are included in the study. Archival data were also pulled from various resources along with information provided online by the ADE to the public (see e.g., <http://www.ade.state.az.us/oelas/>). The purpose was to understand how ADE provides resources and prepares teachers to teach the four-hour SEI block. This included specific policies, laws, instructional suggestions per the SEI training to teachers and administrators, and other SEI model implementation information (such as PowerPoint presentations) created by the ADE (Lillie et al.,

2010). One SEI training binder, which was received at one of the ADE's rounds of mandated training, was used as part of the data collected in this study.

Interviews. During data collection, it was essential to develop trust, intimacy, and reciprocity among participants to encourage collaborative efforts and useful information from participants (Maxwell, 2005). My previous experience as a junior high teacher in schools allowed me to develop a good rapport with my participants. My familiarity with junior high students learning English also allowed me to build a relationship with my participants that created trust. The relationship between researcher and participant is essential, and the research benefits from both.

“Interviews can provide additional information that was missed in observation and can be used to check the accuracy of observations” (Maxwell, 2005, p. 94). Initially in the larger study, informal interviews were conducted only with ELL specialists, or ELL coaches, at each school site. These interviews provided a foundation to understand how the SEI four-hour block was set up at each school and provide baseline data for the study. Then a protocol was used to gather data through observations in the classroom. The information collected by junior high language coaches or specialists during the larger study was used for this study as well. Interviews with ELL coaches/language specialists as well as teachers were semi structured. One semi structured interview was conducted with one ELL coach at each site, and pre and post-interviews were conducted with two of the three teachers. One teacher, Mr. Harrington, was not available for a post-

interview. Interviews with teachers were audio-recorded and transcribed. Informal interviews were also conducted throughout multiple observations to provide clarification throughout the data collection process. These informal interviews were conducted during miscellaneous times while students were returning from lunch or during discussions shared with teachers at various points of the day when students worked independently or on group projects.

Initial interviews were conducted on various topics that addressed the curriculum, student placement, labeling, certification, and instruction for ELLs. Thus, the initial interview focused on obtaining information about structural approaches by the teacher for the four-hour SEI blocks. Subsequent interviews addressed questions regarding the instructional choices observed and points of clarifications regarding their understanding of policy and second language acquisition. All follow-up interview questions focused on teacher definitions of literacy development and perception of policy impact for students. Specific interview questions can be found in appendix D. Each interview provided insight to the implementation of the mandated SEI model and the premise for how each school provided similar or dissimilar characteristics of the mandated four-hours. These semi structured and open-ended interviews provided opportunities for teachers to address concerns regarding the mandated SEI curriculum as well as the positive outcomes and success they believed were achieved within the four-hour model. It is important to acknowledge that interview data collected was also during informal and unstructured time. This included when teachers would have

side conversations with me as students were working. It also included when I accompanied students to other classes, and teachers would share their insights or comments for the day while escorting students to lunch or special classes. On some occasions, teachers invited me to lunch with them or allowed me to stay in class while students were gone and teachers were willing in most cases to answer questions I had regarding observations

Observations

Inductive analysis. Elements of Erickson's analytic induction (1986) were used in data analysis along with content analysis method to thoroughly comb through data to address all questions. Observations were utilized in this study to document the implementation of the four-hours of SEI instruction (Lillie et. al., 2010). Qualitative methods were most fitting for this project because the research attempts to understand the social phenomenon of four-hour ELD blocks in Arizona junior high classrooms. Erickson's (1986) analytic induction generated a set of empirical themes and established assertions based on collected data. These assertions were made with the goal of rendering an interpretation of a phenomenon. Erickson's (1986) will allow for an understanding of, 1) what is happening in a particular place, 2) the meaning of activity and events from the participants' perspectives, and 3) how the events or activities are related to or informed by other larger social phenomenon.

Content analysis method. Content analysis is a method that is flexible for analyzing, describing, and interpreting written artifacts of society (White &

March, 2006). For the analysis of artifacts that described the mandated four-hour ELD block, the most appropriate analysis method was content analysis. This method allows the opportunity to uncover the “meaning behind and patterns used to obscure the meaning of text” (Hoffman, Wilson, Martinez, & Sailors, 2011, p. 28). This approach will involve an investigation of patterns in written text. This examination draws upon combinations of inductive and (using rules of inference to move from the text to the answers of the research questions), deductive analytical techniques (Hoffman et al., 2011, White & March 2006). These inferences are logically analyzed across domains that are distinct (Krippendorff, 2004). The goal of content analysis is to provide “knowledge and understanding of the phenomenon under study” (Hsieh & Shannon, 2005, p.1278). In conducting content analysis, I attempt to understand the meanings and concepts identified during the observations and interviews and to make inferences about the messages within text and even classroom culture(Hoffman et al. 2011). Ole Holsti (1969) suggested messages, belief systems, and themes can be inferred by text (1969). Despite the variety of methodologies, there will clearly be “overlap among and combinations of methodologies used in literacy research (Duke & Mallette, 2011, p. 2).

Classroom observations occurred over the spring semester of 2009/2010 school year and interviews were extended to school year of summer of 2010/2011. The corpus of data observations were collected during the spring of 2009. This presented an obstacle at times due to outside factors interfering with

the normal routine and flow of participant classrooms. Spring is the time of the school year when most of the standardized testing occurs. For example, Arizona Instrument to Measure Standards (AIMS) testing was administered in one of the participating classes during the month of March. Many teachers were either required to contribute class time to test preparation, and many dedicated class time voluntarily, which required instruction to stray away from normal curriculum. Instruction during this time is review oriented and followed a “drill and kill” test preparation approach. This slightly impacted research because it provided limited authentic literacy exposure and practice.

Observations were a vital source of data for this dissertation. I observed how each of the three junior high teachers approached and organized the SEI four-hour block, how the teachers engaged their students in literacy practices, and how they taught English within the mandated framework. The primary focus of data collection was instruction that took place in the classroom and that was provided by teachers. How attitudes, materials, school variation, and trainings impacted and/or influenced policy in practice in each classroom was embedded in observations made in the classrooms. It was important for the purpose of this study to understand the way teachers exposed junior high ELLs to all content areas beyond a sole language focus. Observations were collected in the classroom that took a qualitative approach to data collection and documented instruction in the classroom.

These data sets provided opportunities for in-depth analysis and afforded rich data that addressed implementation and literacy practices among junior high students within these four-hour blocks. Class observations within the school enabled the research to gain deeper insight into how the SEI model was implemented within the junior high classrooms. Three four-hour observations were conducted in two of the three classrooms for the larger study. Then additional observations were collected in these same classrooms after the larger study for the purpose of this dissertation. Furthermore, observations took place during the full four-hour time allotments as determined by the schools in which observations were conducted. One junior high classroom had a limited number of observations as compared to the other two participants in the study due to scheduling conflicts.

Table 2.

Observations (Obs.)

Teacher	Larger Study Number of Obs.	Duration	Post study Number of Obs.	Duration	Total Hours of Obs.
Mrs. Raymond	3	4-hour 6-hour	4	4-hour	34
Mr. Harrington	3	4-hour 6-hour	3	4-hour	30
Mrs. Winters	0	0	3	4-hour	12
				Total	76 hours

As previously mentioned, a total of 76 hours of observations were conducted.

Artifacts. Artifacts were collected for this research project. These include any student work that teachers were willing to share. Lesson plans teachers created for the week were also collected as artifacts for this project. The majority of artifacts collected for this project are the resources provided by the ADE that include information regarding curriculum, major components of ELD, and strategies or activities to use during the four hours of ELD. These artifacts were collected from trainings provided by the ADE regarding implementation of ELD.

Data analysis. Data analysis involved several steps to allow for a thorough analysis and understanding of the data set. Initially, I familiarized myself with the data immediately after it was collected. I then generated preliminary categories and themes as I conducted interviews and continued with observations. I analyzed the teacher interviews for perspective on the four-hour model and the benefits and disadvantages for implementation of this model in junior high settings. Observations were analyzed using analytic memos for practices that were present in the classroom and how these practices helped support or constrain the development of English and literacy among adolescent ELLs. Analytic memos allow impressions of the data and ideas to be documented. Maxwell (2005) states using analytic memos as “a way to facilitate reflection and analytic insight” (p.12). Member checks were also conducted with two of the

three participants to verify and validate the data analysis. Only two of the three participants were able to conduct member checks because one of the participants was no longer at the school site or able to be contacted. Analyzed data was produced from interviews of three junior high teachers, classroom observations, and classroom artifacts.

Because qualitative research design is recursive, not linear, and it involves cycles of reflection and refinement” (Maxwell, 2005). Therefore analysis of the data was continuous, and it did not wait until all data was collected. Rather, initial analysis was conducted and then repeated as more data was collected. Modified grounded theory provided opportunities to analyze the data for indicators of categories, codes, and the consistencies between them. Categories are saturated when new codes are formed and related to the specific pre-existing categories. Central categories were identified that specifically addressed the research questions created for this research. Member checks were conducted with the participants to review the analyzed data and to address additional questions that arose through the process of analysis. These member checks were used to validate the analyzed data.

The goal of the initial identification of categories and codes was to develop an understanding of the data collected and treat analysis as an ongoing process. Initial categories and themes changed as the data collection was completed and repeatedly analyzed for over-arching categories to saturate interpretations of the data. Data analysis also used a modified approach to

Erickson's analytic induction (1986). This method of analysis was modified because initially the larger study sought to collect data to specifically address characteristics of the four-hour block in K–12 settings. For the purpose of this study, the data was augmented and used to look at implementation specifically in junior high settings, adding another layer to specifically address literacy within these four-hour blocks. This created a semi structured approach to data collection for this study. This is unlike qualitative approaches that are unstructured, allowing themes to emerge that are not specifically linked to predetermined questions. This study sought to specifically address how junior high teachers are implementing the mandates for ELLs in Arizona along with the literacy practices afforded in these settings. A structured approach to data collection ensures “the comparability of data across individuals, times, settings, and researchers, and are thus particularly useful in answering variance questions, questions that deal with differences between things” (Maxwell, 2005, p.45).

Furthermore, data analysis underwent several levels of analysis. To examine the literacy practices occurring during the four hours of ELD, it was important to examine the observations made in the classroom and how these practices related to creating literacy events during the four hours of instruction. These practices were then coded with various labels that could identify the literacy event and link them to other similar observed literacy events. A second analysis was then conducted that specifically sought to analyze any reading, writing, listening, or speaking activities to support ELLs with language

development. As often occurs with analytical codes, some overlapped. This caused for multiple reviews of the data to determine how these events, or listening, speaking, reading, or writing activities were able to be distinguished from each other. The separation of the four areas of language was important because instruction was not able to be clearly analyzed into one area of language over the other. To address the question of teacher attitudes or perceptions of the four-hour block, interviews were analyzed and used as the primary source of data for this question. Lastly, to efficiently respond to the last research question regarding the overall impact of ELLs, interview and artifacts served as the primary sources of data for these two questions.

Site Selection

In the following section, I separate each classroom and use initial data collection to describe the environment of the classrooms and the school. I provide general background of participant teachers and share brief demographic information for each classroom. All schools in this district rang from kindergarten, or preschool, to 6th or 8th grades. There are no traditional middle schools in this district.

Mr. Harrington's classroom. Mr. Harrington's school is located in the middle of a residential area occupied by many apartments and populated by many families that have recently immigrated to the United States. The school is located on a busy major street near a major freeway access road. Large representations of

refugee students are present and active in the school system at BES. In fact, the parent-teacher association was divided into two organizations, one for English speaking parents and one for non-English speaking parents which involved many refugee parents. This created voice for many non-English speaking, but also created a division between the organization and the two sub-groups as they did not seek many opportunities to collaborate. Mr. Harrington's classroom was located right beside the school playground and high traffic walkways. Mr. Harrington's junior high ELD class was isolated from the rest of the junior high classrooms near the 5th and 6th grade level rooms. This was documented by the many interruptions by teachers and students during the school day. Six computers lined the back of the classroom, which were often used by students from other classes. Walls were layered in posters related to specific SEI terminology, such as practice English, speak in complete sentences, and 50/50. The back wall was covered in AIMS testing data represented by a red and white board with a bulls-eye. Students names were placed on toothpicks and positioned all across the bulls-eye depending on what score students achieved on district exams that were administered to provide practice for ELLs.

The classroom contained 23 students and 8 languages. The proficiency levels of these students varied from emergent to intermediate. Five were labeled as emergent while 18 of these students were labeled at basic or intermediate levels of English proficiency. The classroom was set up for a collaborative working environment. Each group of students was set up with five desks, but it is

important to note that each group was not selected by their language proficiency. Rather, each group was put together randomly. Due to the odd number of grouping and the size of desks, which resembled a younger elementary desk with big cubbies, the five desks led to an awkward walk space that limited Mr. Harrington's mobility around the classroom. A total of eight languages, other than English were documented in Mr. Harrington's classroom. There were also two native English speakers born in the United States, but it remained unclear during data collection for this study as to why these students were placed in the SEI classroom. All of the ELLs present in Mr. Harrington's classroom were designated as basic or intermediate with the exception of one student who had an individual education program and was identified as a pre-emergent ELL.

