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1981

ENGLISH-LANGUAGE ACQUISITION THROUGH SOCIAL  
INTERACTION IN CLASSROOMS IN WHICH  
CHILDREN SPEAK VARIOUS LANGUAGES

By

Jessie Jean Storey Fry

A DISSERTATION

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## ABSTRACT

### ENGLISH-LANGUAGE ACQUISITION THROUGH SOCIAL INTERACTION IN CLASSROOMS IN WHICH CHILDREN SPEAK VARIOUS LANGUAGES

By

Jessie Jean Storey Fry

#### Purpose

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The purpose of this study was to provide insights and knowledge about how foreign non-English and limited-English-speaking students learn the English language in the classroom environment. This research study examined five questions regarding English-language acquisition. The main question looked at the social interactional experiences that foster and inhibit learning of the English language. The second question concerned the interaction that took place between Arabic limited-English-speaking youngsters and other youngsters and between teachers and Arabic limited-English-speaking pupils in the classroom. The third, fourth, and fifth questions looked at the kinds of communicative behaviors exhibited, the verbal and nonverbal behavior exhibited by the Arabic youngsters and their teachers during the day, and the instructional strategies teachers employed with limited-English-speaking and non-English-speaking youngsters.

The purposes of the study were as follows: The researcher examined (1) the phases of English-language acquisition for specified



students in the environment, (2) classroom interaction and communication that occurred between students and between student(s) and teacher, (3) the instructional techniques employed by teachers, and (4) a typology of the various forms of verbal and nonverbal communicative behavior.

#### Procedure

The research design combined the methods of inquiry of ethnography or qualitative participation observation and the collaboration and expertise of experienced classroom teachers. The data were collected and analyzed after intensive field note documentation in two selected classrooms, periodic meetings with the teachers involved, videotape and audiotape recordings, and personal teacher and student interviews.

#### Findings

The researcher found basically four stages of English-language development: (1) Associations are teacher-assigned "buddy," another LES student, siblings, or an interpreter; (2) Associations are LES or NES students who are most like them in the setting, regardless of ethnic or second-language background; (3) Associations include bilingually fluent peers in addition to stage two associations; and (4) Associations are with English-dominant-speaking peers in addition to associations from stage two and three. Within each of the identified four stages, the selected students showed different classroom interaction and communication skills, all of which reflected change over time as the non-English and limited-English students learned and used the new language.

The researcher found that language use played an important role in social interaction and inclusion in the daily activities of classroom life. It was found that the students learned the language by being in the environment, interacting, and developing associations with English-speaking peers. As they learned more English, their interactions and associations with English-speaking students increased. They also became more active and involved in the classroom.

The patterns and examples of verbal and nonverbal communication of Arabic limited- and non-English-speaking students changed over time as the students progressed through the four stages of English-language development.

Once the Arabic students learned English, they spoke less and less of their native language. The school did not emphasize native-language maintenance, nor did the school promote use of the native language. The emphasis was mainly on English-language development and use in the classroom.

The classroom-teaching techniques employed were somewhat different when teachers worked with non-English and limited-English-speaking students. They were not found to be basically different from techniques and strategies that might also be employed for a native English-speaking student who might have had language-proficiency problems in communicating.

It was also found that the school could do more, or improve, in the area of sociolinguistics to help the non-English and limited-English-speaking student develop cognitively and affectively.

Jessie Jean Storey Fry

Language use and language structure were highlights of the study,  
with language use being the significant focus of discussion.

Dedicated to my husband, Paul,  
and  
my mother, Ethel Lee.

Their love and inspiring confidence have given me the desire and strength to go one step further in achieving my goals.

### Dreams

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

Poem by Langston Hughes

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## CHAPTER I

### INTRODUCTION TO THE STUDY

English-language acquisition is fundamental to the growth and progress of everyone who intends to be educated in schools in our society. Language serves many purposes, and the English language may be viewed as complex and difficult to learn if one's native language is different. Learning English as a second language becomes very important for various ethnic non-English and limited-English-speaking youngsters who find the need to interact and communicate a primary objective in dominant-English-speaking classrooms. For this reason, it seemed appropriate to study English-language acquisition in schools so that teachers and researchers may combine efforts and interest to help educate our multiethnic society.

Schools across the nation in small rural and large urban school districts are increasingly being confronted with classrooms consisting of youngsters who are non-English or of limited-English-speaking ability. Bilingual and multilingual education programs have recently received state and federal support and funding. There has been little research, and little teacher education, on meeting the needs of youngsters described as foreign, non-English, or of limited-English-speaking ability, who are more and more frequently appearing in our classrooms. Teaching English in a multicultural

classroom is difficult and challenging, but it is necessary if foreign-speaking youngsters are successfully to master such communication skills as reading, writing, speaking, and interacting in English-dominant classrooms.

### Rationale

This dissertation regarding the study of English-language acquisition through social interaction in classrooms in which children speak various languages came as a result of trying to provide insights and possible answers to questions raised by teachers, administrators, and other educators regarding teaching foreign non-English and limited-English-speaking students. Since bilingual programs have been mandated by state and federal agencies under certain conditions, and since the numbers of non-English and limited-English-speaking youngsters continue to increase, school districts and educators are concerned about this topic and how to design and implement successful learning environments. In terms of being responsive to the needs of their diverse student populations, many schools are faced with this situation and are exploring programs to address the issue.

The findings of this research could help educators understand the process and problems of English-language acquisition in multicultural classrooms. Furthermore, it could generate explicit implications for teacher education as well as curriculum development in the area of multicultural and multilingual education.

### The Study

This investigation was an ethnographic case study in which the participant observer worked intimately with four classroom teachers who were interested in and sensitive to the English-language acquisition of foreign non-English and limited-English-speaking youngsters. The data-collection plan reflected the researcher's desire and attempt to describe and understand the interactions and communications that take place naturally in multilingual and multicultural classrooms where there are various foreign non-English and limited-English-speaking students in dominant-English-speaking situations. The four classroom teachers participating in the study served as partners in this research, collaborating with the investigator in data-collection decisions, the data-collection process, and interpretation and analysis of the data throughout the field-study period. This brought about a very close collaboration between the four participating teachers and the investigator. The evolution of such a collaborative relationship between researcher and teacher was described by Florio and Walsh (1976), who were the participant observer and the classroom teacher, respectively, in a study (directed by Erickson and Shultz) of a kindergarten/first grade classroom in a Title I school in a Boston suburb.

### Limitations of the Study

This researcher did not attempt to describe or count everything that happened in the natural classroom setting. During the first two weeks of the participant observation, starting January 7,

1980, about six hours per week were spent observing and following the selected students and classroom teachers in various activities during the school day. The observations lasted through June 1980. This provided data that covered the total learning environment in which English-language acquisition was happening. The researcher chose to look specifically at a select number of Arabic students in each classroom, even though there were other ethnic or foreign non-English and limited-English-speaking students in the classroom. This helped to limit the focus of the study.

#### Definition of Terms and Acronyms

For the purpose of this study, the acronyms and terms are defined below. Some of these terms have also been used by the State of Michigan Bilingual Education Department.

#### Acronyms:

LES--limited English speaking

ES --English speaking

NES--non-English speaking

ESL--English As a Second Language

#### Identification Codes for Collaborating Teachers:

T<sup>1</sup>--a classroom teacher

T<sup>2</sup>--a classroom teacher

T<sup>3</sup>--a classroom teacher

T<sup>4</sup>--the ESL teacher

T<sup>5</sup>--the bilingual teacher aide

Reference Codes:

FN--field notes

SI--student interview

TI--teacher interview

Terms:

Bicultural--Having two different cultures or cultural backgrounds.

Bilingual--Ability to speak two different languages.

Foreign--Having origins or permanent residency outside the United States; coming from a foreign country. Examples are Saudi Arabia, Libya, Sudan, Brazil, Iran, Kuwait, Egypt, and Indonesia.

Limited-English-speaking--Having very little English-speaking vocabulary or English-language background.

Multicultural--Having more than two cultures or cultural backgrounds.

Multiethnic--Having more than two different ethnic or racial groups.

Multilingual--Ability to speak more than two different languages.

Non-English-speaking--Having no English-speaking vocabulary or English-language background.

Purpose of the Study

The investigator pursued the research questions cited in the next section by using participant-observation methods and teacher collaboration in documenting English-language acquisition as it



occurred naturally in two types of classrooms. The study was based on the assumption that to provide and promote effective cognitive and affective learning experiences for foreign non-English and limited-English-speaking youngsters, we need to understand their acquisition of the English language and the methods of communication that take place between students and between student(s) and teacher.

The study had the following purposes:

1. to document the various phases of English-language acquisition for certain specified students in the environment,
2. to document the instructional process of teacher planning and preparation for teaching the English language to foreign non-English or limited-English-speaking students,
3. to document the classroom interaction that occurs between students and between student(s) and teacher in a multicultural environment, and
4. to develop a typology of the various forms of verbal and nonverbal communicative behavior that occur in the multicultural environment.

The writer examined and attempted to explain how foreign non-English and limited-English-speaking youngsters in this setting learned the English language. The researcher tried to find out how these youngsters, with no American or English backgrounds, communicated with their peers and their teachers in a dominant-English-speaking environment. The researcher also tried to find out what characteristics these youngsters displayed and to determine how the

youngsters, as well as classroom teachers and others, dealt with these characteristics.

It is not only necessary, but interesting, to look at the social interaction of these youngsters in the classroom and the school environment. Children in this study tended to associate and interact with others in their immediate environments. Peer relationships seemed to have a definite influence on these students as they passed through various growth and development stages. Because the researcher felt there was a relationship between social interaction in the classroom and the acquisition of language, it made sense to study the social interaction of foreign non-English and limited-English-speaking students who entered a dominant-English-speaking environment. It was interesting to observe and document the kinds and amounts of social interaction that occurred over a period of time. The typology, or the patterns that emerged, may provide information to educators that will help them understand and enhance their teaching skills in this area. Looking at the social interaction of students provided information about classroom behavior that promotes learning and encourages educational growth.