Mrs. Raymond's classrooms. The school is had two floors. The seventh/eighth combo ELD classroom is located on the south end of the second floor. Placed near the resource classrooms third and fourth grade art rooms, the classroom is distant from the other junior high rooms. The class is set up with rows of desks facing the front of the classroom; each row has a pair of students at each end of the aisle. The pairs are often asked to talk to each other and work together. Ten computers are available for students. Students are mixed in with English proficient students during their special area class and during math instruction. The SEI posters are set up above the white board in the front of the room, which also included the five-star component that highlights semantics, lexicon, phonology, morphology, and syntax at each point of the star. The back

wall is blended with numerous student-created vocabulary boards that highlight words such as theme, interpret, essential, bias, and so on. The wall is clearly identified as the academic language wall and each student-generated word poster includes a definition, a synonym, a picture, a sentence, and a word family. On one corner of the wall, a list of transitional words are displayed, along with a list words synonymous with the words “the same,” and a list of words that are synonymous with the words “not the same.” Another list is found closely nearby that address words signaling opinions. The teacher’s desk is rarely observed being occupied, rather a stool in the middle near the overhead and smart board are a common location for Mrs. Raymond.

Mrs. Raymond’s classroom is composed of 21 students. All students are designated as basic or intermediate levels of English proficiency. There are three students at basic English proficiency level, and eighteen at intermediate level. There are eight 8th grade students, thirteen 7th grade students, and a total of eight special education students. The desks are set up in rows but with pairs joined together for each row.

Mrs. Winters’ classroom. Winters school is the only school that has a true junior high setting. This district is one of the larger districts in the area, and it was one of the first to pilot and implement the four-hour of ELD, even before the policy was mandated. The school is located within a residential area. The middle school is divided up into two campuses. One campus is only populated with sixth grader while the other houses the seventh and eighth students. Mrs. Winter’s class

is located right in front of a gate that separates the classrooms from the parking lot. Each home room is given a class name. Mrs. Winters is identified as the Lobos (the coyotes: pseudonym). The smart board is centered in the front of the classroom, and the left whiteboard is covered with content, language objectives, and time schedules that were observed to be strictly followed.

Ms. Winters had 28 students, the most of all three classrooms, and they were all 7th grader. This is another distinguishing factor from the other participant classrooms, which were combo classes of 7th and 8th grade students. The only native language in this classroom of students was Spanish, and all students were at an intermediate level of English proficiency. The classroom is much more like a science classroom than a traditional elementary classroom with desks. There are six large black tables each occupied by four students. In the middle of each table are resources such as dictionaries, text books, and buckets of rulers.

The population of students in the classroom varied, but generally the number of students ranged from 21 to 28 students. Student demographics within the three ELD classrooms were primarily Hispanic, all native Spanish speakers, and all were labeled as either a basic or intermediate ELL. Table 3 provide demographic information more clearly of all three classrooms.

Table 3

Classroom Demographics

Teacher	Number of Students	Grade Level	Languages	Language levels	Special Education
Raymond	21	8th= 8 7th= 13	Spanish	Intermediate= 18 Basic= 3	9
Harrington	25	8th= 8 7th= 17	Spanish Thai Korean	Intermediate Basic Emergent	5
Winters	28	7th= 28	Spanish	Intermediate	0

Classrooms were chosen based on the recommendation of each school’s principal and/or ELL coordinator. Once the ELL coach or principal recommended classrooms, each classroom teacher had the opportunity to participate, or opt out of the study (Lillie et al., 2010). Once the larger study was completed, the two participating junior high teachers accepted an invitation to continue on in the project. The third junior high teacher in the study was identified as a possible participant in the larger study but was not able to participate at that time due to the strict timeline for the larger study. She agreed to participate in this dissertation research because the timeline for data collection was a bit more flexible.

Description of Classrooms

As referenced above, all of the students in the three participating junior high classrooms were characterized as ELLs except two English speaking students in Mr. Harrington's classroom. All three of the teachers followed mandated curriculum established by the ADE for ELLs in the seventh and eighth grades. The students in these classrooms did not follow a traditional bell schedule for junior high classrooms. Students typically arrived at school between 8:00 and 8:30 and remained in the SEI classroom until their specials (i.e., art and P.E., or music in some cases). Specials usually occurred in the mornings between 10:00 and 12:00 in one classroom after they returned from lunch. Only one of the three classrooms switched teachers/classrooms for math instruction while the remaining classroom received math instruction from the SEI teacher. The curriculum addressed in these classrooms followed a five-star component of instruction. This five-star program addressed five areas of discrete skills. The physical qualities of these classrooms also reflect SEI curriculum. All of the participating junior high classrooms had prominent displays of the English only policy. Wall postings that included statements such as, "Practice your English 24/7," "I will speak in complete sentences," and "50/50 of the time."

Teachers

The background, qualifications, and skills of the teachers who were involved with the four-hour block classrooms were key factors in the implementation of the SEI model. According to Arizona state law, teachers are

required to be highly qualified in Language Arts for the ELD blocks (as per the *No Child Left Behind Act of 2001*). All teachers are also mandated (post-Proposition 203) to have an SEI endorsement. The only exception to this mandate is for those teachers who already hold a bilingual (BLE) or ESL endorsement. The SEI endorsement can be a provisional (15 hours) or full (45 hours) backing. Table 4 illustrates the endorsements held by the three participating teachers. It is important to note that the SEI endorsement is not as comprehensive or in-depth as a BLE or ESL endorsements (see de Jong, Arias, & Sanchez, 2010, for further discussion). The ages of the teachers in this study ranged between 40 and 50 years of age. All three were considered to be experienced teachers.

Table 4.

Teacher Experience

Teachers	Endorsement	Years of experience
Raymond	Bilingual English as a second language SEI provisional	15
Harrington	Early Childhood Administration leader Math Highly qualified SEI Full	16
Winters	Bilingual English as a second language SEI Full	24

Instruction

The following table displays the four areas of language the units of analysis covered. When lessons transitioned from one objective to the next this was considered a new unit. The following tables display the units of analysis into two different categories. The first addresses the four areas of language. Units were separated into reading, writing, listening, and speaking units. Since it is difficult to isolate these areas of language into only one category, some units were labeled as two areas. For example, a lesson objective on grammar in which students were asked to correct sentences in a grammar book would be labeled as a reading and writing activity. The table below reflects this coding of units and shows displays the emphasis placed on reading and writing as compared to listening and speaking.

The second table addresses the content areas of units observed for this study. These content areas were labeled as language arts, social studies, science, and math. A fourth label was added to this category to address the use of program software in the participant classrooms. Program software was often used in the classroom to support the development of English for ELLs. Program software was observed in two classrooms, which were both in the same school district. This district adopted and approved the use of these software programs primarily designed to support struggling readers, however use of these programs were routinely used in SEI classroom for language development. This table also

indicates the limited exposure to science and math ELL students in these three classroom received.

Table 5.assertion

Four areas of language

Teacher	Reading	Writing	Listening	Speaking	Total
Raymond	30	19	6	8	63
Harrington	25	16	7	3	51
Winters	14	10	5	3	32
Totals	69	45	18	14	146

Table 6.

Content areas

Teacher	Language Arts	Software Programs	Social Studies	Science	Math	Total
Raymond	31	24	1	8	0	63
Harrington	21	19	1	4	6	51
Winters	18	0	0	14	0	32
Totals	70	43	1	26	6	146

Limitations of Study

Due to my interest and foundation in a more critical approach to instruction in the classroom, it is important to note that analytic induction, despite my meticulous analysis, is not critical enough. It does not place specific focus on elements of ethnic background, power, or dominant culture.

Chapter 4

Results

Organized according to the three guiding research questions, this chapter presents the findings that emerged from analysis. Each of the research questions is supported by data segments that provide evidence for each specific assertion. For each research question, the assertion is stated followed by data analyzed from each classroom in support of the assertion. After all data analyses are shared, a conclusion is provided that summarizes the assertion and the data. The final chapter provides an in depth discussion regarding the interpretation of the findings, the assertions made, and the recommendations for the classroom.

Assertion No. 1

- Literacy instruction that follows language policy is focused on the development of skills. There were few instances of interaction around literacy events, of students making sense of literacy events, or of students showing an understanding of literacy events.

As previously stated, the first research question is:

- What literacy practices are occurring in three the junior high classrooms in the SEI four-hour block?

Mr. Harrington, Mrs. Raymond, and Mrs. Winters provide examples to illustrate the literacy instruction in the classroom. With examples from each classroom that address literacy instruction.

Mr. Harrington Literacy Instruction

Mr. Harrington's skill-based literacy instruction No. 1. The focus on skill involves two dilemmas for ELLs. The first is the emphasis to “sound right. This is not adequate support for ELLs because they are in the process learning English, and do not yet have a proficient understanding of how English should sound. The second dilemma is the acronym FANBOYS, this acronym is provided to give students a handle for remembering the conjunctions for, and, nor, but, or, yet, and so. This acronym is not adequate support for ELLs due to its lack of connection to ELLs' background knowledge. Students seemed to have been confused and did not completely understand the use of acronyms. Thus, this observation of Mr. Harrington's class shows a discrete lesson focused on compound sentences. Mr. Harrington, represented by “H” in the excerpt below, refers to FANBOYS numerous times. As you will read, Mr. Harrington makes many statements that suggest students use their ability to make their writing “sound right” using the FANBOYS to write their compound sentences.

Mr. Harrington's observation No. 1. In the observation below, a boy from the front group (who was earlier told to make compound sentences that “sound right” is now showing Harrington his essay. Harrington talks to the student about how he has used conjunctions (good), but that he didn't pick the right one.

H: This word "nor" that means not. Is that what you are trying to say? Not? You need to pick another word, another conjunction. You need to use your word choice a little bit differently sir. Just because we have

the FANBOYS doesn't mean every sentence is going to work right. Dan, I hope you don't mind I want to use your example. He used the word nor, but it didn't fit, like shoes that are too small. It didn't feel right (550–552).

H: Okay, because he was coordinating, it sounded like Christmas for some. Because our memories last a lifetime, I hope that you will have good memories of ELD that will last a lifetime. That you will remember FANBOYS, and you will use them and they will make it sound right. Just like a conductor moves his wand, moves his hand to make music, to make it sound right (570–573).

In another observation Mr. Harrington plays the National Anthem:

"Oh say can you see..." Just listen, just listen, eyes open. Could you almost see the conductor? The beauty of it is, when music sounds like it should, you know the song. When all the notes are played at the right time, it sounds good.

Mr. Harrington's connection to the National Anthem did not support students thinking or understanding of the English language. It is extremely misguided to assume that the literacy practices that support the learning of native English speakers will work in the same way for ELLs (Echevarria, Vogt, Short, 2000). The connections were also not made to address connections to the National Anthem and American culture. Mr. Harrington's limited knowledge of second language acquisition limits his ability to know how to develop and teach language to students who lack preexisting knowledge about what sounds right or wrong. Yet, the literature reminds us that without generous attention to knowledge related to second language acquisition principles and an understanding of the impact of cultural considerations on classroom learning, future teachers will be left with a misguided understanding about how to effectively use strategies to teach ELs (de

Jong & Harper, 2005, Milk et al., 1992; Wong-Fillmore & Snow, 2002). During other observations, Mr. Harrington continued to stress sound “right.”

H: What does FANBOYS do? It fine tunes our writing to make it sound what?

STU: Good, better (575–579).

H: Yes, so it sounds right. It will sound like you, not just you, but the intelligent you. When you use that beautiful brain and use your conjunctions, it will sound fantastic. And, it will bump that AIMS score up to a 4 or a 5, not a 2 or 3.

This observation shows that students are confused by compound sentences and the use of FANBOYS (conjunctions). Simultaneously, the students were trying to build on their learning by applying what they know about compound words. This opportunity is overlooked by Mr. Harrington. Instead his guidance is limited and his lack of second language acquisition is evident. Learning English simultaneously while acquiring subject area knowledge is a crucial yet a demanding task. Students who are ELLs need opportunities to nurture their cultural background, develop their literacy skills, and language development (Faltis & Hudelson, 1997). Opportunities to discuss reading and recognize compound sentences in authentic contexts would have better supported ELLs and led to more opportunities to use language in meaningful ways. Yet the support and training for SEI teachers did not focus on creating opportunities to read critically.

“Languaging is defined as the use of speaking and writing to mediate cognitively complex activities” (Deters & Merrill, 2007 p. 822), this was limited

in the SEI classrooms. Activities and lessons in classroom observations draw attention to lesson-built, skill sets that students have yet to develop or lessons that are not demanding enough for students at intermediate proficiency levels in junior high. As described through the data segments from each teacher, lessons were porous with few opportunities for the two English-proficient ELLs to support learning. Instead language at times was being emphasized by sounding correct or sounding right. With this approach, it was very difficult for adolescent ELLs to decipher what is grammatically correct English or not. This was apparent in the following observation.

STU: What word is a compound sentence? Like basketball?

H: No that's a compound word, but it's close. Where's the handout I gave you? The top part is a simple sentence. The second is a compound sentence. Look at those red words. Those are conjunctions. All you have to do is take out the period, pick one of those conjunctions. Read it and see if it sounds good. I want to see one or two for each paragraph. Look at your sentences and think about what sentences would sound good together. That's up to you.

STU: This sentence would be good?

H: No, not that sentence, that's your topic sentence. Not the first paragraph or the last. The middle paragraphs, those are the ones that you can use to make the compound sentences. Use that paper - those words in red. And if you want to, get a highlighter and highlight those words (457-475).

This lesson shows a lack of connection for students. The lack of contextual connections creates an environment that leaves ELLs unaware of the process to “sound right.” Also, the absence of native language use does not allow students to

make connections from what they do know and understand about language to second language acquisition.