The study looked at the use of language as a means of communicating. Communication was necessary among the non-English and limited-English students and their peers, as well as among the LES and NES students and their teachers. In this study, language acquisition meant the ability of LES and NES students to communicate and become "members" of the classroom and school environment by using the English language. As long as the LES and NES students lacked

English proficiency, they were not able fully to participate and associate with other students in the classroom. Their associations were limited, and this interfered with their classroom experiences. In looking at the social interaction of LES and NES students in the classroom, the researcher found that language use played an important role in students' inclusion in the daily activities of classroom life.

Language acquisition in this study meant, specifically, language use by NES and LES students. The study did not focus on language structure or the acquisition of syntax. The majority of literature and research in the area of language acquisition has concerned language structure. The study of language use has just recently begun; therefore, very little research in this area has been conducted by either researchers or practitioners.

This language-acquisition study was an attempt to find out what methods second-language learners used to acquire the language, as well as the length of time the process took before the students became acclimated. The researcher also wanted to know what role other students had on language development and to observe the techniques or instructional strategies employed by classroom teachers to help LES and NES students learn the language.

This ethnographic inquiry, enhanced by experienced and knowledgeable teacher input, provided an interesting and insightful approach for exploring the purposes outlined in the study. The rich, qualitative descriptions helped highlight significant areas and aspects of language acquisition in multicultural classrooms that could inform practitioners in other multicultural classrooms.

### The Research Questions

The research questions are integrated at three different levels of comprehensiveness. All levels build on and relate to the main issue of English-language acquisition for foreign-speaking youngsters. The major research questions entailed in the study are:

#### Main Question:

In a first grade self-contained classroom and in a first/second/third grade team combination classroom in an English-dominant school, what are the social interactional experiences that foster and inhibit the learning of English language for foreign non-English or limited-English-speaking youngsters?

#### Middle-Level Question:

What interaction takes place between Arabic LES youngsters and other youngsters and between teachers and Arabic LES youngsters in the classroom?

#### Lower-Level Questions:

1. What kinds of communicative behaviors do they exhibit?
2. What verbal and nonverbal behavior is exhibited by both Arabic LES youngsters and classroom teachers as they interact during the day?
3. What are the various instructional strategies used by teachers with the LES youngsters, and in what ways do these strategies differ with the ES youngster?

### The Research Site

The study was conducted at the Spartan Village Elementary School in the East Lansing, Michigan, School District. Spartan Village is a pre-K through fifth grade elementary school with a pupil enrollment of about 330 pupils. The school is located in one of the largest university-owned married and single adult student housing complexes in the nation, on the Michigan State University campus. The pupil population comes from more than 30 different foreign countries and most of the 50 states. Approximately 28 different foreign languages are represented in the school's pupil population. The four largest racial/ethnic/foreign-language pupil groups are Arabic, Spanish/Portuguese, Iranian, and Indonesian. These groups represent anywhere from 15 to 48 pupils within each language area. The Arabic pupil population has the largest numbers, and the Iranian pupil population the smallest. About one-third of the pupils are foreign born, and many of them are non-English or of limited-English-speaking ability when they enter the school.

Spartan Village School was an appropriate site for the research because it provided a rich source for the specific data needed regarding language use in this study. Because of the school's proximity to Michigan State University, its staff members had participated in various research projects and seemed to have a positive attitude toward classroom studies.

During the 1979-80 school year, the school district was charged by the State Department of Bilingual Education with the responsibility of developing a method of learning how best to meet

the needs and effectively teach youngsters whose native language is other than English. State bilingual funding and support for 1980-81 was to be based on the number of students who fell in the category of being deficient in English-language mastery, as determined by oral and written tests administered in fall 1979 and spring 1980.

#### Entry Negotiations for the Research Site

The researcher obtained permission to conduct the study in the school district by filling out the necessary research study request form, obtained from the Director of Professional Development and Instruction in the East Lansing School District. The researcher also obtained permission from the school district superintendent to conduct such a research study. This was necessary because the researcher is also the building administrator of the research site; consequently, she performed two roles during the research project--that of researcher and that of building administrator. An analysis of those two roles is found in Appendix B, Story and Role of Principal as Researcher. The role definitions were carefully thought out in terms of the rights and obligations of the principal as the researcher in this particular study. The researcher tried to keep the two roles separate.

The participating teachers and the researcher discussed at length how the researcher intended to conduct herself under the circumstances. Both researcher and participants explored boundaries and policies before the study, as stated in the time line and calendar. There was a degree of understanding in terms of how the

researcher related to the participating teachers regarding power and authority.

A past record of openness and honesty had been established between the participating teachers and the researcher, so that a high degree of willingness and cooperation was found. This was not like conducting research in a far-away, unknown culture, such as Bowen (1964) did in her book Return to Laughter. Aspects of the researcher's study were within the cultural world of which she was a participant, day in and day out, over an extended period of time.

The researcher's investment in this role can be seen in the time line of events that took place. (See Table 1.) Not only was the researcher in the specific setting for an extended period, but when the work was completed, she was still a part of that environment because she had to continue in the role of building administrator. A certain risk was involved in continuing in the setting after the story had been told (the findings revealed). It was difficult to ascertain how the participating teachers would feel at that point. Whyte (1955) wrote about the feelings of the informants when he revisited the site five years after his work had been published. Some of his informants were not entirely pleased with the accounts he had given of what had happened in Street Corner Society.

In this study, the participant observer knew a great deal about the site. This made entry negotiations easier. Another aid used to negotiate entry was to establish a good, close relationship with the informants. Whyte also felt that a great deal of his acceptance depended on the intimate relationships he established with

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his informants. The present researcher was aware that it would be difficult to maintain a comfortable relationship with the informants, given the fact that she held two different roles--that of a participant observer in their classrooms and that of their building principal.

The researcher knew there were some things the teachers did not feel comfortable sharing about their classrooms because the researcher was their building administrator. On the other hand, some of the teachers in the past had shared private teacher information with the principal, knowing that she had empathy for them and knowing that the information would be kept private.

In regard to the ethical issues and implications, some teachers as an interest group might have felt very threatened by the fact that their principal was the participant observer. However, to lessen this threat, tenured, experienced, and intimately known teachers were selected. Particular care was taken to ascertain their interest and willingness to participate, with clear options for deciding not to participate being made available to them. The participating teacher informants realized the power and position the researcher held. The risks involved were explained during the initial interview meeting in November 1979. (See Appendix A.)

Vidich and Bensman (1958-59) talked about such issues as negative reactions after the research findings have been made public, especially from people who were seen as powerful and respected individuals of the community under study. In the present study, the researcher did not intend to uncover information that might cause

adverse reactions from the group under study, although it is difficult to speculate on what the findings might mean to various people. As much as possible, ethical issues were worked out before the study was begun.

Other factors related to ethics in the study concerned the accountability to the people on the site. The researcher knew, in this instance, that the participating teachers wanted her to maintain the schedule of designated periods to be in the classroom collecting data. This was the researcher's responsibility. Before the study, the investigator discussed the possible use of the findings and the dissemination process. It was assumed that the teacher informants would provide as much factual and correct knowledge as possible. Their input and willingness to be open and to share information enhanced the quality of the study. The teacher informants realized that the researcher had certain rights and responsibilities and that, as the building principal, she was returning to the site to continue a role other than participant observer. (See Appendix B for more information regarding the role of principal as researcher.)

#### Confidentiality and Informed Consent

The teachers and students participating in the research study were contacted regarding confidentiality of information obtained in the study, including names and other participant-observation data that were to be collected. In the case of students, parents/guardians were contacted for consent via letters seeking permission for the students to participate in the study. The teachers were given similar

letters of consent, on which they were to indicate their willingness or unwillingness to participate in the study. An agreement was written to assure each participant that care would be taken to provide confidentiality of all information collected and transcribed from the raw field notes to the typed dissertation.

It was agreed that no actual names of individuals would appear on any written documentation. In regard to the videotaped materials, no public use or broadcast would apply, and no copies of the tapes or written field notes would be made for other researchers. No honorarium was given to teachers or students participating in the study. Any other uses of the videotapes, interview tapes, or written field notes would be with the teachers' consent. The teachers and students reserved the right to terminate their participation at any time during the study. None of the teachers did so, but some of the students terminated because they withdrew from the school to return to their native countries. The participating teachers and the parents/guardians of the students involved in the study signed agreements that included the above statements. The teachers had also agreed to participate in the study during an initial interview meeting in November 1979, before the project had started.

To protect the identity of the students, different Arabic names were used. To protect the identity of the teachers, the initial (T) for teacher with a different code number for each was used.

It would have been very difficult to disguise the school in which the study was conducted because it is a unique and easily identifiable elementary school building, and there are very few like it

in the area. Also, the actual description of the research site was pertinent to the study and relevant to anyone reading the study to comprehend various facts in the dissertation. (For further explanation, see the section entitled The Research Site.)

### Data Collection

The methods used to collect data regarding English-language acquisition through social interaction in the classroom were as follows:

1. Participant observation, in which the investigator spent extended time (at least six hours per week) during an 11-week period in the classrooms described, taking field notes and trying to grasp the factors related to English-language acquisition taking place during the school day. The observer noted the student-teacher interaction and communication and also attended to other factors related to language activities in a given classroom.
2. Videotape recordings of specific interactions during group teaching sessions with the teacher and the students. Also, small-group peer-interaction sessions were taped.
3. Teacher collaboration regarding English-language acquisition in their classrooms. The teachers were involved in the following activities: (a) They met once a week with the researcher to review and analyze the data, discuss the initial questions, and do short-range planning for follow-up data collection; (b) They kept a journal of their plans and thoughts related to English-language development

Table 1.--Time line for data collection in each of the classrooms, January 1980-July 1980.

November 1979	December 1979	January-March 14, 1980	March 24-28, 1980	April-July 1980
Initial interview meeting	Background data- gathering meeting	Participant observation: 1 hour, 4 days per week for first 2 weeks start- ing January 7, 1980; then 6 hours per week until March 14, 1980  <u>February 25-March 10</u> Audiotaped interviews with students and teachers  March 12-14 <u>15-30 min.</u> videotaping in each classroom  <u>March 27-29</u> Videotape viewing ses- sions (1 per teacher)	Participant observation: 6 hours per week  Revisiting the site	Compiling field notes  Gathering additional data and making observation field notes and reviewing pertinent literature  Analyzing audio and video tapes
		Journal keeping  Weekly interview meetings  Collection of student work		

in the classroom and shared them with the researcher; and (c) They viewed the videotape and recordings but did not analyze the data.

4. Audiotape recordings of selected student interviews and teacher-informant interviews.

5. Samples of written work done in class that seemed appropriate to the study.

6. Written documentation from teachers and student records relating to background information on the students and learning experiences that had occurred during the first weeks of school in September 1979 through December 1979 (information not observed by the researcher).

#### Time Line and Calendar

Table 1 gives a time line of activities and events in an outline format. An initial contact and meeting took place in November 1979 to approach the four prospective classroom teachers selected to participate as informants and teacher collaborators in the research study. This provided an opportunity to discuss the study and to investigate the feasibility of a comfortable working relationship between the participant observer and the teachers of the selected classrooms studied. Then in December 1979, background data on the students were gathered at another meeting with the teachers. The background data gave information about the students from September 1979 to December 1979. This was documented through the teacher journals and a review of school records.

During the first month of school, pertinent information salient to the research topic was not observed because the actual participant

observation study did not start until January 7, 1980. Therefore, it was necessary to spend a few interview meetings with the teacher informants beforehand to retrieve some background information on the students selected for observation. These meetings took place during the second week in December 1979. The specific pupils selected were from the Arabic-speaking foreign language group. Pelto (1970) wrote about the informant-interviewing technique to recover information when direct observation was not used as a source of data about the culture under study.

The initial participant observations started on January 7, 1980, and took place four days a week, one hour per day, for the first two weeks, and six hours per week for ten weeks thereafter, or until March 14, 1980. Additional observations were made and documented from March 24, 1980, through June 30, 1980. The students identified for study were observed during their enrollment period in the school, and not necessarily for a full academic year (September to June). For those students who enrolled in September 1979, information was gathered from observations recalled by classroom teachers and written in their journals. Information found on the fall 1979 report cards was also used. The students who enrolled after the starting date of the study, in January 1980, were observed during the designated observation periods throughout the study until school was over in June 1980, or until they terminated their enrollment (if that occurred before June).

These ethnographic classroom observations characterized the social interactions of English-language acquisition in the classrooms.

After each participant-observation session, time was set aside in the evening to type the raw field notes before returning to the classroom the next day for further observations. Weekly interview sessions were scheduled and held every Thursday after school, at which time the participant observer and the teacher informants shared and updated data collection and planned subsequent activities. The researcher met at least once a week with each teacher informant to review their thoughts and to help clarify any concerns about the study. These weekly meetings continued throughout the observation period.

The teachers kept journals for the first month of the study. These journals were used to record activities that the participant observer might have missed, ideas or thoughts they had about English-language acquisition and the students being studied, and questions that arose that they wished to discuss about the study. Clark and Yinger (1979) discussed journal keeping as a useful technique in a study conducted on teacher planning. The teachers were encouraged to maintain these journals as valuable sources of data and as further insights into the researcher's field notes, but the teachers did not maintain their own written documentation. They found it too time consuming.

During March, the researcher conducted audiotaped interviews with students and teachers. Two videotapings of the classrooms were made and viewed by the teachers and the researcher. The videotaping was structured to provide as natural as possible a portrayal of the classroom environment.



Some student work was collected, but not in sufficient quantities because they were reluctant to give it up. In April, May, and June, the research site was revisited to gather more data and to take additional field notes on new non-English students. Follow-up observations on these students took place in July as well, and were written up for this dissertation.

The audio- and videotapes were analyzed in June and July. Very little information was obtained from the videotapes. Some information was gathered from the audiotapes, but not in significant amounts. The field notes comprised the majority of the data; they were written up during the end of June and throughout July, August, and September 1980.

### The Teachers and the Students

#### Teachers

Four teachers were involved in the study: three classroom teachers and one ESL (English As a Second Language) teacher. The teachers were selected according to the following criteria: (1) willingness to participate, (2) teaching experience (tenure and at least three years in this school), and (3) knowledge, experience, and organization in planning and teaching English-language development in multicultural classrooms.

All of the teachers were female and varied in age and actual length of total teaching experience, from more than 3 years to over 25 years. The teachers all served as teacher collaborators in the study. They were asked to meet once a week with the researcher

to review and analyze the data and to discuss plans for the follow-up data collection. They kept journals of their plans and thoughts related to English-language development in the classroom and shared information throughout the study with the researcher. Each teacher participated in a videotaping of specific interactions that took place in a small- and large-group teaching session in each classroom, depicting the students and the teacher in a natural setting. This information was not used as a primary source of data in the study because it was too limiting. However, it did provide some evidence of the types of interactions that took place and were documented extensively in the field notes.

Each teacher was interviewed in depth about her perceptions of English-language acquisition. Some of the information the teachers shared is included in Chapters III and IV. The teachers all cooperated fully and evidenced an interest in the research project from beginning to end.

### Students

The students involved in the study were selected from the first, second, and third grades: from the first grade self-contained classroom A, and from the first/second/third grade team classroom B. The students varied in age: some were six, some were seven, and others were nine years old. They were all operating at various levels of English proficiency. The students were all foreign born and came from Arabic native-speaking cultural and language backgrounds.

A total of nine Arabic-speaking children, five boys and four girls, participated in the study.

A comprehensive analysis of the individual students selected, including information about their learning styles, was not provided in this study because the children who attend the school are transient and very mobile. Many of the foreign students attend for only a brief period while their parents are studying in this country and completing degrees at the university. Often there are no previous academic records or background information on the foreign students because they come from various countries, and some have had no previous school experience.

Another reason for not conducting a comprehensive study of each student was that the research was primarily a process of discovery and learning about the characteristics of the students during their development of English as a second language.

As a consequence, the unit of analysis for this study was the individual student's career in the school during the 1979-1980 academic year--however long that individual student's career lasted.

The Arabic-speaking students were selected primarily because they represented the largest single foreign-language group of students in the school, with enough non-English and limited-English-speaking students to provide the kinds of data needed in the study. Fictitious Arabic names were used to protect the identity of the selected students, although each child's parents had given consent to use his/her name and to have the student participate in the study. More is said

about this topic under the confidentiality and informed consent section of this chapter.

Although the study does mention other foreign-language NES and LES students, the focus was mainly on the Arabic-speaking children. In the conclusion of this dissertation, generalizations and comparisons about other foreign-language NES and LES students are made, but the emphasis on these other second-language learners is limited because there were so many students for whom English was not the native language. There were 28 different foreign-language groups in the school, but many of these groups were represented by only one or two students. One of the exceptions was the Arabic-language group, which comprised about 40 students in kindergarten through fifth grade.

Because the foreign NES and LES students tend to enroll and leave throughout the school year, a few Arabic students were added to the study after it had begun. Some of the students in the study had terminated their enrollment in the school or had left unexpectedly, so other students were added to provide a rich supply of data. This was another reason for selecting the larger representative population of Arabic-speaking students, as opposed to one of the other foreign-language groups.

A brief background of each selected student is given below. This information includes name, grade level, age, country, how long he/she had lived in the United States, and whether the pupil was categorized as NES or LES during the study.

Nashwa, grade 3, eight-year-old girl from Sudan, two years in this country, bilingual--Arabic/English. Classroom B.

Lobna, grade 3, eight-year-old girl from Kuwait, new to this school (had been in an American school in another state for two months), non-English speaker. Classroom B.

Hiam, grade 1, six-year-old girl from Libya, new to this school and in this country, non-English speaker. Classroom A.

Layla, grade 1, seven-year-old girl from Libya, one year in this country and in this school, limited English speaker. She terminated enrollment during the study in March. Classroom A.

Waleed Al, grade 1, six-year-old boy from Saudi Arabia, new to this school but in this country one year, not in school last year, non-English speaker. Classroom A.

Waleed As, grade 1, seven-year-old boy from Saudi Arabia, in this school last year (one year) and repeated kindergarten, limited English speaker. Classroom A.

Khalid, grade 1, seven-year-old boy from Iraq, in this school last year (one year), limited English speaker. Classroom A.

Nader, grade 2, seven-year-old boy from Kuwait, new to this school and in this country, non-English speaker. He terminated enrollment in January during the study. Classroom B.

Ahmed, grade 3, eight-year-old boy from Kuwait, new to this school and in this country, non-English speaker. He was added to the study in late May. Classroom B.

From the total number of nine students, two dropped from attendance in the school and returned to their countries during the study. One was added to the study because he enrolled during the end of the school year, and much information could be collected by observing him along with the others. Four students were observed from classroom B, and five students were observed from classroom A.

It should also be noted that the selected students were not the only Arabic-speaking students in their classrooms. There were others as well as other foreign NES and LES students in each classroom, but these students were selected to focus on in particular. Chapter III includes specific case studies that describe in detail the various

careers of three foreign non-English and limited-English-speaking students as their classroom interaction and second-language development took place during the study. These students were Lobna, Nader, and Ahmed.

### The Classrooms

Two classrooms at Spartan Village Elementary School were selected for study. One was a self-contained first grade classroom with one teacher; the other was a first/second/third grade team combination classroom with two teachers. The grade-level selection was based on where the largest numbers of non-English speaking and limited-English-speaking pupils were enrolled. Both of the classrooms contained a number of foreign non-English and limited-English-speaking students.

The classrooms were located at opposite ends of the school building. Each was equipped with desks, chairs, audio-visual equipment, storage space, and various other furniture, materials, and displays unique to the classroom. For example, in classroom A, the self-contained room, the following description gives an indication of its features: A teacher's desk was located near a set of cabinets, with countertops where materials, kits, and texts were kept. There was a round reading-group table and chairs; about 20 student desks arranged in rows, all facing toward the blackboard; a carpeted area near the piano; two bookshelves; files; and a stand for books and games. There was another carpeted area near a set of inside hallway windows and the record player, table, and headphones equipment. Also in this

space were large floor pillows and a bulletin board. On another side of the room, near the bathrooms and coatroom, were a sink, a drinking fountain, and a storage room. There was another large bulletin board or flannel board near the reading-group table and a large bookcase with extra reading materials and student file boxes. The exit from the classroom to the other part of the building was near the blackboard. There were several hanging baskets of artificial flowers, and bulletin boards on which student work was displayed. (See Figure 1, diagram of classroom A.)