Through analysis, data was categorized in tables that included the variables of listening, speaking, reading, and writing. The data was then organized once more by content-area categories. Through this process, literacy practices were observed and themes emerged that showed the majority of the practices within the four-hour ELD curriculum focused on a skill based approach that took language apart, rather than using language in meaningful contexts. Once these themes began to emerge, representative examples from Mr. Harrington's observations were selected to support the claim made in the first assertion.

Mr. Harrington's skill-based literacy instruction No. 2. Below is an example of one literacy event that allowed students to practice being explicit with their delivery of directions. Mr. Harrington allows students to share, interact, and speak. Unfortunately, the excerpt also shows the confusion students have following Mr. Harrington's instructions. Students are asked to write directions on how to make a peanut butter and jelly sandwich, then share their directions with a partner while the partner acts out the process with materials (plate, butter knife, peanut butter and jelly, bread) provided by Mr. Harrington. There is an obvious need and benefit for students to use native language, but lack of resources presents a barrier for these students.

Mr. Harrington's observations No. 2. In the observation below, Mr.

Harrington discussed the assignment.

H: If you have not finished it, you need to get it done. You have homework over break. There are 5 people. They will be the group leaders. You will be given a plate, a knife, PB and J, and one knife per person.

STU: You said you get to choose which one to write about.

H: No, I gave you three, we did one in class, and then I said you need to do another one outside of class. Pick another one to work on. You should have had the second one done on Tues or Wed, now you should have one to go. How many have done all three?

STU: Few students raise their hands.

H: Just because I didn't say do this today or do this tomorrow? Do I have to monitor you every minute? I have 5 people that finished. Will this be on the AIMS, maybe or maybe not - but the point is you have to be able to teach someone how to do something. The point is this, you will get with one of the leaders, whatever they say, you do. We are not gonna have enough time. Okay who wants to read theirs?

In another observation, one girl reads her sandwich-making instructions while Mr. Harrington acts them out.

STU: Laugh because of the limited details on how to make the sandwich.

H: We only have 25 minutes. I don't want to have to rush. Okay, group leaders come to the table.

In another observation, students begin to use plates as Frisbees

H: You are not to use your plates as Frisbees, you are not to throw peanut butter or jelly or anything. Nothing is a weapon; if it is used as such, it will be sent to the office as evidence. Kids are so excited, standing around the room in groups.

H: Ok, alright, next one, listen up. This is a listening and speaking activity. When I have to stop, you are wasting our time.

STU: Spread it.

H: Does it say that, does it say that? Okay here we go shhh shhh shhh

STU: Get one bread, put peanut butter on top of bread, and spread it. Get another piece of the bread, put jelly on the top of bread. Then flip it.

H: Flip it? Flip what? What else?

STU: That's all (123–181)

This lesson addresses oral language, but presents it in an inauthentic manner.

Students are practicing directional language, yet again denied the opportunity to have examples in their native language of how this instructional language may look. Also, having interactions with English speaking peers would support ELL learning because these factors dramatically influence learning in this lesson.

Further, ELL literacy instruction is focused on skills rather than providing authentic language use and adequate resources in the lesson. Approaching literacy as a practice with authentic language in written and oral format is not being utilized in this lesson.

Mr. Harrington's skill-based literacy instruction No. 3. The last two examples shared for Mr. Harrington demonstrate practices adopted by the district to support ELLs. In the following example, students are working on writing using *Write to Learn* software. This literacy event involves students typing their written rough drafts into the computer using this software. The software then scores student work for writing skills and reading comprehension with reports on weak

areas for each individual student. This information is then used to generate individualized lessons, or mini lessons, over these areas. The obstacle for this lesson is that students instead type their drafts in Microsoft Word, in hope of finding mistakes with the programs editing abilities. They then copy and paste into the software. This software is programmed to catch grammatical errors, but is limited in creating opportunities to talk about ideas and thoughts about writing.

Mr. Harrington's observation No. 3.

H: What do we do last?

STU: Cursive.

H: Yes, cursive. What is our hand writing page?

STU 1–215.

H: Nice job [STU 1] 50 points.

This causes some ripples because other students want points because they called out page number too.

H: I can only help what I hear....okay page 215. You have exactly 2 minutes, get it done.

On another occasion, timer is set then students are finishing up.

H: If you want to practice more cursive, you can finish the whole passage, hint, hint. When the timer is up, I am going to be awarding points for tables.

A third observation on this point shows that this causes problems for the front table. During this situation, another student is copying the alphabet and Mr. Harrington redirects her. Boys are stressing that she will not be done in time.

H: 20 seconds

H: OK... hold em up -looks good, thank you, let me see -very nice, nicely done.

All table s get 50 points

While students were finishing up this assignment on the computer, I continued to make observations. It appeared the students know that once they are done with their hand-written, rough drafts, they can go to the computer to type it and print it out. This final piece is what they turn in. Sometimes they enter it into *Write to learn* if it is a prompt that Mr. Harrington has entered into the program. Even with “Write to learn” Students first type their pieces in Word (using the tools that Word provides, such as spell and grammar checks), then they copy and paste their work in to “Write to Learn.” The program then scores their work for all things writing (spelling, grammar, ideas, etc). Some students come to the computer with their “rough draft,” but it is really a blank piece of paper. They just type (421–424).

The data provide an example of how students are not getting the support they need from the digital prescriptive programs. It was undetermined if Mr. Harrington noticed students copying and pasting into the software, or if he was unaware of this practice. Either way this was a common occurrence with most students. More importantly, students are attempting to work around the software rather than working with the program. The program is designed to help struggling writers with weaknesses, but students perceive this software as a way to highlight their faults or weaknesses with language and lack of proficiency in English.

Mr. Harrington's skill-based approach No. 4. This data segment was taken while students practiced reading from supplemental material titled "The Six Minute Solution" that had been adopted by the school. This approach is geared toward building students' reading fluency and text comprehension, and is suggested to be used as a compliment to reading curriculum already in use. The program incorporates letter sound, word reading, and prefix/suffix fluency. It uses interactive peer-to-peer, repeated readings. Readings are suggested to be of high interest to students. The following figure I. provides a clear description, through the script, of how the facilitation of the program should flow. Following the table is a transcript of data of how the facilitation of the program was actually observed in the classroom.

Figure II.

Write To Learn

TIME	PROCEDURE
Minute 1 1	<ul style="list-style-type: none">• Teacher announces it is time for fluency practice; students retrieve fluency folder• Partners record date on their respective record sheets• Students identify Partner 1 and Partner 2
Minute 2 2	<ul style="list-style-type: none">• Teacher sets timer and says, "Begin"• Partner 1 reads, and Partner 2 marks errors and stopping point
Minute 3 3	<ul style="list-style-type: none">• Partner 2 tells Partner 1 how many words he/she read and how many errors were made, and does error correction procedure• Partner 1 records the numbers on his/her record sheet
Minute 4 4	<ul style="list-style-type: none">• Teacher again sets timer and says, "Begin"• Partner 2 reads the same passage to Partner 1• Partner 1 records errors and stopping point
Minute 5 5	<ul style="list-style-type: none">• Partner 1 tells Partner 2 how many words he/she read and how many errors were made, and does error correction procedure• Partner 2 records the numbers on his/her record sheet
Minute 6 6	<ul style="list-style-type: none">• Students return their passages, record sheets, and materials

The following observation of what actually happens is very different than the scripted program. It should be noted that the teacher had not received training on the use of this software at the time the observations were made.

Mr. Harrington's observations No. 4.

H: Moring Work: "The Six Minutes Solution: A reading Fluency Program."

I asked if this was considered DIBLS?

H: It's a cousin to DIBLS)

During this observation, students partner up and pull out the materials. One person has the timer and starts the class off.

H: Level six, green goes first, ready go.

The timer starts with 60 seconds. When the timer sounds, partners switch, and the other reads until the timer sounds again. Then, the teacher (or sometimes a student) picks a passage. For example, one might be “Fluency 210 (grade level 2 passage 10).” The person with the timer says, “student: Fluency 210. Green goes first, ready go.” Then the student starts the timer. After 60 seconds:STU: Green retell, ready go.” and starts the timer for another 60 seconds.

STU: Fluency 210. Blue goes next, ready go.

When the timer sounds -

STU: Blue retell. Ready, Go.

Rsr: Do you have a teacher’s edition that I could look at.

H: He does not but is going to a training this summer where he will get all that. (235-261)

This example is focused on fluency, yet this program does not adequately support ELLs in the classroom. Reading out loud can be a support for ELLs, but in this case, the element of time becomes an unnecessary tool for anxiety. This focus on skill again diminishes ELLs opportunities to express their ideas and negotiate meaning through quality uses of language.

It is unclear how these activities are benefitting adolescent ELLs, or if this question has been raised at all. In looking at literacy events, control becomes an important element to consider, and I question whether students have opportunities to control the outcomes of their own literacy events or not. “If the print user is being controlled in her print-use, if someone else decides what literacy event will

occur, how it will begin, what it will be about, when it will end, and so on- then the print-use is positioned as an object (Edelsky, 1996, p.99). This means that reading or literacy practices in the classroom are no longer spaces to develop understanding or questions, rather attention is focused only on finding the correct answer, or in this case the correct level of fluency. Gee (1989) describes being a literacy object or subject as a form of incorporating different literate discourses. These discourses incorporate attitudes, values, beliefs, and activities. The attitudes values, and beliefs, of student participation in this type of instruction was not the focus on analysis for this study, but it is important to bring attention to the effects this type of instruction.

The first research question addresses what literacy practices can be found in three SEI junior high classrooms. The assertion for this question addresses how these literacy practices are focused on skill rather than practice. For Mr. Harrington, this is evidenced in three ways. These ways include a hyper-focus on vocabulary words, the absence of foundational understanding of connections, little or no use of native language for teaching or dialogue among students. This assertion and these three areas are described for each of the participant's classrooms.

Mrs. Raymond's Literacy Instruction

Many lessons that I observed focused on vocabulary and discrete skill development, which were decontextualized exercises. The focus words were

ambiguous and lacked connections for students other than for the purpose of writing one sentence. For Mrs. Raymond's data, the majority of the content area focused on Language Arts. This was the same as the other participants, but Mrs Raymond's examples focused on a skill-based approach as it relates to developing vocabulary. Thus, Mrs. Raymond's first example is representative of how exposing ELLs to new vocabulary becomes very essential and foundational with each lesson.

Mrs. Raymond's skill-based approach No. 1. Ms. Raymond began each day with a robust word of the day. Students were asked to write the word in their word journals and then find the definition, synonym, antonym, and then write a sentence. This was part of the classroom routine that was conducted each morning as students' first event of the day. Mrs. Raymond had a continuous document on *Microsoft Word*, which she projected on the screen that incorporated student generated sentences constructed with the robust words of the day.

Mrs. Raymond's observation No. 1.

During my observations in Mrs. Raymond's classroom, I noted that she always wrote the word of the day and a sentence on the white board. She would then explain the sentence and ask if everyone understood it. I observed that when few students raised their hands, she would then explain how to break down the sentence. Mrs. Raymond wrote the following on the board each day with a new vocabulary word.

Word of the day: irritable

Sentence: The revelers became irritable after it was conveyed to them that they had to leave the gathering.

Explains this sentence. She asks if anyone understands the sentence. Not many respond. She explains how to break down the sentence.

R: Remember convey is one of our first academic words. It means to give information. You all convey messages to me all the time. You convey that you're interested, that you're bored, that you're annoyed. Okay so now look at the sentence and try to think about what the sentence means. Okay now use your dictionaries and look up the phonetic spelling of the word irritable the synonym antonym and the definition.

Mrs. Raymond gives the students time and then begins to give an example of the word irritable.

R: Sometimes when we wake up and you are still tired you may be irritable. These revelers were having a good time then were told to leave, so they became irritable.

I like how you are using other vocabulary we have used or using academic words because we are 8th graders when we were 3rd graders we did not write like we were kindergarteners. Can a situation be irritable?

STUs: No only people.

R: Okay in a minute I am going to ask you what part of speech this is and you need to respond in a complete sentence. Okay say it. The word irritable is an adjective. I noticed some of you said an... why did you say an... yes because adjective starts with a vowel.

Mrs. Raymond discusses synonyms for irritable.

R: Mad, angry, upset, annoyed, bothered... how about bothered yes (student gives these words) Ant: happy, joyful, and content.

R: We use mad angry and upset a lot but look at annoyed bothered. Okay let's see who has their sentences done.

Mrs. Raymond walks around to look at everyone's sentences. Some students say they can't do it. Mrs. Raymond gives them encouragement.

R: Sure you can think of the last time you were irritable. Okay I want to point out log words have word families. Some dictionaries did not have this word but they had these words give me some: irritated, irritating, do you think irate would be part of this word...maybe not because it only has one word.

Students read their questions on the overhead projector.

R: Okay now let's add your sentences for today.

Student sentences include:

- The irritable people are speculating about what is going to happen in 2012. STU 1
- I conveyed to my mom that I was irritable. STU 2
- The man was irritated when he didn't get enough sleep. STU 3

With a hyper focus on vocabulary, all three teachers have lessons that flood students with word learning. Further, like the other teachers, Mrs. Raymond teaches words out of context. For many of these students, the first exposure to these words happens in the classroom during these lessons. Therefore, students' experiences with these words are limited to looking up words in a dictionary, writing sentences with the words, and incorporating them into student writing.

Expanding and extending vocabulary is a critical piece to adolescent literacy needs, especially in middle school classrooms. "Vocabulary knowledge, like all aspects of literacy, continues to grow in breadth and depth as students engage in increasingly sophisticated reading and writing experience" (Irvin, 1998, p. 27).