Classroom B can be described as follows: It was a large room composed of two classrooms, in which the two teachers teamed up to teach three grade levels. The room was divided into two parts for seating purposes. About 46 student desks were arranged into table clusters on the north and south sides of the room. Each teacher had a round table and chairs for reading groups. There were two big wall blackboards near each reading table and two large bulletin boards, one with a multiethnic theme of languages around the world and the other designating various student-helper jobs around the room. Cabinets with counters holding materials and subject-matter kits were located on both sides of the classroom, as were file cabinets and bookcases. Each side of the room had a sink and drinking fountain, and the two sides shared a coatroom. The west wall had windows on both sides facing the playground. An old piano was on the north side, and on the south side was a kitchen area--with a stove, refrigerator, and cabinets--used for cooking lessons and for preparing different cultural foods as part of social studies and multicultural

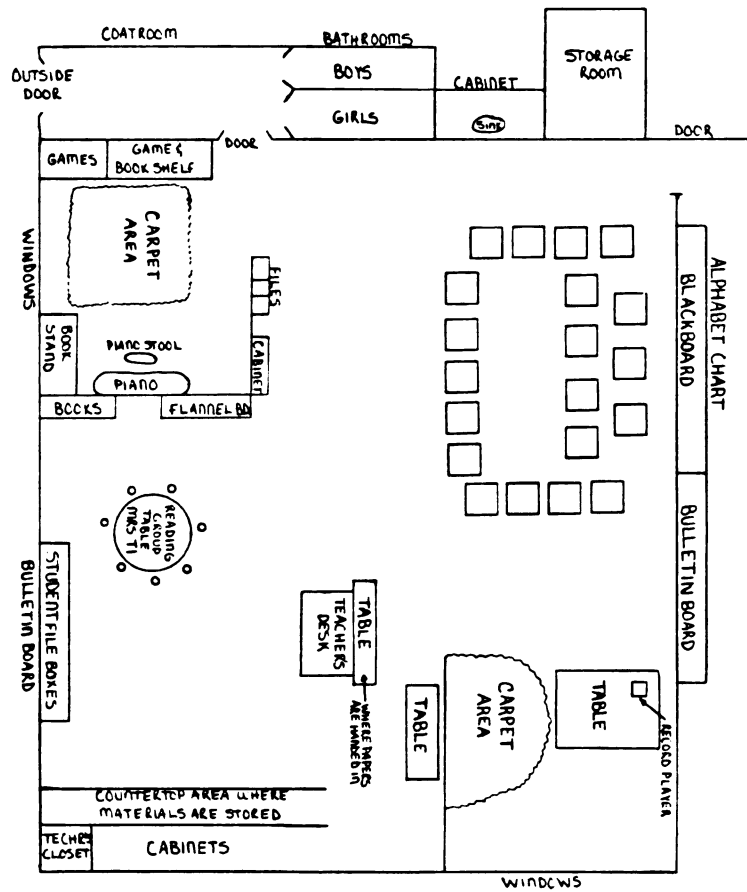


Figure 1.--Diagram of First Grade Classroom A, January 24, 1980



units in the classroom. In the center of the two rooms were such unique things as two sofas, large floor pillows, and an old-fashioned barber's chair. These items had been donated to the classroom, and the children sat and relaxed on them at various times throughout the day. This area was generally used for team meetings or group discussions at the beginning, middle, and end of the day. There were also two large mailbox-type cupboards, in which student work was kept. The whole room was carpeted, and the teachers shared a desk. Two doors led outside to the hallway, and another door led out to the playground area. (See Figure 2, diagram of classroom B.)

Participant observation was also done in the ESL room and the bilingual tutorial room. These two rooms were much smaller than either of the two classrooms, and they could only accommodate a small number of students. In the ESL room, there were no desks or chairs. The children sat on the carpeted floor to provide more space for larger groups of students. There was a piano, a record player, three bulletin boards, and two hanging plants. There was a door leading directly into a smaller room, which was used for small-group or one-to-one ESL instruction. This room had a table and four chairs and the ESL teacher's desk and chair. The larger ESL room always had colorful bulletin boards with an international theme and one board that depicted the language-development unit they were studying. The smaller room was also used for storing supplementary textbooks for the whole building. Most of the time, this room was occupied by one of the bilingual teacher aides, who worked primarily with the Spanish/Portuguese-speaking NES and LES students on follow-up ESL

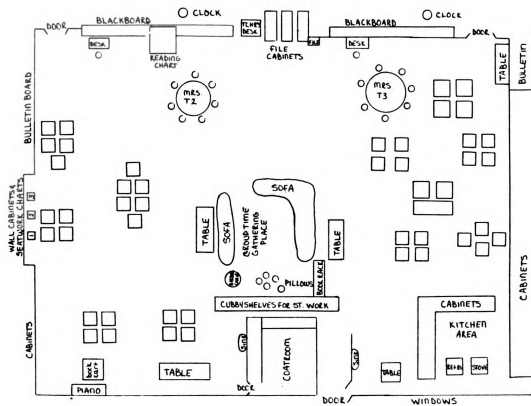


Figure 2.--Diagram of Team Room Classroom B, January 16, 1980.

activities and one-to-one extra concentrated help when the ESL teacher didn't have the children in her group sessions.

The bilingual tutorial room was located at the other end of the building, where additional rooms had been added on to the school in winter 1980 to provide more space for working outside the classroom with groups of students who had special learning problems (i.e., a speech and teacher consultant room, a Title I remedial reading room, and the bilingual room). This bilingual room was used by the Arabic teacher aide who had been hired late during the school year. The bilingual room had a table and six small chairs, a blackboard, a small bulletin board, and a teacher's desk and chair. The bilingual Arabic teacher aide also had displayed a world map and several pictures and papers done by the students who came to that room during the day to work with him.

This room should not be confused with a regular, full-time bilingual classroom. The bilingual tutorial room in this study was designated as a place where NES and LES Arabic students went outside the regular classroom to receive additional help from a teacher aide in learning the language; they received the specific help of a bilingual Arabic teacher aide who was able to speak the children's native language to them as they were learning English and some Arabic language as well. In the ESL room and in classrooms A and B, English was taught without using the native language, except in cases where the Spanish/Portuguese teacher aide worked with students in the smaller room.

Classrooms A and B, the ESL room, and the bilingual tutorial room were the main sites concentrated on during the study. The primary sites were the two classrooms, where much of the participant observation took place. These were also the major areas where the NES and LES students spent their school day; consequently, the students were quite familiar with these places.

#### Design for Data Reduction and Analysis

Because of the limited amount of data-collection time in the field, the focus of the study was rather selective. Starting in January 1980, the participant observer collected rich descriptive data of specific activities engaged in by the selected foreign non-English and limited-English-speaking pupils during the school day and noted the general patterns of these activities. The observer looked for formal as well as informal interactions between the selected pupils and their teacher and between the selected pupils and their peers. Noted were the frequency of these interactions and certain patterns that emerged from the observations.

The participant observer and the teacher informants identified nine Arabic pupils and one non-Arabic foreign student from each classroom on whom to focus. The participant observer followed and documented the naturally occurring activities in which these pupils engaged with the classroom teacher throughout the school day. She paid particular attention to students' use and/or nonuse of language, communicative behavior, and interactional strategies. The classroom

teacher's instructional style, communicative behavior, and interactional style were also noted and documented in each classroom situation.

The design of the study and the methodology incorporated provided consistent teacher collaboration with the researcher. This collaboration was valued and contributed greatly toward the sense-making of the participants involved in the study and thus led to what Erickson (1978) called a valid ethnographic study. The design also permitted the researcher and teacher collaborators to look at the initial research questions, to test those questions in the classroom, and to generate new questions, or make modifications where necessary, based on data surrounding the ongoing activities in the classroom. Thus, it was possible to formulate questions during the field-work period, as Geer (1969) pointed out. This collaboration between researcher and teacher informants regarding analysis of the data led to another aspect of the research questions in the field: "the ability for hypotheses to take the form of predictions about the future events which occur under specific conditions" (Geer, 1969, p. 157). By using information obtained from the teacher informants, the structured weekly meetings provided an opportunity to reflect on and analyze the data from the teachers' viewpoint and allowed the researcher to return to the site for further analysis and contact with the teacher informants during the compilation of the data.

The tape-recorded student and teacher interviews and the videotapes provided another type of data analysis. Once various activities had been videotaped, the participant observer and the

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teacher informants reviewed these tapes and noted the frequency of identified verbal and nonverbal communicative behavior on the part of selected students and teachers. Microanalysis of verbal and nonverbal communicative behavior was done using the field notes because there was not enough information on the videotapes to record such behavior.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

This chapter contains a discussion of an array of literature related to English-language acquisition of children who have limited and non-English-speaking ability, as well as related research and second-language acquisition studies. The literature review focuses essentially on three issues, discussed in the following sequence:

1. School Language Education Policy and Its History,  
Nationally and in Michigan
2. Bilingual Education Approaches Organized Around Issues  
of Language Structure
3. Sociolinguistics--Bilingual Education Thought of as the  
Relationship of Language Structure to Language Use

#### School Language Education Policy and Its History, Nationally and in Michigan

This section includes a discussion of the law, policies, and historical development of school language education in the United States and specifically in Michigan.

#### The Law and the Historical Aspects of Bilingual Education

Bilingual education is potentially a most effective means of providing essential basic skills, the prerequisite for any social



mobility in our contemporary society. It can serve as a means for instilling a sense of self-esteem and cultural pride, which the melting-pot myth has not accomplished.

Ideally, bilingual education could retain the integrity of cultural diversity. The school could show students the richness of cultural differences. Intercultural awareness leads to a pattern of understanding oneself and others that can give youngsters a broad personal prospectus for viewing the world environment.

The advent of bilingual education has had a decided effect on educational programs in Michigan and across the country. The mandates for bilingual educational programs can be viewed as beginning when the courts at both the state and federal level began to intervene, limiting the discretion of state and local officials to control their total school programs. School programs are now much more complex in content, as they must account for a variety of special needs for different youngsters. In the past, these youngsters were overlooked or often neglected. Van Geel (1976) pointed out that it has been the intent of the state and federal governments to improve the quality of educational programs and positively affect student achievement by intervening and mandating changes in the public school program.

The Civil Rights Act of 1964 was the beginning of such changes. It states:

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (Van Geel, 1976, p. 51).

Under the provisions of the Civil Rights Act, state educational agencies are eligible for grants to establish centers to provide technical assistance in the area of bilingual education to local school districts.

As more immigrants with youngsters who were non-English speaking entered the country, American public schools were faced with the fact that their educational programs were not meeting the specific needs of these students. Consequently, court cases such as Lau vs. Nichols were brought against local districts, charging that no provisions were being made to assure non-English-speaking students of special instruction to equalize their educational opportunity. These students were being excluded from the school program.

The Lau vs. Nichols lawsuit was instituted by non-English-speaking Chinese students against the San Francisco School District. The Supreme Court upheld the right of the non-English-speaking students to receive special instruction. School districts receiving federal funds must include programs for non-English-speaking students or face losing their federal assistance (Van Geel, 1976).

It is still unclear whether ESL and bilingual instruction meet statutory and regulatory requirements and also what the efforts and design of such programs should look like in providing special instruction for foreign-language-speaking youngsters.

One of the obstacles school districts encounter in implementing bilingual education is the lack of sufficient funding to establish the programs and to institute the necessary changes in their existing programs to meet the bilingual educational requirements. For this

reason, many districts have neglected their responsibilities in this area until they have been forced or mandated to do so.

It should be noted that Congress has passed two pieces of legislation establishing a grant-in-aid program for bilingual education. The first was adopted in 1968 and the second in 1974 (Van Geel, 1976). State policies are, however, quite diverse.

The Report on the Status of Bilingual Education in Michigan (1978) states that Alaska, Illinois, Massachusetts, Michigan, New Jersey, Pennsylvania, and Texas have mandatory bilingual education programs. However, states that have bilingual instruction do not always explicitly have bicultural instruction.

#### Bilingual Education in Michigan

The discussion in this section focuses on the requirements and development of bilingual education in Michigan. State-mandated bilingual education has been in existence since the passage of Public Act 294 in 1974. This act requires that "beginning with the 1975-76 school year, the board of a school district having an enrollment of 20 or more children of limited English speaking ability in a language classification in grade K-12 shall establish and operate a bilingual instruction program for those children."

Michigan has made significant progress in serving its students with limited English-speaking ability, but much still remains to be done to implement bilingual education. The goal of the Bilingual Education Office in the Michigan Department of Education is to ensure bilingual instruction programs in Michigan's schools for children of limited English-speaking ability, to improve their proficiency in

English and provide them an equal educational opportunity to achieve in content areas commensurate with their age, ability, and grade level.

The Bilingual Education Office collects a census from local school districts, which indicates the number of limited-English-speaking youngsters enrolled in Michigan schools. The Progress Report on the Status of Bilingual Education in Michigan, 1978 and 1980, reported that 14 districts provided bilingual instruction in 1975-76, primarily under federal funding; this number grew to 57 in 1976-77, 65 in 1977-78, 80 in 1978-79, 70 in 1979-80, and 75 in 1980-81. The number of students served in 1980-81 was 20,390 and is still growing.

Public Act 294 outlines specific requirements for each educational agency having responsibility under the mandate to provide bilingual programs. The requirements are as follows:

Local school districts are required to:

1. insure that each child participating in bilingual instruction is given instruction at his/her level of educational attainment.
2. operate a full-time program of bilingual instruction in the courses required by P.A. 294 and the courses and subjects required by the local board for completion of the grade level in which the child is enrolled.
3. notify by registered mail the parents of a child of limited English-speaking ability that their child is being enrolled in the program.

4. establish a bilingual advisory committee to assist the local board in evaluating and planning the bilingual instruction program.

The Report on Bilingual Education, 1975-76 noted that any local school district having fewer than 20 children of limited English-speaking ability that does not operate a bilingual program must provide transportation and tuition for any such child in the district who wishes to enroll in a bilingual program in another district. Another option is that a local district having fewer than 20 children of limited English-speaking ability may operate a bilingual program but must still meet the above requirements.

The State Board of Education is required to:

1. Develop and administer a program of inservice training for bilingual instruction programs and . . . promulgate rules governing the conduct of and participation in the inservice training programs.
2. Promulgate rules governing the endorsement of teachers as qualified bilingual instructors in the public schools of the state [and require that] the teacher . . . shall be proficient in both the oral and written skills of the language for which he is endorsed.
3. Approve an examination or testing mechanism suitable for evaluating the proficiency in English language skills of a child of limited English speaking ability.

The Michigan Department of Education is required to:

1. Advise and assist school districts in complying with and implementing sections 390 to 396.
2. Study, review and evaluate textbooks and instructional materials, resources, and media for use in bilingual instructional programs.
3. Compile data relative to the theory and practice of bilingual instruction and pedagogy.
4. Encourage experimentation and innovation in bilingual education.
5. Recommend inservice training programs, curriculum development and testing mechanisms to the State Board of Education.

6. Make an annual report relative to bilingual instruction program to the legislature and the governor (Bilingual Instruction in Michigan, 1977).

Bilingual instruction, as defined in Public Act 294, is the use of two languages, one of which is English, as the media of instruction for speaking, reading, writing, or comprehension. Bilingual instruction may also include instruction in the history and culture of the country, territory, or geographic area associated with the language spoken by children of limited English speaking ability in the program and in the history and culture of the United States (Bilingual Instruction in Michigan, 1977).

In its effort to determine which districts in Michigan were most likely to have students in need of bilingual instruction as mandated by P.A. 294, Department staff referred to school racial and ethnic census reports. The Department sent surveys to each local and intermediate district, asking whether the district had 20 children in a language classification who needed bilingual instruction and whether it wanted technical assistance.

The Progress Report on the Status of Bilingual Instruction in Michigan, 1978 stated that full implementation of P.A. 294 would require the identification and allocation of new financial resources. Since 1968, the federal government has provided funding for bilingual education programs through Title VII of the Elementary and Secondary Education Act. Title VII is not the only source of funds that benefits bilingual education. Other sources available are Title I ESEA, including Migrant Education; Title IV-B and Title IV-C ESEA, the Emergency School Aid Act; and Title IV of the Civil Rights Act of 1964.

The Michigan Legislature has continued to demonstrate its support by appropriating money in the School Aid Act to be allocated

to applicant districts for bilingual programs. The financial resources for providing basic education are scarce; therefore, it is imperative that monies and resources be concentrated on those students for whom the law and appropriations were intended.

In 1975-76, there was no state-level monitoring system for bilingual instruction programs. Likewise, few districts responded to P.A. 294. Reasons for this nonresponse varied, but the two main concerns were (1) lack of information regarding what a bilingual instruction program is and (2) lack of resources, including funding, staff, and instructional materials. School districts such as Lansing, Detroit, Saginaw, Grand Rapids, and Pontiac were operating with combination funds from federal, state, and local revenues.

The Department has made rapid progress since the establishment of the Bilingual Education Office in 1976. It is the prime source of assistance and information to local school districts, institutions of higher learning, legislators, board members, and communities to help define the legal and pedagogical obligations as outlined under state and federal mandates.

The most recent report regarding the Lau vs. Nichols regulations stated that the United States Department of Education will be starting a series of regional hearings to gain public reaction and suggestions in regard to limited-English-proficient students' equal access to education. The hearings will concern the proposal that seeks to require schools with 25 or more limited-English-speaking students from one language group within two grades to offer bilingual instruction to these students, using qualified bilingual teachers.

If a school has fewer than 25 such students, bilingual instruction may be provided through magnet schools, i.e., schools with bilingual educators serving several schools.

Those students who are English-superior are required only to have access to compensatory assistance with English skills. The American Association of School Administrators (1980) reported that primary-language-superior students must receive instruction in required subjects in both English and their primary language while they are learning English. As for limited-English students, the Education Department is searching for comments on whether these students should be provided with bilingual instruction or instruction only in English.

#### Summary

This section contained a discussion of the legal and the historical aspects of bilingual education, along with the growth and involvement of federal and state government in bilingual education, specifically in Michigan.

It was pointed out how state and federal legislation has influenced educational programs affecting non-English and limited-English-speaking students. Since this nation is composed of multi-ethnic racial backgrounds, school programs are attempting to improve cultural and human relations to promote a better understanding and acceptance of similarities and differences. The Civil Rights Act of 1964 was the beginning of such changes in school programs. Then came the Lau vs. Nichols court case, which further emphasized the need for



schools to equalize educational opportunities. Many states now have bilingual education programs and offer instruction to NES and LES students through the regular school program. Michigan has made significant progress in this area, as was pointed out in this first section of the literature review.

Although it is the responsibility of local school districts to implement bilingual education, it is the responsibility of the Michigan Department of Education to serve as the leader in providing assistance and information to help districts meet the needs of linguistically different children.

#### Bilingual Education Approaches Organized Around Issues of Language Structure

This section focuses on a discussion of bilingual education approaches organized around issues of language structure. Language structure is differentiated from the term "language use" in this section of the literature review. Language structure was defined as programs or approaches that emphasize the structure of language acquisition such as letters, sounds, words, and the rules of grammar and syntax. Structure can mean the basic concept from which one operates or learns a new language.

Various approaches and programs are based on language structure, as is noted in the following discussion. The researcher examined English As a Second Language (ESL) programs, which emphasize all instruction in English and oral-language vocabulary development. Transitional bilingual education programs differ from ESL in

that the NES students in the transitional program are offered instruction in their native language while they receive ESL instruction.

This leads into the argument about language maintenance and language transfer. Language-maintenance programs emphasize the development of the native language in and out of school. Bilingual education programs also tend to stress this concept. Language transfer, however, occurs in programs when children start speaking the non-native language among themselves in school and in the home environment instead of maintaining their native language.