This daily vocabulary lesson prepares students to learn how to find definitions and use these new vocabulary words in sentences, but it is unknown if

students are benefiting from learning the vocabulary word versus acquiring new vocabulary (Gee, 2000). Teacher preparation for adolescent ELLs should include second language acquisition, literacy development, and how to most productively respond to ELLs acquiring academic English proficiency (Grant & Wong, 2003; Mezler, 20005). Unfortunately the SEI model focuses on discrete skills, but not necessarily how these skills or strategies are integrated with students' personal experiences. Opportunities are needed to integrate life experiences and make connections to new vocabulary. Without these opportunities, robust words of the day offer limited vocabulary development.

Mrs. Raymond skill-based literacy instruction No. 2. A second example of vocabulary-intensive and inauthentic use of literacy in the classroom was the frequent use of computer programs. Mrs. Raymond's daily schedule involved students engaging with *READ 180*® software. This example is representative of a common literacy practice in her classroom.

"*READ 180*® is an intensive, adaptive intervention program designed to meet the needs of students in grades four through eight whose reading achievement is significantly below grade level."

(<http://read180.scholastic.com/reading-intervention-program/about>) Though this program is designed for readers that fall beneath their reading level, which in many cases is a characteristic of adolescent ELLs, the needs of struggling readers may vary drastically. In order for the *READ 180*® program to be successful,

students must first be given a diagnostic and curriculum-embedded assessment. The results of this assessment determine the lexical level of the student; instruction is then guided based on the assessment results. The areas of focus for this program are phonic skills, comprehension, word analysis, spelling, and writing. These areas somewhat coincide with the five ELD components defined by ADE which include, phonology, morphology, syntax, lexicon, and semantics. Students will range in lexile level one to four; although, students in lexile level four do not directly benefit from participating in the program because their vocabulary is closer to grade level. This is important later in this section when we explore student needs based on *READ 180*® assessments.

Mrs. Raymond's observation No. 2.

R: Okay open read 180 books to 170 and go ahead and do your prereading on 171–172 go ahead and do your pre-viewing.

Mrs. Raymond gets the smart board ready with *READ 180*® software while the students preview the reading assignment.

R: There is a lot to preview so I am going to give you some extra time.

Mrs. Raymond provides time for the students review.

R: Okay let's do a mental checklist. How many of you:

1. Looked at the title in blue...looks like an introductory heading.
2. Looked at picture and read caption.
3. Looked at both photos and read the caption.
4. Read sub heading.
5. Looked at the foot note.
6. On page 172 looked at the photograph and read the caption 1.
7. And read the foot note.

R: If you did all those, give yourself a metaphorical pat on the back.
Do you think this is narrative or informational by your preview? On three tell me your answer 123....

STU: Information (in unison).

R: Now write two questions you expect to find in this article. If it is an accurate question you will have a question mark at the end.

Mrs. Raymond walks around and then shows a video about the reading: “Dijanna Figueroa.”

R: Okay let’s look at this word biology. I will say it and you will repeat it. It is a noun. Go ahead and rate it. Okay look at it and now loop the syllables.

Students rate the word on a number scale depending on how familiar they are with the word. Students then look at the highlighted words in the book, then in the air, loop the syllabication of the word (ex: bi-ol-o-gy four loops).

R: Get ready to write the definition: the scientific study of living things

Mrs. Raymond says it and students write it.

R: Okay let’s go back to our Latin and our Greek. Do you notice anything about the Latin and Greek? Talk with your partner about anything you notice? Okay now read with your partners paragraph by paragraph, and then when you are done come up with a main idea sentence. Read the whole article.

Students begin to read. The following are observations of students while they read.

- Three girls reading together.
- One reading very softly.

- Boys behind them have not started because one boy complains about being tired (he is sent to the office).
- Girls on either side complain about not being able to hear each other.
- Girl on the end moves to the middle and reads louder.
- Boy (who was sent to office) is now reading to himself out loud.
- Raymond says to other boy that if he is too tired, he should not come to school...he needs to work.
- Another group of girls has finished the article.
- Boy group in front of girls seem to be sharing their readings and pointing to words on the page.
- Another group of girls are still reading.

Mrs. Raymond tells boy partners to give three words/phrases over article, then asks them to compose a main idea sentence using the three words.

R: Couple of strategies to use for creating a main idea sentence. Use tree map ideas, use five main phrases.

Students go to begin rotations. Mrs. Raymond works with four students and reads article with students. She pauses at various points in the story, the students read the word, and she resumes reading. R: Did you notice those transitions?

Eight students are working on *READ 180*® software and five students are reading at their desks.

R: What does submerge mean...yes means under. Okay, let me stop there because I am trying to figure it out. Why did they put hats and gloves on?

STUs: Because it got colder.

R: How do you know?

Students answer how they know with various responses that seem to be accurate.

R: Yes that is inference. Something else...they have quoted this girl, researcher, twice why would they quote her. Why would they not just talk about her? Why would somebody who is writing this article write that quote?

STU: She did that because she wanted to make it more interesting.

R: Okay let's keep going. Okay let's begin...wait what do you think hydrothermal means. Hydro I know you know what that means. Have you ever heard of thermal underwear...? (explains).

Most students do not know what thermal underwear means and seem confused

R: So put them together water hot...yes hot water.

Mrs. Raymond continues reading, and then stops to clarify and explain or ask questions. She also pauses to have students read the word before finishing reading.

R: Okay read your main idea sentences. Okay, not enough time so take time and write your main idea sentence. Remember this is like the umbrella sentence that covers a lot of what we just read about. Okay what is your main idea, and we need a sentence.

Mrs. Raymond asks various students what they have.

R: Okay let's go to number 1, cause and effect.

Students share first. Mrs. Raymond hands out cards to the group.

R: Okay use that phrase in your sentence and write it in your spiral.

Students have cards that say

- Because.
- As a result of
- For this reason.

Students share their sentences using their cards.

R: Okay let's go to number 2. Find two signal words or phrases in "Diving into the deep."

Students pair off in small groups to do number 2. Mrs. Raymond works with the quietest student. Then Mrs. Raymond's phone rings, and she ignores it. Then students go on to number 3.

R: What were the effects of the submersible losing contact with sunlight? Now in your pairs one says cause and one says effect.

The following are observations of students on computers and reading.

- Students on computers.
- Some read and record their voices on the computer.
- Some are focused on vocabulary.
- Some are creating list of words.
- Reading different books, chapter books.

Mrs. Raymond asks one student if the assigned paperwork had been filled out.

She then reminds the students that 15 minutes is left until the next rotation and asks if they want to take the test.

The time allotments as indicated by the software requires 20 minutes of whole instruction, 20 minutes of small group instruction, 20 minutes of instructional software, 20 minutes of modeled and independent reading, and 10 minutes for whole group wrap up. The observation in the classroom does not strictly follow the format as provided by the program. This program is also not formally adopted by all districts, but this particular district has provided funding to support SEI classrooms with this resource. However, this program was not observed at anytime in Mr. Harrington's classroom, which is in the same district.

Instead Mr. Harrington, as previously stated, used *Write to Learn* and *The Six Minute Solution*.

The relevance and significance of this representative data from Mrs. Raymond's classroom shows that much instruction for ELLs is remedied with program software that is developed for struggling readers. There is very limited discussion and knowledge on whether all ELLs need support as struggling readers. Yet programs, such as READ 180, are used for this specific purpose each day.

Mrs. Winter's Literacy Instruction

The following examples are from Mrs. Winter's classroom. They also demonstrate a very skill-based approach to literacy. As a former science teacher, Mrs. Winter's relied heavily on her professional development for discrete skill teaching, which like the previous examples relied heavily on sentence structure and grammar.

Mrs. Winters's skill-based literacy instruction No. 1. Students in this class were working on writing sentences with new vocabulary words. Once students had written their sentences, Mrs. Winters asked various participants to come up to the board and share what they had written. Once students had written sentences on board, they negotiated any changes that were needed to improve the sentence. Lastly, students were asked to negotiate the score of the sentence following the six trait rubric.

Mrs. Winters's observation No.1.

One student (boy) is facilitating the lesson. The vocabulary word is Sufficient.

Student 1 writes the sentence. "We need sufficient supplies for school or on a job."

STU 2: Change "or" to "and."

STU 1: I believe it was better with or.

The student looks to Winters for guidance. She responds to him that it is his choice. He decides after she [the teacher] reads aloud. He changes back to or, then Mrs. Winters asks how they know that it is right. During this discussion, students talk about how it is not one or the other, it is both. But more students agree that it was from a student perspective and school is a job.

STU 1: word choice

Mrs. Winters calls on a student.

STU 1: Why

STU 3: I choose 5 because it was a good sentence but maybe some different words would have helped

STU 3: Convention 5

The next word is supply. The student writes "Jessie had to buy supplies for her new job." Students grade the sentence on word choice on a scale from 1 through 6.

STUD 4: 5.

STU 1: why,

STU 4: ummmm I don't know.

W: Defend your opinion, that is the word...defend defend defend.

The third word is carrying capacity. Student 1 writes "Rick told me a forest has a carrying capacity of about 100 animals per acre. The students gave this sentence a six for both conventions and organization.

This example provided opportunities for ELLs to discuss writing within the boundaries of writing sentences and new vocabulary words. Students share their sentences with the whole class and then discuss ways to grammatically correct or revise sentences. Students end the sentence discussion by addressing the six traits of writing and provide each sentence with a trait score. This is a whole-class activity, but only a few students typically participate.

Mrs. Winter's skill-based literacy instruction No. 2. Another example was from Ms. Winters's class in which vocabulary focused on the development of new words by looking up definitions, writing sentences, and sharing sentences with the entire class. Then students would discuss and negotiate the grammatical correctness of the sentence and provide scores for the sentences based on the six traits of writing (word choice, ideas, conventions, voice, sentence fluency, and organization). This activity allowed students to use language in more constructive manners, by giving them the chance to negotiate scores. Nevertheless, these activities still provide inauthentic uses of language and writing. These routine and daily activities do not allow students to have vocabulary that is learned through

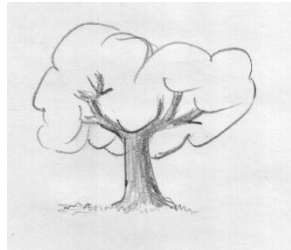
context. Instead, ELLs are exposed to words they most likely have not been exposed to before and then asked to create sentences from these unfamiliar words. The appropriate foundation for building vocabulary for ELLs is that there is meaning making with language for a purpose. This purpose should not be limited to writing sentences for daily warm up activities. The problem with this approach is that there is no attempt, or very few, to refer back to the new vocabulary and bridge how the robust words of the day fit into other activities with reading or writing. Rather, vocabulary is delivered into separate parts and these parts are seldom assembled together. ELL students are therefore gaining experience with writing sentences with unfamiliar words rather than building on their vocabulary.

Mrs. Winters's observation No. 2.

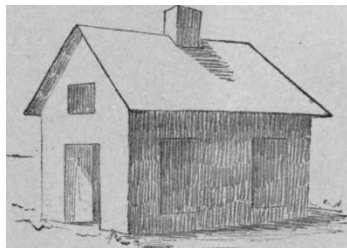
In Mrs. Winters' class, I also observed students working on word families and breaking down words into prefix, suffix, and base parts. Students used a graphic organizer made of an illustration of two trees and one house. Students were asked to separate word parts into one of the illustrations. The idea is to create a morph town, where word parts come together to make new words in the morph town house.

Figure III.

Morph Town



PREFIX TREE: Un



COMPLETE WORD: Uncomfortable,
comforts, comforting,



SUFFIX TREE: s, ing, able

This event allows students to separate parts of words, but does not extend to using these words to create meaning in text. Students are asked to create their

own unique morph town drawings in which they draw their own trees and houses, and write their prefixes, suffixes, or complete words into the appropriate illustration. This lesson is taught in isolation and strays away from allowing students to engage with authentic text.

Lack of contextual connects was also observed in Mrs. Winter's classroom lesson when the students were asked to work with an illustrated graphic organizer and separate words parts, from prefix, base, and suffix to create a morph town. The lack of contextual connection made this lesson very stagnant. There were few opportunities for students to understand how to use language in meaningful ways.

Professional Development Artifacts

This section provides a look into the professional development provided by ADE. This section used content analysis method to comb through document data provided by ADE. The analysis found strategies that supported the first assertion regarding a skill-based approach to instruction. While research has addressed how authentic literacy instruction can support second language literacy among ELLs, the professional development provided by the state focused much more on developing the English language skills and vocabulary. The following examples provide a representative sample of the instructional strategies that focus on this skill-based approach.

ADE skill-based strategies. This section addressed how state mandated training focuses on vocabulary enrichment for ELLs but without supporting

teachers in encouraging discussion or providing students with opportunities to learn vocabulary in context. When developing writing lessons, teachers are asked to focus on the language skills, performance objectives, themes, topics, and teaching strategies for the lesson. They are also asked to include sample activities that adhere to a DSI focus and correlating academic language arts, content objectives. This is a thorough look into some of the tasks teachers are asked to consider when creating a balanced lesson for ELLs within the ELD program according to the ADE Office of English Language Acquisition Services (OELAS).

Many strategies were provided for teachers who received training by ADE for ELD classes. These strategies focused on vocabulary building for ELLs that prompted questioning skills for students. In this subsection of the literacy instruction for ELLs, I address the strategies that were suggested for teachers within the ELD four-hour blocks. The first strategy is syntax surgery (Appendix C). This method asks students to dissect sentences that are difficult to comprehend. First students are asked to write the original sentence in a graphic organizer. Then students are asked to remove all nouns and then all the verbs in the sentence. After that, students are to identify the key phrases in the sentence. They are finally asked to make the sentence into a question and then a negative. This strategy for dissecting sentences is convoluted and seems to create confusion for students. It also overlooks the benefit of using the sentence in context and as a guide to discussion.

Another strategy for writing provided to teachers by ADE training is vertical sentences (Appendix C). In this activity, students and teachers are asked to work collaboratively in generating synonyms for commonly used words in a sentence. This strategy can be used to encourage students to expand their vocabulary, and it provides students with opportunities for appropriate word choice. However, this strategy does not account for ELLs' unfamiliarity of new words, or synonyms. This strategy does not provide context.

Lastly, this strategy was observed in the classrooms most. For unknown vocabulary (Appendix C) students are asked to write a sentence with the unfamiliar word. They are asked to the part of speech, then say the word out loud, divide the word into root/base or prefix/suffix, identify any punctuation clues, visual clues, or clues from surrounding sentences, then make a prediction on the definition of the word, and finally identify the actual meaning. I noted this strategy nearly every observations regardless of the classroom. These observations occurred with predetermined words provided for the teacher each day, thus students were not able to use contextual clues as resources for this exercise. Instead of writing the sentence with the unfamiliar word, as stated in the first step of this strategy, students were asked to write their own sentences using this word and omit any other steps that did not apply.

Further evidence of a skill-based approach for the mandate was provided by the ADE requirements for lesson planning. The lesson plan requirements show the focus of lessons on discrete skills and English language proficiency standards.

These examples show the expectations from ADE, but also place specific focus on asking teachers to develop lessons in a very structured approach that leaves few opportunities for using language in authentic ways.

Lesson plans. Lesson plans gathered by teachers followed a very descriptive mandated curriculum. Teachers were well aware of this and often commented on the need to have lesson plans visible and readily available in preparation for visits from the ADE to ensure appropriate implementation of the four-hours of ELD. Lesson plans were lengthy, and teachers were expected to create them for each content area they covered on any given day. This meant that teachers had to develop a lesson plan for all five content areas that addressed the academic standard, English Language proficiency (ELP) Standard, content objectives, language objectives, ELD discrete skills objectives, and assessment objectives. And in some cases in which classrooms had students with different proficiency levels teachers had to modify language and content objectives and assessments accordingly to meet the needs of each student.

Collected artifacts included examples of these lesson plans. The following is an excerpt from one of Mrs. Winter's lesson plans. It is a math lesson plan that included the ELP standards, discrete skills, and appropriate language and content objectives for her intermediate level students.

Academic Standard: Recognize, describe, create, and analyze numerical and geometric sequences using tables or graphs; make conjectures about these sequences.

ELP Standard: Comprehend grade level mathematics/ word problems. Comprehend content area words.

Content Objective: I can display and analyze data in bar graphs and histograms.

Language Objective: I can explain how to display and analyze data in bar graphs and histograms

Discrete Skills: Students begin, develop, and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms as well as display their ability to draw inferences and problem solve when delivering information.

Assessment: Students will be assessed on weekly quizzes, departmental common assessments, and district benchmark Galileo.

Mr. Winters posted her content and language objectives for each lesson she taught on the board each day. Having these objectives visible and readily available was a requirement of ADE. These lesson plans were extensive and very time consuming to generate, but teachers were required by their districts to be in compliance with ADE standards.

The following example is a grammar lesson from Mrs. Raymond that addresses each of the mandated areas.

Academic Standard: Sentence Fluency, write simple, compound, and complex sentences.

ELP Standard: The student will identify and apply conventions of standard English in communications.

Content Objective: I can identify and write my own clauses by writing them in 10 complete complex sentences.

Language Objective: I can read 10 complex complete sentences with my clauses by saying them aloud to my peers.

ELD Discrete Skills: Apply parts of speech, capitalization/punctuation, spelling rules, and conventions of English in discussions.

Assessment: Students will be assessed on their grammar skills in a workbook and on the reading assessments.

There was extensive documentation needed for preparation for ELD curriculum.

Teachers' and students' anxiety due to unscheduled observations to assess appropriate implementation of the four-hour curriculum by the state was observed.

Assertion No. 2

- Teachers with adequate ELL experience and knowledge created opportunities for students to engage in authentic literacy practices.

As previously stated, the first research question is:

- What literacy practices are occurring in three the junior high classrooms in the SEI four-hour block?

The following examples provide observations from two classroom teachers, Mrs. Raymond and Mrs. Winters. These teachers created opportunities either during the four-hour ELD block or at the end of the day that engaged students in more authentic literacy experiences. This data is disconfirming evidence to the skill based approach asserted in assertion No. 1. Mrs. Winters and Mrs. Raymond acknowledged that this practice does not follow the model, but it does engage students in a way that they felt best prepares students for success in mainstream classrooms. On the other hand, Mr. Harrington had a limited number of observations that engaged students with literacy practices that utilized authentic

text, dialogue, or experiences. This may be contributed the fact that Mr. Harrington followed the model more closely followed the model and had limited experience and professional development with ELLs. Mr. Harrington's extra time in class was used for remedial practice where students would work out of grammar practice workbooks.

Mrs. Raymond's authentic literacy No. 1. The first excerpt of data is when Mrs. Raymond's students are making a documentary about food waste. Mrs. Raymond reiterates that it is for a purpose, and the documentaries will be sent to Michelle Obama's initiative for a healthier lifestyle. Mrs. Raymond discusses with the class what they know about documentaries and asks if they have ever seen one. Most students provide their input. Next, students are placed into groups to work on their different roles as producers, interviewers, editors, or researchers. As students discuss the project, they come across numerous words, such as coordinate, and ask Mrs. Raymond for clarification. Students are learning new vocabulary in context. This activity serves as a good example of literacy practices that incorporate ideas from a sociocultural perspective and allow English language learners to build on their knowledge, practice their English, and take risks with language. For example, this lesson incorporated ideas that were relevant to present day issues. It is also important to have the lesson embedded in context for a purpose that is clearly identified. Students are engaged in using video equipment to coordinate interviews. Students decide to show evidence of

waste in the cafeteria by recording how much uneaten food students throw away. Students also agreed to include a four-student interview panel. Below is an example of the anticipatory set delivered by Mrs. Raymond to discuss the documentary project.

Mrs. Raymond's observation No. 1.

R: Okay, now documentary of waste at school cafeteria and discusses what comes to mind when they hear the word documentary.

Students give various responses.

R: When do we need to think about solutions? What are some of our solutions? We are trying to con... (Mrs. Raymond looks around room).

STUs: Convey.

R: First let's find our objectives to convey.

Raymond goes on to discuss objectives and writes these on the board.

- Introduce the problem.
- Discuss solutions.
- The amount of food thrown away.
- Show widespread food waste.
- How students are learning not to appreciate.

R: Okay we are doing this for a reason, for Michelle Obama. We are on video doing this for a reason because of the push for nutrition. On video we said we wanted to show evidence of waste, have 4-student panel, have Hazel do our introduction, and lastly conduct an interview.

This lesson allowed language to make meaning and serve a specific purpose. The pragmatics, syntax, and semantics were not the center focus of the lesson, rather student were interacting through language use while creating and

negotiating meaning. These elements of the lesson afforded ELLs grand opportunities to acquire language through contexts that were critical to meaning-making. Unfortunately, this project was initiated at the end of the year and students not exposed to projects such as these during beginning or mid-year. Mrs. Raymond specifically acknowledged that the opportunity to do “real teaching” was limited. Instead of eliminating opportunities such as these because the model does not call for it, Mrs. Raymond and Mrs. Winters took opportunities to expose their students to lessons like these when opportunities were available. Mrs. Raymond reported that lesson plans for the state were on her desk, “just in case,” but she took initiatives to practice what she knew to be important through her experiences as a teacher.

Mrs. Raymond explains the reason for free food and explains what the label Title 1 means for schools. This issue is brought up regarding Title 1 schools because some students at the school receive free or reduced-price lunches.

R: Discuss what kinds of cereals are thrown away.

Students are still curious as to why they are receiving free food.

STU1: What if we change Title 1?

R: Well, let’s start here. Start thinking about what happens to nutritional food.

STUs: It’s thrown away.

R: Why?

STU 1: Because it is nasty.

R: What do you mean?

STU1: It's old...and why is it wrong to carry food out of the cafeteria?

R: Good questions. We will edit all together. Let me tell you what I have seen with documentaries (Mrs. Raymond talks about various documentaries).

STU 3: Who are the producers?

R: The producers are the ones who make this happen. You have to coordinate.

STU2: What does coordinate mean?

R: Remember you had it in your last workshop, work with others or something else.

STU 3: It would be cool to take a picture of someone standing outside the trash dumpster. Or start with a role play.

This lesson is very different from the lessons provided by the strict SEI model observed in Mr. Harrington's class. This lesson involves opportunities for authentic language and for writing, reading, listening, and speaking. This lesson provided a well-supported activity that provided ELLs with development, language experiences, and realia. This lesson also allowed ELLs to serve in the role as experts while the majority of the time they are placed in secondary roles as minority language speakers.

Mrs. Raymond's authentic literacy No. 2. This lesson is an example of text discussions that addressed poetry. Mrs. Raymond took the opportunity during the rotation of *READ 180*® to sit with a small group and redirect the group to talk about poetry. Even this was not a rotation part of *READ 180*®. Mrs. Raymond

simply expressed that if she did not fit in talking about poetry somewhere then here students would never get exposure to it.

Mrs. Raymond's observation No. 2.

Seventh graders all join in on a circle. Mrs. Raymond passes out a poem: "Casey at the Bat" by Ernest Lawrence Thayer. Students shuffle through a stack of poems they had already been exposed to. Mrs. Raymond reads the poem and asks students to make notes.

R: Just like Dijanna is an expert in marine biology you all are experts on reading poems. Okay go ahead and make your evaluation. You can look at some of your other poems to see how you evaluated other poems and see if some are the same.

Students write on their paper 52 lines, 13 stanzas, meter, rhyme, theme, and literal. Students write evaluations on side of the poem in bullets

R: Remember your literary language, alliteration, metaphor. Look at your other poems. We are going to see how who has the most check marks. Victor you say one and then we will go counter clockwise.

Students say in complete sentences the following:

STU 1: There are 13 stanzas.

STU 2: This poem is not metered.

Students disagree and say it does have meter. Mrs. Raymond reads and students clap to find meter. Mrs. Raymond asks if students are too cool to clap. Students reply it is too babyish to clap, girls clap. A couple of the boys snap their fingers.

The group concludes the poem does have meter.

STU 3: It has simile, stanza 9 line 34

Students give check marks if they have the same evaluation or they write it. Mrs.

Raymond talks with student who is slouching.

R: I am tired too but I am here doing my job, you need to do your job too because that is what your parents think you are doing here. What a waste of the day if you don't do anything.

STU 4: Student responds this poem is literal.

R: Yes, this did happen. (Mrs. Raymond explains the scenario about the game).

STU 5: This poem has rhyme.

STU 6: It has a rhyme scheme.

Students find the rhyme scheme by reading the end of the lines.

R: If I said you had to write one more stanza, what would it have to have?

STU 5: It has to have four lines.

STU 7: This poem has couplet (two lines that rhyme together).

STU 8: The poem has lyric.

R: We said that this poem was literal it is a narrative, but for the most part it is narrative)

All students have shared one evaluation. Now students are going round the circle one more time.

STU 1: There is no alliteration.

STU 3: This poem is in 3rd person.

R: Wow some of you forgot poems can have point of view. (Discussion) In line seven I see a "we". Look at stanza 8, everybody, I see a "we" and a "my". What do you think? If there is a "we" and "my" isn't that first person? This is still 3rd person the reason for "my" and "we" is because it is dialogue. The narrator is telling the story, the narrator is quoting them.

STU 4: The mood is suspenseful.

R: It is not until the last stanza, great yes poem has mood). Do you think it is free verse?

Students reply no and Raymond calls on STU 7.

R: Why is it not free verse? What is free verse?

STU 7: You don't have to have anything if it is FREE, no meter, no rhyme scheme.

Mrs. Winters' authentic literacy No. 1. Mrs. Winter's classroom answers the question regarding the literacy practices in two ways. In this first example, students have just completed reading Cynthia Rylant's *A Crush*. Students are now asked to participate in their discussion about their interpretations and understandings of the book by ways of centers. The following segment provides an insight to the descriptions of centers created by Ms. Winters. In the classroom, the back table is filled with name plates that have the title of each center and, on the inside of the envelope, a brief description of how to conduct the center. Each group is asked to go back, pick two, return to their seats to conduct the center, and then begin their rotations of the centers. Mrs. Winters encourages talk and walks around each table to engage with student dialogue. Mrs. Winters acknowledges that many of her lessons incorporate language through science. She acknowledges that maybe she is not "supposed" to be doing ELD in this way, and her lesson plans do not reflect her practices at times, but she conducts lesson like these because she knows students need it.

Mrs. Winters' observation No. 1.

Mrs. Winters explains that there is no quiet time during centers. Books are open, and they are using books. Everyone should be talking. Students finish vocabulary assignment and then go to the back table and select two centers. Students are conducting centers from "A Crush."