In contrast to bilingual education programs, in monolingual language programs all of the instruction is given in one medium, with no emphasis on maintaining the native language in the school environment. The instruction is centered on mastering the basic phonology, morphology, and syntax of the language being taught.

Following the discussion of monolingual programs, the focus includes statements from proponents of bilingual education programs. The last part of this section includes a review of some of the earlier studies done on such concepts of language structure as language patterns and language routines and the effect these concepts have on language acquisition. Included is information regarding language-development concepts and suggestions for teachers with non-native English speakers in their classrooms.

In recent studies of English As a Second Language, it has been found that non-English-speaking children of foreign native backgrounds have similar learning needs to those of native English-speaking

children, regardless of the circumstances of their learning (Garvie, 1976). The ideal situation for the non-English-speaking learners would be to offer their early education in their own language. This would be a difficult, if not impossible, task for school districts with large multiethnic student populations. Therefore, schools must provide educational environments that will help develop basic concepts and help non-English students toward literacy and numeracy through the medium of English As a Second Language. The suggestion here is to teach the second language through normal activities of the school curriculum. Teachers need, then, to understand and be aware of what it means to speak a new language (Garvie, 1976). Garvie emphasized the acquisition of the first language for the child. Acquisition of language can result from the interaction between intellectual ability and environmental factors.

Margery Thompson (1980) wrote an article entitled "How Schools Are Helping Kids Who Can't Speak English." One approach is the English As a Second Language (ESL) program. This approach emphasizes listening and speaking, then reading and writing in English. All instruction is done in English, eliminating the need for teachers trained in other languages. Some people feel that mixing instruction in English with the student's native language confuses the student and slows the process of learning the new language.

Thompson also gave an account of five programs that school districts have implemented to provide instruction for non-English-speaking students. Three are straight ESL programs, and the other two are called transitional bilingual education programs. The ESL

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programs give intensive instruction to non-English-speaking students. A district may have one or two ESL teachers circulating around to schools and conducting these classes for 45 to 60 minutes each day for each student or on different days of the week. Some schools have all of their ESL students sent to one central location, where they are given ESL instruction until they are proficient enough in English to attend schools in their attendance area. In one district, the ESL teacher works about three hours a day with the NES children.

In the Muscogee County, Georgia, school system, the ESL staff members concentrate heavily on math because it is an international language. They also involve ESL students in any activity that doesn't stress English, such as physical education, arts, music, crafts, and some science.

The transitional bilingual education program offers bilingual instruction to NES students in their native language while they also receive ESL training. Bilingual instruction can only be given when native-language-speaking teachers are available and when there are enough NES students to warrant instruction in a particular language. This is difficult if a school attempts to employ one teacher for every child who speaks a different foreign language. Transitional bilingual education also tries to provide classroom tutorial aides to help NES students in the native language. These tutors or aides, who speak the native language and English, sit in the classrooms and go over the lessons with the children in their native language and help them understand what is taking place. This helps the NES students so that they do not fall behind in concepts and provides a shortcut for them

to learn English. When children were taken out of class for ESL instruction alone, without the tutorial bilingual aide's help, it was harder for them to catch up with the English-speaking children in their classrooms.

Not all research regarding second-language learning has advocated bilingual education. Experimental programs such as the one done by Lambert (1980) have indicated that for students who are deficient in the primary language, monolingual programs of instruction have shown achievements in language and other subjects within a short period of time, comparable to that of monolingual students for whom the particular language in the setting is the native language. In the Lambert study, which was conducted in Montreal, the English-speaking students experienced no inferiority or disadvantage in school. Their teachers had high expectations for their achievement, and their language and social class were respected.

The project was designed to promote functional bilingualism through a policy of home-to-school language switch. The program started with kindergarten and was based on the assumption that learning a second language should be incidental to learning subject-matter content through that language. This program of second-language learning was assessed over a 15-year period, and the evidence showed no deficiencies in content area or native-language skills nor any lack of cognitive achievement attributed to participation in the program. The experimental pupils were able to read, write, speak, and understand both English and French as well as youngsters in conventional English classrooms and as well as native-English-speaking pupils who took

French As a Second Language. The experimental children mastered the basic elements of French phonology, morphology, and syntax without any inhibition in the use of language, which is often the case with foreign or second-language students.

The experimental children made fewer content errors in English oral communication than did the English control group. In French, oral communication was as good as that of the French control group. This fact suggests that the students learned to communicate ideas in French even though they were not native speakers. By the end of their elementary-school years, the children were functionally bilingual and at ease in both languages. When asked if such a program could be implemented in other settings with other groups of children, Lambert and Tucker (1980) proposed instead a more general guiding principle that may have a universal application. In communities that desire a bilingual or multilingual citizenry, priority in early schooling should be given to the language least likely to be developed or the language that would most likely be neglected. This idea would involve a home-to-school language switch for some children in the early years of school and a no-switch alternative for others. To turn potentially negative aspects of bilingualism into positive aspects, language training should be done as early as possible, but only when it is certain that full competency in the potentially neglected home language has been attained.

This particular program gave the experimental children a chance to compete with other American children and to experience success. Aspects of this program can be compared to the ESL and bilingual

program in the present research study, in that the foreign LES students were competing with the English or American children in the English curriculum, the same as the French experimental group did with the control group. Lambert and Tucker (1980), however, did not discuss the social factors or social conditions affecting Americans learning to speak French. Rather, their emphasis clearly seemed to be on mastering language structure.

Many school children in this country have English-language deficiencies. These children, whose native language is other than English, are entitled to a meaningful opportunity to participate in public education. Gaarder (1972) stated that "children who enter school with less competence in English than monolingual English-speaking children will probably become retarded in their school work to the extent of their deficiency in English, if English is the sole medium of interaction." On the other hand, Gaarder proposed that the bilingual child's acquisition of subject matter, or cognitive growth and development, could proceed at a normal rate if the native language were used as an alternate tool of instruction.

Other proponents of this belief have felt that bilingual education helps the limited-English-speaking children to express themselves. Ballesteros (1973) argued that bilingual education also strengthens the relationship between the school and the home through a common communication link. Without the bilingual component, schools have difficulty understanding and communicating with bilingual children and their parents.



Routines and patterns play a major role in language acquisition. In defining these terms, Krashen and Scarcella (1978) distinguished between them. Prefabricated routines are memorized whole phrases, such as "How are you?" or "Where is your house?" A person may use these phrases without knowledge of their internal structure. Prefabricated patterns are partly created and partly memorized wholes, such as "That's a pencil." The main point is that, in language acquisition, patterns and routines play a direct role in the creative construction process. Documentation of routines and patterns in five Spanish-speaking children learning English as a second language was used as an example. A comparison was made between analytic (one-word-at-a-time development) language patterns and gestalt (whole parts in conversational contexts) language patterns.

Frohlich-Ward (1979) emphasized the fact that rarely is it a problem to motivate foreign students to learn a second language. One useful technique is to employ various methods of introducing the new vocabulary. The author suggested manipulative objects and a variety of games like puzzle lotto, card games, guessing games, and songs, which support the exercise of newly learned structures and vocabulary. She also advocated three organizational rules for achieving the best results in teaching English acquisition:

1. a suitable and consistent teacher who comes regularly,
2. lessons taking place at the same time each day, and
3. parental visitations in which the parents do not speak in their native language in front of the children.

Bumpass (1965) contended that young non-English and limited-English-speaking children learn best through meaningful activities on their level of understanding. For example, when the child is ready for the reading experience, certain initial readiness experiences must be checked for completion. She advocated nine steps for teaching reading that can help students who are nonnative speakers of English.

Boercher (1975) stated that language development for all children has four basic elements. Classroom teachers should understand that

1. Language acquisition is inevitable for children if they are exposed to a given language. It begins as the ability to understand and think.
2. Children develop language skills at different rates.
3. Children's grammatical errors reveal their control or lack of control of the systems of language.
4. Language instruction is often characterized by systematic, repetitious (drill-like) behavior in which new learnings are integrated with earlier skills.

Ervin-Tripp (1973) found that the newcomer to a new language situation must master a new system. If the medium is bilingual, the learner must master the rules for alternating between the two language varieties as well as learn the new language. The person must learn the general grammatical categories, rules of arrangement of those categories, phonetic and semantic distinctions, and particular morphemes that represent semantic and grammatical categories. Learners sometimes employ patterns common to neither language variety.

Frequently, they make omissions or overgeneralize morphemes in the new language variety. This syntactic simplification of second-language learners may correspond to simplifications common among children learning the same language.

### Summary

This concludes the discussion of bilingual education approaches organized around issues of language structure. Various approaches and programs have been based on language structure. The researcher examined such approaches as English As a Second Language programs, transitional bilingual education programs, monolingual language programs, and the concepts of language maintenance and language transfer. The debates about each of these areas were discussed as each approach was viewed and contrasted.

Each approach provided insights about how schools are developing and implementing programs that focus on helping NES and LES students in the school environment. Some schools provide programs that emphasize listening, speaking, and then reading and writing in English. Some provide education in the native language while students receive ESL instruction. It was found that monolingual programs focus heavily on mastering phonology, morphology, and syntax.

Language structure also relates to certain patterns and routines, as was noted through a comparison of analytic and gestalt language-comprehension patterns. Analytic patterns of comprehension are those in which the child focuses on one word at a time. Gestalt patterns of comprehension are those in which the child focuses on whole "chunks" of speech in conversational contexts.

This section of the literature review also considered briefly the discussion by Frohlich-Ward (1979) of organizational rules for teaching English acquisition and the discussion by Boercher (1975) of four basic elements of language development for all children.

Sociolinguistics--Bilingual Education Thought of as  
the Relationship of Structure to Language Use

The third section of Chapter II focuses on sociolinguistics. It contains a discussion of bilingual education thought of as the relationship of language structure to language use. The preceding section discussed school language programs and approaches that are centered on language structure. This part discusses school language approaches and bilingual education that centers on language use. An attempt is made to show the relationship between the two concepts as well as to discuss current literature relating to language use.

There has not been a great deal of research in the area of language use. This dissertation is an example of a study that deals primarily with the issue of language use. Some elements of language structure are also discussed in this study.

Studying language use entails looking at the social meaning of and environmental conditions surrounding the development of language. The discussion, at this point, examines some of the literature regarding language use.

Programs that emphasize maintaining the native language spoken in the home, as well as the importance of learning new kinds of language, are good. Erickson (1978) tended to agree with Gumperz and Hernandez-Chavez (1972) that being multilingual is developmentally

enriching. It is important to note also that some sociolinguistic research has suggested that no "normal" child is really "monolingual." Even monolingual people speak in various different ways, depending on the situation or to whom they are speaking. The manner and style in which one speaks also provide various information about language and the person. Erickson (1978) referred to Hymes (1967) when he commented that "language behavior is social behavior and linguistic competence is social competence."

Erickson went on to discuss certain changes in language form that take place in conversations that may indicate changes in the social relationship between the speakers as time passes. This analysis was based on studies conducted by Blom and Gumperz (1972) and Shultz and Erickson (1973). Erickson contended that there seem to be rules that govern what and how we say things in various situations. These variations in the rules of speech behavior and the study of these rules is what Hymes (1962, 1972) called the "ethnography of speaking." Another aspect one might consider is what Erickson termed the "ethnography of the politics of speaking," which entails the social repercussions and rewards for speaking correctly, or incorrectly, in certain situations; i.e., a child might address an adult in an inappropriate manner.

Erickson built a strong case for language-maintenance programs. He said two criteria should be examined: (1) the range of variants of both languages spoken by the students in the program and (2) the percentage of daily talking in the native language by the students.

Another point Erickson stressed is that a language-maintenance program should not be given an "effective" rating if nonnative English speakers in that program are being punished by peers or staff for speaking their native language rather than English. This would apply also to "nonstandard" English or regional-dialect English speakers.

This type of an approach would view the school program as accepting different kinds of languages that could be functionally appropriate. Children wouldn't be punished or corrected by teachers or teased by their peers for speaking their native language, non-standard English, or a mixture of both languages in the school setting. Teachers would correct students during special language-lesson periods. Sometimes the best intentions of staff, parents, and students could inadvertently discourage first-language maintenance in the curriculum and the social organization, instead of fostering it.

Erickson (1978) suggested that one method of studying and evaluating the politics of speaking would be to observe selected students in a bilingual program and then to tape and code the various forms of language used, as well as talk by students and their peers and talk by the teachers and these students. This sociolinguistic approach to evaluation would provide measures of the speech behaviors that are relevant to program effectiveness and language maintenance. The tapes could also be a data base for teacher inservice.

It was Shultz's (1971) impression, based on various observations in Spanish-speaking communities, that a pattern of language transfer, rather than language maintenance, may be taking place in the school environment. For example, native Spanish-speaking children

Speak more English among themselves as well as in the home environment. They tend to speak the native language only when talking to someone who doesn't speak English. Therefore, one can see that more English is being spoken outside the classroom environment as well as inside the classroom, and pressure to speak English is thrust upon students in both settings.

One hypothesis that Shultz set forth in his study was that language choice depends on the language-speaking abilities of the audience in a particular situation and that the most important member of the classroom is the teacher. If we accept this hypothesis, then we would expect the students in the classroom to speak the language most commonly used and understood. Since all of the teachers spoke English and only some spoke Spanish/English, English was the chosen classroom language in this situation. Also, most of the classroom instruction was done in English. One can begin to understand why the children in this case spoke less and less Spanish as time elapsed.

A "hidden agenda" regarding the use of English was discovered in the study. It was never stated specifically that children should not use Spanish in the classroom or that they should speak only English, but there was a very subtle way of communicating to students that English was the language to be spoken.

This leads to questions regarding whether the children in Schultz's study and in similar situations will become functionally bilingual, given the findings of his research. Students might have perceived the native Spanish spoken at home to be an inferior language, thus adding another reason for not using it at school.

Shultz stated that even though the goals of the school program were those of language maintenance, the study brought out that language transfer was actually accomplished. The problem, as he described it, was that the program did not account for the sociolinguistic reality of the students' language use outside of the classroom setting. Their native language was considered inferior, and the variety of Spanish used by the teachers was unknown to them; therefore, English became the dominant medium of expression and the accepted language to use.

The intentions of the people involved in Schultz's study were to have a program that maintained the native language and at the same time to teach a second language. However, it takes much more than good intentions to assure the maintenance of the child's native language.

Some suggestions for change that may apply to bilingual classrooms in general include:

1. a thorough sociolinguistic analysis of the language spoken by the students, both in and out of the classroom setting.
2. identification of the appropriate speech, both linguistically and sociolinguistically, before setting language norms in the classroom.
3. use of native speakers as resources and models, giving equal value to the different variety of languages spoken.
4. making sure all teachers are bilingual and not emphasizing any one language over another.
5. continually monitoring and evaluating language use in the classroom and including an evaluation of language use outside the classroom.

The U.S. Office for Civil Rights stressed bilingual/bicultural education, at the elementary level in particular. They did not feel that ESL is appropriate as the only remedy for English-language deficiencies. Supporters of bilingual/bicultural education have said



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that children learn English better after they have learned academic concepts in their native language. Some educators in California have said that bicultural education gives everybody's language and culture the same status. Opponents of this viewpoint have stated that bicultural education is just another responsibility forced on the schools that really belongs in the home.

As the issue of bilingual/bicultural education versus ESL continues, educators are still faced with the problem of trying to meet the needs of these students and to stay within the law.

Ramirez (1973) suggested that bilingual programs should teach in the culture as well as about the culture. This, he maintained, will capitalize on the interpersonal cognitive and motivational styles of the nonnative English-speaking learners to enhance and broaden their experiences and repertoires without compromising their ethnic loyalties. On the other hand, native English speakers could learn as a second language the native language of the children with limited English-speaking ability. For example, they could learn Arabic or Spanish in a second-language program.

Bilingual children show great variety in their patterns of linguistic competency. Some may speak either very little English or none at all when they come to the United States, whereas others may speak and write English very well. There are certain special needs of which educators must be aware if they are to guide bilingual children toward successful school achievement.

In regard to the special needs of bilingual-bicultural children, Zintz (1970) stated,

Many children come to the classroom with a set of values and background of experiences radically different from that of the average American child. In order to teach these children successfully, the teacher must be cognizant of these differences and must, above all else, seek to understand without disparagement, those ideas, values and practices different from his own.

The teacher of bilingual children should be in a position to change cultural differences into cultural advantages. The fact that there are many ethnic groups and cultures is an advantage that could provide many resources to be used to enrich classroom learning. It is preferable that the teacher become acquainted with the children's cultures and understand and accept them. The teacher should provide many opportunities for the bilingual/bicultural child to hear and use English in different situations, such as listening to stories, singing songs, and memorizing lines from school plays and poems.

The acquisition of a second language has ramifications for a learner. When the second-language learner comes to school, he/she experiences a phenomenon known as "culture shock." With all the familiar landmarks suddenly removed, the child feels disoriented and perhaps frustrated at this new experience. Many children are able to overcome this often-traumatic experience when they enter a foreign situation, and this is often because of resourceful and sympathetic teachers. The children learn to read, write, communicate, and actively participate in school. Garvie (1976) suggested that the trouble starts in the first stages of school; therefore, children's first teachers have a tremendous responsibility for helping them overcome this problem.

Within the American school setting, foreign non-English or limited-English-speaking children are considered to be the minority-language-speaking group. They must adapt to the majority-language-speaking group (English) to gain social and cultural acceptance. Mackey (1979) felt that language-minority children tend to learn the dominant language according to their needs. The more they are surrounded in social settings by the new language, the sooner the assimilation takes place. The less contact, the slower the assimilative process.

Clarke (1976) stated that "recent interest in 'humanism' in second language teaching and learning has produced a number of interesting paradigms for examination of psycho-sociological factors in second language learning." He went on to give a theoretical perspective of second-language acquisition and tried to explain cross-cultural problems in terms of conflicting definitions of reality. He contended that a student's difficulties in learning a second language come not from an inability to handle stressful situations, or lack of motivation, but rather from a lack of understanding of the social context of language.

Clarke discussed the cultural shock that foreign non-English and limited-English-speaking youngsters experience as being the result of the differences between their country and the new country in terms of "modernity." He advocated a theory based on a description of modern consciousness, which will provide teachers with a comprehensive framework through which to understand and deal with isolated events. Second-language students need to understand the language and

the culture here. For this to occur, the teacher must help them recognize the subjective, socially constructed nature of reality. Experiences that occur outside the classroom also have significance for students' acquisition of English language.

In regard to social relations and their effect on school learning, McDermott (1977) stressed the importance of understanding the way relations between teachers and children relate to the learning environment, and he looked at classroom interaction as a means of promoting or decreasing learning. He was in favor of studying classrooms ethnographically to examine more closely what goes on in the process of teachers and students making sense of each other in the environment. Ethnographic accounts of life in the classroom might reveal that successful acquisition of literacy is like the successful use of a pedagogical style and depends very much on the attainment of trusting relations.

Piestrup (1973) pointed to a case in which teachers tried to stop the use of dialect in the classroom. The result was that the children did not get to the task of learning to read. When children were allowed to use their dialect, vernacular use did not increase and reading scores increased. Whenever the teacher treated dialect as a problem, this interfered with the trusting relationship that had been established between the teacher and the student. Many minority-group children in mainstreamed, predominantly standard-English-speaking schools can learn to read even though they possess divergent communicative skills. Social relations are very important to the acquisition of learning.

Language skills can also be facilitated through dramatic movement. Via (1976) suggested that combining dramatic movement with language use enhances learning because it reduces tension and stimulates thinking, enjoyment, involvement, and expression. These exercises can be done to develop imagination and concentration.

There are certain rules for learning cognitive strategies and norms and values regarding the use of language, the role of authority, and the relations of an individual to a group. The work done by Cazden, John, and Hymes (1972) was consistent with the general program of sociolinguistics and with Hymes' (1966) study of language use, social functions, and social relationships. Mishler (1972) stated that language used by classroom teachers can be analyzed to show pertinent aspects of the educational-socialization process. More systematic studies need to be done to find out if variations in teachers' verbal behavior have any effect on children's learning and cognitive development.