Various reading centers are labeled by student-created folders. Students work quietly and intently. Students continuously talk to each other as they work, and answer all questions using the book.

Center Description:

- Out of order: List 5 events of out of order. Guess the correct order.
- Story in hand: Who, what, when, where, and how (on hand print).
- What am I? Am I... interjection? Simple sentence? Compound sentence? Prepositional phrase? Pronoun? Noun? Proper noun? Conjunction? Predicate? Subject? Verb? Proper noun? Adjective?
- Story web: Conflict, objective plot, characters...
- Contextual meaning: Can you figure out the meaning without a dictionary? Use sentence clues.
- Authors purpose: What is author's purpose. Why did the author write this article or story? What message is the author sending. What did you get out of reading the story? What did the author mean?
- Venn diagram: Same or different.
- Compare and contrast: How are they alike.
- Fact/opinion: Which of these is an fact/opinion.

- All in order: Sequencing events in the story using the following words: second, finally, when, later, and after.
- Theme: List the themes of the story/article. Examples: patriotism, bravery, compassion, fear, pride, human conflict, environmental, realism, fantasy, etc. Research THEME using: dictionary, thesaurus, reading textbook. Explain the themes of the story/article and give examples and details that tell why you choose those themes.
- What causes/effect: What causes caused _____ to... What would cause what would most likely causing what is the effect of what would be the result or effect of why did _____ do. What must they have done to why was she/he why did she /he have why would she/he need she/he did not have _____ because what made _____ decide she/he did _____ because there is enough information in this _____ to show your chances of _____ are better if... If _____, what will probably happen? She/he finally believed in _____ because...../
- Five new words station: Pick 5 words I don't know to define and explain to a peer.
- Draw a picture of the characters.

This example provides evidence of the focus on comprehension skills.

Even though having the time to practice these skills is essential, it is also imperative that students have opportunities to talk and make their own connections to the readings. Although the centers provide for students to make choices, not one center initiates discussion, making connections, or making extensions, instead centers are focused on story plot, vocabulary and other grade level language arts objectives.

Mrs. Winters' authentic literacy No. 2. The practice of content knowledge, other than language arts, was observed as an inconsistent practice in

routine instruction. This is one of schools' greatest inequalities where poor and minority children are often placed in classrooms where literacy is limited and packaged into programs that are comprehension based and primarily focused on one content area. "Indeed, many recent reports in the U.S. have called for just such a stand-alone view of literacy, especially for so-called at-risk children. But these reports quickly contradict themselves; caught up by the fact that literacy leads to nothing when it is delivered in a self-contained and general way" (Gee, 2000). Scripted approaches to reading counter research that suggests for more engaged approach to literacy instruction (Campbell, Donahue, Reese & Phillips, 1996; Taylor, Anderson, Au, & Raphael, 1999).

Mrs. Winters is teaching a lesson on science that allows students to have opportunities to negotiate a list of factors that limit life from reproducing in certain habitats. Winters encourages talk and pushes students to rely on each other to figure out questions that arise during interaction

Mrs. Winters observation No. 2.

Mrs. Winters calls time and asks students to discuss any limiting factors they found with their group. Students begin to discuss what they found. Students discuss the limiting factors. Winter walks around to each table and asks why they chose each one, and then asked them more questions.

W: Look at the list on the board and contribute.

Limiting factors;

1. Food
2. Water
3. Old age
4. Death
5. Predator
6. Prey
7. Temp
8. Flood
9. Sunlight
10. Oxygen
11. Seasons
12. Shelter
13. Accidents

W: Everyone think about why some people decided to put this on the list. That is good keep thinking about that and we will talk about it.

Students then go to another page to see if they can come up with any of the limiting factors on this page. Mrs. Winters asks the team leaders to make sure everyone gets a turn. The groups have questions. Mrs. Winters asks students to ask their group then calls time once again. She asks the tables to create one summary sentence of anything that they just read. Mrs. Winters sees one student writing a sentence down and asks the student to say it, not write it. The student apologizes and begins to recite the sentence while looking at his group members. Everyone begins their sentences with “I learned today.” Students are then asked to write down what one other person said in your group then indicate the subject, predicate. Then they are asked to identify the noun, and the verb in this sentence. Lastly, students are asked to switch books around so everyone has the chance to read and edit someone else’s idea.

This example was provided to address the limited examples of science content provided for ELL students. Despite language policy mandates, very little and in some cases no science is implemented during the four-hours of ELD instruction. This is a great concern for Mrs. Winters, and it is something she makes sure she exposes her students to in preparation for success in mainstream classrooms.

Despite the circumstances, lessons by Mrs. Raymond and Mrs. Winters provided examples of the critical component needed to instruct ELLs. This lesson allowed students to build on prior knowledge and strengthen their learning. More importantly, it allowed students to present themselves as experts rather than secondary learners who were, for the most part, excluded from majority language students and activities. The opportunities created by this project allowed students to collaborate with English speaking peers from a role as expert rather than subordinates. Some research purports that for adolescent ELLs, collaborative activities are needed to build academic English proficiency and to facilitate ELLs success in learning language and content, as well as their interaction with other ELLs and English proficient students (Freeman et al. 2003)..

Assertion No. 3

- Assertion 3: Teachers serve as policy makers within the classroom by the way teachers are organizing instruction and how they implement content area knowledge.

As previously stated, the first research question is:

- How do junior high teachers implement mandated language policies?

This section discusses two assertions that address the ways in which language policies impact instruction for adolescent ELLs. The first assertion discusses teachers serving as policy makers in the classroom. Interview data is primarily used to provide evidence of support for these assertions. The first assertion is supported by teacher interview responses that discuss how teachers are organizing the four-hour SEI blocks. Following this response by each teacher is the interview data that speaks to the opportunities to implement content in the classroom. Each teacher explains how content areas such as science, social studies, and math are implemented within the four-hour block. This data shows how teachers are serving as policy makers in the classroom because it provides a vast spectrum of how teachers are organizing instruction and creating opportunities to implement content.

Teachers as policy makers. The teachers understanding and implementation of language policy mandates greatly influence their roles as policy makers in their own classrooms. I highlight areas in the data that show how teachers make curriculum decisions about what they feel is best for students based on experience, professional knowledge, beliefs, and professional judgment. I begin this section by highlighting teacher responses to how the four hours of ELD is organized and implemented in their classrooms. Each teacher was given the

same question, but their responses varied greatly. This data underlines how each teacher understands and interprets the policy differently within the same grade level. Each interview was conducted separately, and participants were unaware of the other teacher participants involved in this study during the time of the interview.

Mr. Harrington

H: Well the four-hour curriculum is similar to what you would see in some classrooms. I believe that uhhhh, there is a lot more regalia (sic. realia) as you know. And you try to encourage a connection between building vocabulary practical everyday items. And so the four-hour block would consist of a lot of grammar instruction, direction instruction for grammar. Along with vocabulary with phonics, and it would also include writing and writing conventions. And that is pretty much the four-hour block. And a lot of that is the teacher would be talking 50 percent and the students should be speaking 50 %, which would be ideal. And I try to move...I really try to get them to talk more than that. I try to make it like 60/40. So I try to plug different strategies to promote language development, either among themselves, small groups, whole group, or definitely in front of me.

Rsr: Comparing your classroom four-hour ELD block to a mainstream classroom, what do you feel the students are gaining or lacking from your perspective?

H: Well I think that the four-hour block forces the ELD learner a lot more time to develop language. I don't think they normally get that in the regular classroom setting...possibly. Now in defense of the normal classroom, I think they can structure it to promote language development, but it really comes down to training the teacher, and I am gonna say and be honest, and the deliberate implementation and the awareness of the language English student. If that teacher does not want to honor that or does not want to promote it, it is not going to happen. So it has...has to be a fore thought, a very definitive effort to make that come true for the students. And if the students' classrooms are organized in a certain way, but if not they will just be lost. It is a lot of lecture, and possible some

group work, but that key language development is going to be very stunted.

Mr. Harrington makes little reference to the mandated policy and suggests that students receive more time to develop language. However, it is important to understand what kinds of exposure students are exposed to. If instruction is scripted rather than holistic or teacher-centered rather than student-centered this heavily impacts the language development of students. However, Mr. Harrington does bring attention to the need to value what ELLs bring to the classroom. He stated the need to “honor” or “promote” the language present in the classroom. Mr. Harrington goes on to address more concerns with the mandated model. He addressed issues of segregation and the lack of exposure students receive to all content areas.

H: When my parents came here, they didn't have the ELD classes. I agree with [colleague] what we are doing is segregation. That's just it segregation. These kids should be mixed in. Everyone should be doing what I am doing, there should be levels of comprehensible input in all classes. I have ELD next to my name and outside my room, but I am really just aa a teacher,- just a teacher. I just teach. And I would teach like this no matter what kind of kids I had. The days of lecturing are long gone, until like college.

Rsr: Do you feel you are able to offer your students social studies, science, math, and other key content?

H: Well I try to incorporate all the subjects as best as I can. And so basically we do cover all the subjects, we just do it a little slower, we don't go as fast. I want to give them the opportunity to have enough time to develop that language, and it just takes time...it just take time. I noticed that from last year's class to this year's class, students I had in 7th and now I have in 8th grade this year, I mean it is amazing they are able to kick it up a notch. And they are my top students this year. I

would put them in any other regular mainstream classroom, and I think they would be able to survive and maybe even thrive because of their ability for language development. They have those skills, now I think they are able to compete, maybe not at as of high level, but they are going to be better. I am going to say that they maybe are going to be better than most C and B students.

Mrs. Raymond

Rsr: Can you describe what the four-hours of ELD looks like in your classroom?

R: Well according to middle school state schedule for ELD for four hours, I have English language arts for 120 min...then academic English for 60...then academic English and grammar 60 minutes. So that covers the four hours. The, ummm, the lesson objectives have to focus on language before content and umm we as ELD teachers were guided by the state ELD standards, which is English Language Proficiency standards, and you know five-star, phonology, lexicon, morphemes, syntax.

Mrs. Raymond's response directly refers to what the language policy states. Mrs. Raymond adheres to the requirements provided by the mandate, but also recognizes the areas that are not so useful or beneficial for students in the classroom.

Rsr: Do you feel you are able to offer your students social studies, science, math, and other key content?

R: Since there is so much focus on language arts reading, writing, and speaking, you use a lot of the time on that so you do teach social studies and science although the state does not require it, you do kind of try to teach it. But it kinda gets in the way in your focus and your trying to get them prepared for AIMS and stuff like that and getting them ready for AZELLA. You tend to weigh heavily on the other if anything they are not appropriately taught science and social studies.

Mrs. Winters

W: The four-hour block consists of vocabulary for an hour of reading, which follows vocab, and then grammar for one hour, then writing for an hour. Vocabulary consists of the daily school-wide word, which is going to show up on tests, repeatedly shows up in different grades. Common words, common school words, academic vocabulary words, they need to use those words each day in sentences, questions. Be able to define them and be able to explain them and draw a picture of whatever meaning they get out of it, and be able to tell it in a group. They also need to use their content vocabulary, use it correctly in grammar, use it correctly during a story, or during any content reading, be able to share, say it and explain it and hopefully be able to get it after an hour.

And then during reading time that can either be reading from a literature book or reading content from social studies or science, if it works in the curriculum. So we have to work around that. We have to be able to use the story using story mapping, diagrams, centers, even questions and answers comprehension and fluency. And then during grammar time we do have a grammar work book, but it is much more than a work book. We need to make sure they are using proper grammar throughout the day. The grammar hour focuses specifically as an area such as verbs, and different types of verbs, they need to be able to read their sentences to their peers. Other people need to figure out what they did they need maybe to share what they learned and they need to teach each other the lesson. And those are my expectations for the grammar, and that is what we are supposed to be doing.

Then when we move into writing each day, it looks little bit different. The first day they have to create a thinking map or doughnut, where they have to come up with different ideas or prompt. The second day they come up with a flow chart, that consists of a hook paragraph hook to hook their audience, use all their ideas that came out of their idea chart in the previous day and put in chunks of paragraphs and then come up with an ending and be able to explain that to their group and then revise it and edit it and then put in their drafts on their third day and fourth day are for final copies and editing and sharing and reading in front of the class and teachers doing modeling of several examples in the class. It is very specific; it's outlined, by May, we got it.

Teaching through content. This next area of teachers-as-policy makers looks at each teacher's approach to address all content areas within the mandated

four-hour block. I will provide data segments of teacher responses that address this area. It is important to emphasize again, that despite the mandate, students are only required to be in ELD classrooms for four hours maximum. If students are labeled at an intermediate language level, teachers are able to minimize this time to three hours (ADE chart). Regardless of proficiency level, participants in this study are in ELD classrooms the full school day due to instructional decisions of either the school or the district. These seventh and eighth grade ELLs are self-contained in one classroom all day long and only integrate with students outside of ELD for lunch. The exception to this is Mrs. Raymond's classroom that provided the exposure to students proficient in English for specials (art, P.E., and music) and math. The following data segments address how each teacher responds to exposing students to all content areas during each school day.

Mr. Harrington

Rsr: I saw you using a math book last time, was that an 8th grade or 7th grade or 6th grade book?

H: It was an 8th grade book. Last year I used the 7th grade book and realized on the AIMS that I missed some things. So this year I am using the 8th grade book, and the seventh graders, they'll just get a double dose

Rsr: So is it just math or are students taking another test?

H: They will take science too.

Rsr: Today after this?

H: Yeah, but just the 8th graders take the science.

Rsr: Oh, so the 7th graders will stay in the other room?

H: No they will come back and twiddle their thumbs. I will give them a writing prompt. We have been doing a lot of work on writing prompts and compound sentences, so they can work on that, or they can study their math (308–317)

Mrs. Raymond

Rsr: Do you recall where students go when they were not in ELD? You said to specials and math. So how do you believe you expose students to content such as science and math?

R: It was overwhelming, for example the science kit we had was very intensive. The kids loved it. And I love social studies, so we did more social studies than science. It was difficult to do both, and I will tell you why it was difficult. In doing this with ELD, you had to do everything, you had to have everything. You had to have the grammar in there and it took a lot of time. You had to have language objectives you had to have all that in there, which is fine, but if you think about it...it made it difficult to prepare for ...and have to do it each and every time, it was difficult. Although with our school, we had to have a content and language objectives with reading, writing, and math. But you would always have people coming in the classroom, and if you were teaching science, you felt like pressure to have to have it [language objective]. I understand the benefit of it; I really do but sometimes it just easier to have it in your head. But sometimes is was overwhelming, and it was overwhelming because in middle school your departmentalized and responsible for basically only one subject, but here I was teaching them all besides math and I also had a high proportion of special ed.

Rsr: Do you see that these students struggle a bit more in other content areas now that some have been reclassified?

R: Well some of the 8th graders went to science, only if they were already meeting in reading. I was not supposed to do that, it was against the law but I sent them anyway. Since there is so much focus on reading, writing, and speaking, you use a lot of the time on that so you do teach social studies and science although the state does not require it, you do kind of try to teach it. But it kinda gets in the way of your focus and your trying to get them prepared for AIMS and stuff like that. You tend to weigh heavily on the other. If anything they are not appropriately taught science and social studies.

Mrs. Winters

Rsr: From your own personal experience, what are these students missing out on? What content exposure are they lacking, if any?

W: They are getting exactly the same curriculum for literature, language arts, reading, and writing. Because we do have reading teachers, which are separate from writing teachers this year. They use to be locked together. We have exactly the same curriculum and same materials, grammar, literature books, anything that goes along with it. We also have the exact same writing curriculum. We have the same tests, prompts, same way we have to teach you. We also have exactly the same math curriculum, however, because of the four-hour block our students were missing a lot of the math, and math was pushed toward the end of the day. That has been really detrimental, tremendously detrimental. They cannot handle math the last hour of the day. And they are missing all of the social studies and science curriculum because that is always being pushed back, and it is like we have to squeeze 15 minutes a week in and they will absolutely have almost zero science and social studies skills when they get mainstreamed.

Rsr: What about the science lessons that were observed in your classroom?

W: They wanted us to separate it, not incorporate it [social studies and science], and then I went off and did it anyway...because I was just worried about my kids.

The top-down approach has many avenues and flaws to explore when dealing with any population, but in dealing with ELLs this approach limits the opportunities to expand their language learning as well as value student resources and values. States with English only policies begin to de-value the benefits and resources bilingualism provides, resulting in educational impacts on ELLs. Students will then begin to be viewed by others, teacher and peers, based on language proficiency in English and languages other than English (Valdes, 2006).

The cruel and objectified experiences from peers the ELLs in Ms. Winter's

classroom received were unfortunate and intolerable. Spanish, as in many English only states, was not recognized as a resource or a major world language that is spoken by more than 400 million individuals. Instead language other than English is often viewed as separate and inadequate and speakers are a threat to English language (Garza, 2005, Rubin, 2011, Valdes, 2006).

Assertion No. 4

- Assertion 4: Teachers perceive language policies that restrict native language use and focus on skills do not appropriately serve the needs of adolescent ELLs.

As previously stated, the first research question is:

- What perceptions do junior high teachers have toward the mandated SEI four-hour block?

Lastly, this section addresses the ways in which language policies impact instruction and inadequately serve ELLs. This assertion is supported with data from teacher observations and interview data that highlight classroom resources and presents teachers' interpretation of the impact of the ELD policy. This section is organized with data from two different sources. The first is from interview data that specifically addresses the question: How does language policy impact ELLs? The second is classroom observations that address the daily experiences of ELLs in middle school and the lack of academic support from the school district and state.

Teacher perspective. During the teacher interviews, participants were asked how they felt the language policy was impacting the educational experience

of ELLs. The following examples provide the response from each teacher participant regarding.

Mr. Harrington

The four-hour block affords the ELD learner a lot more time to develop language. And I don't think they normally get that in a normal classroom. Now in defense of mainstream classrooms I think they can structure it to promote language development but it really comes down to the training of the teacher. And I am going to say, I am going to be honest, the deliberate implementation and the awareness of the language needs of students, if that teacher does not want to honor that or promote that it is not going to happen. It has to be a fore thought, if not they are just going to be lost with just a lot of lecture and possibly some group work. And you know we cover all the stuff they do but we do it slower and it takes time. It is amazing to see how they [ELLs] are able to kick it up a notch and see how much they are able to survive and maybe even thrive.

Mrs. Raymond

When I taught bilingual classes they [students] did not even know functional language. I was teaching them in Spanish and doing what I was supposed to do. Then the second part of the day, I would teach the same thing in English. We went from that to English only instruction. If we are not going to have a bilingual program, then we need to have something because these kids are so far behind. If you have a program where you preserved the language and taught in that second language to other students... great... but barring that... no... that is not better for the kids. With all this emphasis on testing we don't even have time for that. They are being segregated, in some ways I feel that it made them feel more comfortable, they could joke around and you know stuff like that. It can be a disadvantage too. With that whole English only instruction mainstream teachers would maybe alienate them, so who knows if it is better or not.

Mrs. Winters

There is just too much of a transition, too much of a shock from a class like this to mainstream. I think it would have been better if they had a pullout for all students. Some students struggle a lot. Monolingual and ELLs need a lot of vocabulary. I think some policies hurt a lot. Last year

our principal did not want us to teach any science or social studies. So I kind of saw that there is no way that our students are going to be successful if they did not have any science or social studies in middle school. So on Tuesdays and Thursdays, I taught science and social studies, and I thought you know, what if you [principals] come in. Then go ahead deal with the state department because I am not answering questions. When they go to mainstream it is either sink or swim.

Classroom perspective. When we look at a typical junior high day in school, students in non-SEI classrooms arrive to their first hour, which in some cases is known as their homeroom class, and then switch for each additional content area. These additional content areas most typically include language arts, math, social studies, science, and one special area class that include areas such as art, music, or physical education. Students who are not English proficient arrive to school and enter the SEI classroom and receive instruction that is focused on ELD, but not necessarily through content area instruction. Students who are ELLs in the SEI classrooms follow schedule that is similar to elementary schools in that they are not required to switch to any other classrooms for instruction. They are self-contained in one class for the whole day, with the exception of lunch and special areas classes. SEI teachers have the responsibility of teaching language along with content from several other areas to students within the SEI four-hour block.

The important element of concern here for SEI teachers is that is they are asked to do much more than is reasonable. In early elementary grades (2–5), teachers are more likely to serve in self-contained classrooms, responsible for teaching all content areas. In junior high, classrooms are organized according to

content area. In upper grades, content expertise and highly qualified teachers in specific content areas is required, but not in SEI classrooms. Students' exposure to various content discourses is very different for ELLs than for their English speaking peers. Students in SEI classrooms are limited by their exposure to language in these various content areas and limited in the content knowledge they are receiving. English language teaching is the focus, but all three classrooms observed in this research show that exposure to content areas other than language arts was limited. Two out of three classrooms were responsible for incorporating all subject areas, while Ms. Raymond's classroom was the only class where students had the opportunity to switch for math with a highly qualified math teacher.

A second prong to this issue is echoed by Ms. Winters comment below.

W: Even if we incorporate all content areas, which does not likely happen, they are still not receiving the instruction from the experts. It is very hard to build engaging social studies lessons for me; it is not a simple thing when you are not from that content area.

Even if students are exposed to content areas beyond language arts, it is not from teachers who are highly qualified in that subject area. Since NCLB, teachers in middle and secondary schools are not fully prepared to teach in content areas outside their specialization. This addresses a great deficit for ELLs receiving ELD education. There has been no attempt to support and balance the language development and content-area- knowledge development of adolescent ELLs. This marker of difference establishes separation for ELLs as compared to

their proficient English speaking counterparts. Thus, from the moment ELLs enter school to the time they exit, they are identified as an outsider to the mainstream culture at the school. The following quote by Mrs. Winters affirms only one sentiment of separation ELLs experience at school.

W: They are all separate. Of course no one wants to associate with them. And if there is an association, there is name calling and tears. And we are the one in the firing lines, teachers, no one else, hears about it.

Mrs. Winter's district was one of the first to implement the four-hours of ELD, initiating the new model one year prior to the mandate. During one observation, Mrs. Winters recalls the beginning of the year and the hardships ELLs endured. ELLs would return from lunch crying and asking Mrs. Winters to help them exit the program. Students who had limited English proficiency were being ostracized by their English speaking peers, who they labels as the "English kids." Name calling and negative connotations were being placed on any students who were placed in the SEI classes. Students in the program were being labeled as the "Spanish kids." Anytime ELLs were integrated with the general junior high population, English speaking students would ask why "they" were participating. Many English speaking students verbalized their displeasure with ELLs' participation.

I believe the most critical aspect of the results of this study is connected to understanding how linguistic boundaries are created and isolation is implicitly encouraged. In order for boundaries to be crossed, teachers must recognize the

key role they play in making these boundary lines visible and attempt to make them less negatively influential (Daoud, 2006). Daoud also found that these boundaries are often related to social capital and language status (2006). Creating opportunities for students to engage in discussion regarding social issues, such as the free lunch discussion during the documentary lesson with Mrs. Raymond, allows students to take down the boundaries that are socially created in schools

Summary

In summary, this chapter provides the evidence to support four important assertions. The first two assertions address the first research question regarding the literacy practices that occur within the four hours of ELD. It was shared that Arizona language policies restrict literacy instruction and limited students' exposure to quality and authentic language experiences. However, assertion two addressed that teachers with adequate knowledge and experiences with ELLS influences the decisions SEI teachers make to expose their students to language. Thus, the two teachers in this study with bilingual and ESL endorsements did not always follow the mandated ELD curriculum and explored ways to promote quality literacy instruction.

The second research question addressed how SEI teachers serve as policy makers in these classrooms. This was evidenced by how teachers chose to structure the prescriptive model and how teachers chose to embed content areas such as math, social studies, and science. Lastly, assertion four shared the ways in

which adolescent ELLs' needs were not being met. This was evidenced in two ways: teacher response to the impact of policy and the classroom experience of ELLs in middle school.

The next chapter will share recommendations that align with the findings of this research and others that have explored issues with restrictive language policies.

Chapter 5

Discussion and Recommendations

This research sought to highlight the literacy practices occurring within three junior high ELD classrooms in the context of a restrictive English only policy curriculum. This research also focused on addressing the impact of policy embedded in the instructional practices observed in the classroom and how teachers were able to navigate within these boundaries. With this in mind, my theoretical orientations allowed me to examine how teachers utilized their power with the practices they implemented in the classroom. This final chapter looks to summarize the results of this research, discuss the implications of these findings, and share recommendations that support the English and academic development of adolescent ELLs. I will discuss my contribution to research, theory, and practice as it relates to adolescent ELLs.

In the summary of this chapter, I will focus on the assertions made in this study and discuss how these areas answer the guiding research questions for this project. I will then elaborate on how these assertions contribute to recommendations that seek to advance our knowledge of how to more equitably teach adolescent ELLs within restrictive language policies and promote the educational improvement and experience of adolescent ELLs.

Assertion No. 1 Discussion

The assertions made under the research question a: what kinds of literacy practices can be documented in Arizona SEI classrooms, and what do they look like, concluded with:

Assertion 1: Literacy instruction that follows the language policy is focused on the development of skills. There were few instances of interaction around literacy events, of students making sense of literacy events, and of students showing understanding of literacy events.

The first assertion that addressed the literacy practices in the classroom was evidenced in four ways: a) lack of contextual clues for students; b) intensive vocabulary instruction; c) lack of native language use; and d) limited content area instruction.

Lack of contextual connections. Adolescent ELLs faced a difficult challenge in class during instruction when lessons called students to build on knowledge that students had yet to develop. Many of the lessons observed, focused on developing skill among ELLs rather than creating student-centered learning environments where students can become more critical learners. Also observed in skill-based lessons were teacher responses that lacked clarity and direction for building students' second language.

Intensive vocabulary instruction. Every classroom involved lessons that focused on enhancing vocabulary. There were multiple vocabulary intense lessons in each classroom, and not one of them utilized true authentic text to promote student s' exposure to new vocabulary. Examples similar to Ms. Raymond's

robust words of the day exposed students to writing exercises that gave them opportunities to practice syntactic, semantics, and the structures of sentence writing, but did not necessarily provide students with adequate exposure to vocabulary development.

Vocabulary focused lessons, such as these, also limited the exposure ELLs received to varieties of text. Basal readers, such as that included with *READ 180*® software, and other texts that incorporated grammar exercises were also used. During the 72 hours of observations, less than 5% of time was observed with students reading from authentic texts, such as newspapers and chapter books. The majority of those observations were made within one classroom.

Lack of native language use. While teachers sought outlets to have students interact with native English speakers, this time was very limited. Thus the lack of time spent interacting with English speakers was detrimental to learning for students in isolated classrooms with curriculum that is not on par with their English speaking peers. The only interaction between language minority and majority groups during the four hours of SEI instruction was observed when Mrs. Raymond's class worked on the documentary project, during special area classes (only one school structured ELLs to go to specials with mainstream students), or special events, such as award ceremonies or field day. Further, during these events, very little interaction was initiated by either group to socialize. Students at one school were even isolated during lunch time in the cafeteria where students

were separated by class, thus all ELLs were segregated from English proficient students and were not allowed to socialize during this time.

Thus, planning student collaborations becomes a critical avenue to reach students and provide quality opportunities for students to develop language and promote interaction (Freeman et al. 2003). However, collaborations between both language groups, minority and majority, seldom if ever occurred. Yet, many opportunities were observed where these interactions would have provided great support for all of the students. Having English speaking models may have supported ELLs and provided the missing piece to bridge their understanding of various lesson objectives and writing.

This will on the other hand call for teachers to engage students in all forms, purposes, and processing demands of reading to allow students to build a repertoire of reading opportunities and to understand the various operations of literacy (Keene & Zimmermann, 1997; Tovani, 2000). These linguistic demands change in upper grades for ELLs while communication and content knowledge simultaneously becomes more complex (Filmore & Snow, 2002).

Limited content area instruction. All students need to go beyond the study of discrete skills and strategies to understand how those skills and strategies are integrated with life experiences (NCTE <http://www.ncte.org/>). Much of the literature instruction employing “correct answer” worksheets, tests, and textbook questions requires students to adopt an efferent rather than aesthetic stance.

Instead, focus should be brought to the interpretation of a particular social context, which would allow for different interpretations of the same physical text to be acceptable even though some readings may satisfy the criteria more fully than others. Readers need opportunities to acquire consciousness of reading and understand how to decipher assumptions implicit in text.

Program software and ELLs. Labels and terms thrown around in school have dramatic influence on how we not only view students, but how we also challenge them. Terms such as struggling reader, urban classrooms, ELLs, or below grade level seemed to have been used interchangeably, or used at least in part of how these students are taught. This can create a limited view of students and lead to providing resources for them that are not necessarily needed to help them succeed. Literacy becomes packaged into discrete parts that no longer involve creating new meanings for the reader, struggling readers, or at risk students. Instead, ELLs are presented with reading exercises but not necessarily reading (Edelsky, 1996). In effective schools, classroom conversations about how, why, and what we read are important parts of the literacy curriculum (Applebee, 1996; Schoenbach, Greenleaf, Cziko & Hurwitz, 1999).

Teachers decided to incorporate as much content as they could, but with the profusion of standards, discrete skill inventories, and language objectives content knowledge was limited. What is meant by profusion of standards is that teachers voiced their concern about the requirement to cover English language

proficiency standards along with incorporating language objectives and discrete skills.

Assertion No. 2 Discussion

Assertion 2: Teachers with ELL experience and knowledge created opportunities for students to engage with authentic literacy practices.

The second assertion made in this study addresses the aspect of teachers serving as policy makers in the classroom. Assertion 2 echoes this statement by also showing how teachers are making decisions to follow or not follow the model as stated by the ADE. However, to address the research question that asks what literacy practices are occurring in the three middle school classrooms during the SEI four-hour block, assertion 2 is focused on how teachers are deviating from the model and what instruction they are choosing to implement. It is also important to note the experiences teachers have had that influence these instructional decisions in the classroom and the dispositions of teachers.

Mrs. Raymond's documentary lesson on waste in the cafeteria was a good example of what is needed to provide adequate support for junior high ELLs. The lesson was embedded with vocabulary that was contextualized, incorporated ELLs working with native English speakers, supported with native language use, incorporated a cross-curricular approach, and finally allowed students to be more critically aware while discussing important social issues.

In this research project the term adequate is used for two different contexts. First, in assertion two adequate is used to describe satisfactory support

for ELLs in the classroom. This identifies that the needs of ELLs in classroom are recognized and that the teacher provides enough guidance and support for the student(s) to succeed.

Secondly adequate is used to address the experience and professional development of teachers of ELLs. Here adequate refers to the minimal professional knowledge and experience teachers require in order to meet the instructional needs of ELLs.

Also, teacher dispositions play a major role with understanding instructional practices in the classroom. One may suggest dispositions can be observed in teacher behaviors in the classroom, however this may also be subjective by one observer to the next. Dispositions are greatly influenced by beliefs and attitudes, and this study incorporates the idea that teacher ideas and beliefs about ELLs and SLA influence practices in the classroom. Dispositions drive teacher choice and implicit values embedded in lessons, or even the use of various idioms or metaphors.

Unfortunately, too often in the past decade teachers, especially teachers with limited preparation, teaching knowledge, or experience, have associated schooling with task accomplishment and quantity rather than quality instruction. What teachers do is suggestive of the selective implementation of the changes imposed upon them, resulting in the ways in which teachers become makers rather than implementers of policy. However, it is important to mention the extreme stress placed on teachers to follow the model, even if they believe the

practices do not align with best practices for ELLs, there is a push to follow what the state mandates.

Both teachers also referred to the “clipboard people”. Clipboard people referred to individuals from the ADE who were sent to various schools with high numbers of ELLs to observe the instruction during the four-hour block and ensure its compliance with the state mandate.

Assertion No. 3 Discussion

Assertion 3: Teachers serve as policy makers within the classroom by the way teachers are organizing instruction and how they implement content area knowledge.

There has been great variance in the interpretation and implementation of the SEI model. There were significant differences in the ways in which teachers implemented the four-hour ELD curriculum. Teachers serving as policy makers, instead of implementers, were evidenced by the descriptions provided by teachers during interviews regarding how each teacher structured the four-hours of ELD and content knowledge implementation. These findings align with similar research that has addressed variance in teacher and school implementation of state language policies (Gutierrez, et al., 2000).

In order to address and transform the patterns of adolescent literacy achievement, it becomes increasingly important to reveal adolescents' access to and alienation from social institutions; their positions and identities within

cultural fields of community life and work, education, and consumption; and their engagement with texts and discourses of power (Luke & Elkins, 2000).

Training can provide preparation for the foundation of a concise understanding literacy pedagogical approaches, literacy development, mastery of subject matter, and superior test performance (Filmore & Snow, 2002). There are many issues with training and preparation for the English language development classrooms in the context for this study. There are many variations or pathways of preparation that teachers can receive. These ways of trainings can vary from district, to state training, to university training, to trainings provided by consultants. When curriculum becomes as descriptive with specific time allotments, it seems as though curriculum delivered in the classroom may be easier to follow, but this is not necessarily the case. Instructional policies, specific standards, curricula, and pedagogy fall short of allowing teachers greater certainty about what and how to teach, despite advocates who suggest this is so (Schmoker & Marzona, 1999). However others address how these policies can also narrow professional discretion of teachers and limit effective instruction while simultaneously lowering expectations of the learning environment (Darling-Hammond et al. 1997; McDonald, 1992; McNeil, 2000).

Assertion No. 4 Discussion

Assertion 4: Teachers perceive language policies that restrict native language use and focus on skills do not appropriately serve the needs of adolescent ELLs.

Language policies critically impact the education of adolescent ELLs and provide a disservice to this population. When students were observed being proud to have exited the SEI classroom and ELL label and “move up” to mainstream, it was obvious that there were issues of identity attached to what it means for these students to be placed in and SEI classrooms. These opportunities also allowed for students to be exposed to vocabulary that was more contextualized.

Lastly Mrs. Winter’s statement of how to make ELLS believe these boundaries are only temporary echoes the invisible but present linguistic boundaries created in schools between ELLs and non-ELL students. Gunthrie (1981) suggests that differences that exist in the culture of the classroom can be created socially and politically while at the same time maintaining ethnic and linguistic borders

Recommendations

In conclusion, I provide recommendations necessary for the improved educational experience and success of adolescent ELLs under restrictive language policies in Arizona. The SEI model implemented in Arizona has been shown to deprive ELLs of specific content knowledge and interactions that help prepare students for high school promotion and college readiness. The new educational context and increased anti-immigrant sentiments since 9/11 have made it more difficult for immigrant students to experience a rigorous and equitable education

(Gutierrez et al., 2002). Thus the following recommendations seek to improve the educational equity of ELLs in junior high.

Recommendation 1. In order to progress in language learning, ELLs need ample opportunities to interact with those beyond their own level of proficiency in language and cognitive activities surrounding academic content. This recommendation is in concert with research that has also addressed restrictive language policies and has found that the needs of ELLs are not being met (Garcia et al., 2010). With increasing linguistic and cultural diversity it is necessary to use these complexities as productive resources in the classroom for discussion and learning opportunities. It is critical that these pieces are points of discussion in the classroom.

Recommendation 2. The model needs to be revised so that the four-hour of ELD instruction is not limited to only skill-based approaches. I suggest that time within the four-hour model is revised to include literacy practices that allow ELLs to engage in projects that promote language and vocabulary learning in context and supports students native language use. The opportunities to use authentic literacy in meaningful ways have great benefit for second language development. These opportunities are stifled in the current practices in SEI classrooms. Further, ELLs' use of authentic literacy will not only prepare ELLs for academic success but open pathways for ELLs to become empowered rather than limited in their educational experiences.

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APPENDIX A
AZELLA DIRECTIONS

AZELLA Directions

1. Review AZELLA student report with your group. Locate the composite score of the student. You will be concentrating on the highlighted subtest narrative.
2. Determine which teachers' Guide you will use.
 - Listening and speaking
 - Reading
 - Writing
3. Choose one standard from the Teachers' Guide and record it on your template.
4. Next, choose the Language Skill and then corresponding Performance Objective(s).
5. Turn to DSI and use the review column to identify where to begin the skill progression.
6. Select one DSI focus and the sample activities.
7. List any materials available in your school/district for use in these activities.
8. List formative and /or summative assessments.
9. Record the correlating Academic Language Arts Content Objectives.

Be prepared to share your AZELLA results and the lesson plan your group

APPENDIX B

WRITING CLEAR LESSON OBJECTIVES

Writing Clear Lesson Objectives

1. Begin at the students grade level on the Writing Teachers' Guide.
2. Use the AZELLA to determine the proficiency level of students.
3. Choose one of the five Writing Standards:
 - Writing Applications
 - Standard English Conventions
 - Writing Process
 - Writing Elements
 - Research
4. Look at the grade level language skill on the Writing Teacher's Guide. Decide if it is necessary to return to previous ELL level to choose a language skill.
5. Choose a language skill and then a corresponding performance objective on the Writing Teacher's Guide.
6. Turn to the DSI and see the review column to identify where to begin the skill progression. (It may be necessary to work backwards in the DSI to find an appropriate skill progression. Keep in mind that the goal is the grade level skill progression).
7. Select one DSI focus and the same activities. (Make sure that the sample activities are specifically tailored to the Language Skills and the DSI focus.)

APPENDIX C

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES

Syntax Surgery	
Original Sentence	
Remove Nouns	
Remove Verbs	
Key Phrases	
Make it a Question	
Make it a negative	

Vertical Sentences

This strategy works in any content area. It requires students and the teacher collaboratively generate synonyms for words within a given sentence. Once synonyms are generated, those that work within the context of the sentences are used to form new syntactic variations of the sentence (Clark, 2005).

An example of this strategy focuses on building synonyms.

Ex: The covered wagons and trains were popular forms of transportation for early settlers.

carts	locomotives	means	movement
buckboards	iron horses	types	moving travel

It is the teacher's role, in this strategy, to both excite students about constructive guessing for new synonyms, and to simultaneously instruct them on issues of semantics and of how syntax affects the proper word choice. There is a lot of teaching to be done with this strategy, so make the most of it Clark, 2005).

Unknown Vocabulary

Write the sentence with the vocabulary word.
What is the part of speech?
Sound out the word. Pronounce the word out loud.
Can you divide the word into a root or base and prefix and suffix? Root or base: Prefix: Suffix”
Are there any punctuation clues? What do the punctuation clues tells you about about the unkown word?
Are there any visual clues? What do the visual clues tell you?
Are there any clues from surrounding sentences that tell you about the unknown work?
Prediction of meaning:
Actual meaning”

APPENDIX D
INTERVIEW QUESTIONS

Interview #1 questions

1. What does the 4 hour ELL curriculum look like?
2. How are the students grouped?
3. Are ELLs passing AZELLA?
4. What percent of ELLs are being reclassified? Are they staying that way for the next two years?
5. What are your certifications for teaching ELLs?
6. How do the English language learner (ELL) students spend the rest of their day outside of the four-hour block?
7. What opportunities do ELL students have throughout the day to interact with proficient English speakers?

Interview #2 Questions

1. How do you feel your bilingual endorsements (or lack of) influence your teachings?
2. How do you define literacy development? What are some influential factors that affect literacy development?
3. If you recall where did students go when not in the 4-hours?
4. How do you recall exposing students to science and/or social studies?
5. Do you have any knowledge of how ELLs did on the AIMS or any formal testing?
6. Do you observe mainstream teachers using SEI strategies to support ELLs?

7. How do you believe policies have impacted the education of adolescent ELLs?
8. How did you organize the SEI model's four-hours of ELD?
9. How do think ELLs are doing this year with the new model?

APPENDIX E
IRB APPROVAL

To: M Arias
ED

From: Mark Roosa, Chair
Soc Beh IRB

Date: 02/09/2010

Committee Action: Exemption Granted

IRB Action Date: 02/09/2010

IRB Protocol #: 1002004797

Study Title: Observations on the Four-Hour SEI Model Within Arizona

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(1) (2) (4) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.