In an article on assessing language development, Shuy (1977) described some current research in measuring functional language. He stated that experience gained from the Lau vs. Nichols Supreme Court decision, the Aspiro Consent Decree in New York City, and other bilingual education bills has revealed a gap in the knowledge about educating children whose native language is not English. The courts seem to have responded by providing the momentum necessary to make education responsive to the needs of bilingual children, but educational technology is only in the beginning stages. For example, no testing or assessment instruments are available that measure adequately a

bilingual child's ability to participate effectively in the instruction program. Second-language specialists feel that tests of grammar and phonology are not accurate predictors of effective participation and that functional language competence--the ability to seek clarification and obtain the teacher's assistance--is more important. Functional language competence allows people to use their language, accomplish goals, and understand how others respond to their utterances or communications. Language functions, unlike phonology and grammar, develop throughout life.

In fully bilingual programs in which the child's language is respected and used as the medium of instruction, children tend to learn the language better and do well in school. Ervin-Tripp (1973) stated that a major change has taken place recently regarding language acquisition. We are now beginning to see the functions of language in the life of the speaker as being quite important in its acquisition.

In a paper entitled "Language in Education," Cazden (1979) referred to a teacher talk variation:

Intra-conversational code-switching is an important kind of nondeliberate language use in multilingual settings. . . . As Gumperz has said for many years, code switching is an additional linguistic resource available to bilingual speakers for conveying social meaning that monolinguals convey by shifting styles within a single language.

Shultz (1971) has done the most comprehensive work in the area of code switching and language use in bilingual classrooms. Code switching in this sense means the alternate use of two languages by a bilingual person. Shultz tape recorded a select group of children

for three or four hours. These students were of varying English-speaking abilities. The idea was to note any code switching that occurred during the process of English-language acquisition. The selected students wore backpacks containing a microphone and a tape recorder to collect data in various situations in which code switching might take place. They were also observed by a researcher who was taking notes at the same time. The students spoke English and Spanish. They had a Spanish-speaking bilingual teacher and a monolingual English teacher.

Shultz noted that the language these students chose to use depended on the person to whom they were talking. The children whom teachers perceived as speaking English the best were the ones who spoke the most English in the room. The children seemed to know who was able to speak and comprehend in either Spanish or English. The amount of English or Spanish spoken also depended on certain situations and who was around. The children would identify the kind of audience present in a situation and then select the proper language to be spoken.

As we examine the relationship between language structure and language use, the encompassing theory is what linguists term sociolinguistics. Keller (1979) defined sociolinguistics as the study of verbal, kinesthetic, and gestural ways or modes in which people communicate or do not communicate. Sociolinguistics conceptualizes our verbal and nonverbal behavior as interacting. Insights into how individuals develop language and speak their dialects affect what happens to them and to their speech in one-to-one situations.



Ervin-Tripp (1973) made some summary statements regarding sociolinguistic competence that also have relevance to the present study on language acquisition in the classroom:

Teacher training materials emphasizing formal categorical linguistic differences could have some negative effects on attitudes and educational practices. The formal differences between regional and social dialects are trivial and superficial in terms of the basic goals of the schools. The real educational problems may lie in the structure of the school and the operating classroom, in failures of social communication in the classroom, in strong beliefs about the knowledge, abilities, and attributes of speakers judged by their regional or social dialect. If teachers mistakenly conclude that dialects are related to thought processes, that nonstandard speakers are like new immigrants and lack Standard English in their repertoire, or that all members of a given ethnic group are alike and have the same range of linguistic skills, then linguistically oriented materials will have reinforced social stereotypes and diverted attention from the real failures of the schools. For these reasons a high priority research area should be ethnography of classroom communication and training about social dialects should include a sociolinguistic rather than formal perspective.

The study of second-language acquisition has many ramifications for the social and academic development of youngsters in school environments. Sociolinguistic development and questions regarding the varieties of language function continue to be major issues in education and research. Code switching, teacher training, the ethnography of literacy, and learning to read are only a few of the areas that play a major role in children's language acquisition. Research in the area of language acquisition and social communication in the classroom continues to provide educators with information that helps students learn.

### Summary

Bilingual education has seriously affected educational programs across the country. A number of topics that pertain to English-language acquisition for a second-language learner in the classroom were discussed in this chapter. Basically, three main issues were covered:

1. School Language Education Policy and Its History,  
Nationally and in Michigan
2. Bilingual Education Approaches Organized Around Issues  
of Language Structure
3. Sociolinguistics--Bilingual Education Thought of as the  
Relationship of Language Structure to Language Use

State and federal legislation has attempted to encourage educational programs to consider the special needs of non-English and limited-English-speaking youngsters. Linguistically different children have needs that can be met through various programs. Bilingual/bicultural programs help nonnative English-speaking learners develop their second-language skills. It is important that teachers understand and respect the differences in these children and continue to provide opportunities for them to be successful in school.

Bilingual education and bilingual instructional programs are not the only language programs being used with nonnative speakers of a culture. Monolingual as well as bilingual programs are successfully being implemented. Research has shown that nonnative speakers can compete equally in classrooms with the dominant-language group of children.

All language groups speak in various ways, depending on the situation and the audience or person to whom one is speaking. Erickson (1978) stated that language behavior is social behavior, and linguistic competence is social competence. Changes in language that indicate changes in the social relationships between speakers are what Hymes (1962, 1972) termed the "ethnography of speaking."

First-language maintenance was found to be just as important as learning the second language, and educators should follow certain measures if emphasis is placed on the language-maintenance program.

English As a Second Language programs were examined as a medium of helping non-English speakers to achieve literacy and numeracy. This approach of giving all instruction in English has been viewed as less frustrating for the learner than bilingual instruction. A transitional program offers instruction in the student's native tongue, as well as ESL training. Each approach has its pros and cons, just as bilingual instruction does.

Certain sociolinguistic factors are involved in learning a second language. One is the effect of being a minority in a different cultural environment. This is sometimes a frightening experience for children as well as adults. Gaining social and cultural acceptance is not always easy in an American school setting. Classroom teachers can play an important role in helping the nonnative, non-English-speaking children. Understanding and trusting relationships can be important in promoting a positive learning environment.

Research has shown that various motivational influences play an important role in language development. Art, music, games,

songs, drama, and repetition are a few ways teachers can help facilitate learning a second language.

The literature review also entailed a brief discussion of language patterns and routines to provide some insights into the structural process of language. The writer also referred to cognitive strategies and language functions in the work done by Cazden and Hymes (1966). The discussion on functional language competence explained how people use language to accomplish goals and to understand how others respond to their communicative utterances.

The literature review did not focus specifically on information regarding language phonology, grammatical structure, or morphological rules, even though these terms were mentioned. The purpose was to study language acquisition and not primarily language structure of non-English and limited-English-speaking youngsters.

Code switching was found to be relevant to this study. Code switching is the alternative use of two languages by a bilingual person. It is interesting that various language groups use this medium of communication.

In any language-acquisition program, one must be careful to define the goal. This is particularly true when discussing whether a language-maintenance program or a language-transfer program should be promoted. If we account for the sociolinguistic approach to the reality of the student's language outside the classroom, then we must advocate a language-maintenance program and not solely a language-transfer program.

In regard to sociolinguistics, we must examine more closely the social interaction and communication that take place in the classroom as far as language acquisition is concerned. The classroom teacher and others in the environment have an important role to play in understanding, accepting, respecting, and promoting growth and success for children who are deficient in the second language. One must remember that verbal and nonverbal classroom interaction is a mode of communicating, and not communicating.

There is still a great deal to learn and many areas in which further research is necessary to enhance and broaden our knowledge and training in the area of social interaction and communication in the classroom and especially how limited- and non-English-speaking youngsters develop linguistically. Educators are responsible for providing an environment in which all students can participate fully in the school program. Various educational programs and teaching techniques must be incorporated throughout the school curriculum to assure all children an equal opportunity to grow and develop to their full potential. Some of the ideas and concepts presented in this literature review could provide further information about and a better understanding of this area of language acquisition.

## CHAPTER III

### CLASSROOM INTERACTION

Chapter III deals with four major areas of classroom interaction of Arabic limited-English and non-English-speaking students. Each section discusses in detail the classroom associations of selected Arabic students as seen over four stages of second-language development.

In the first part of the chapter, four distinct stages of English-language development, as identified by the researcher, are discussed. From there, the discussion includes general comments about classroom interaction and developing associations of various foreign limited- and non-English-speaking students in the school environment. Some comments and reflections on the experiences these LES students had as they entered the second-language school environment are shared to present an idea of how they felt coming into the new setting. Along with these statements are comments from the teachers who collaborated in the study, identified as T<sup>1</sup>, T<sup>2</sup>, T<sup>3</sup>, T<sup>4</sup>, and T<sup>5</sup>. Their comments focus on how they perceived the LES students in the classroom and the type of behavior they expected from the students, along with some of their concerns and anxieties about teaching the LES student. Three descriptive narrative case studies of NES and LES Arabic students are presented as specific examples of the second-language growth

and development during the four stages of English-language acquisition. One should note the similarities and differences in each of these three foreign LES students and how they generally fit the characteristics identified within the four stages of second-language learning.

Along with the descriptive narrative case studies, examples and a comprehensive discussion regarding oral language-development lessons given in the ESL room are covered. This is contrasted with classroom reading-group lessons that focused on the LES students. Observations and comments, documented from both classrooms, are presented as important to the associations and communicative interaction of LES students during the study.

As the chapter and the story of the LES student learners progresses, general characteristics of each of the four stages of language development are reviewed, with the focus on what was observed to be taking place in the two classrooms. Highlights point out specific LES peer associations and relationships that developed in the classroom and were important to one or another of the four second-language development stages. Again, the key examples focus on the three case studies as the story unfolds.

The second part of Chapter III contains a brief analysis of specific kinds of verbal talk and nonverbal behavior that were the basis for the communication that took place between an NES and an LES student, their peers, associates, and teachers. Two LES and NES case studies are discussed as examples: Hiam and Ahmed.

In the last part of Chapter III, the investigator discusses instances of code switching--using two different languages and

sometimes combining the two languages during communication or speech. Included are specific instances of LES students speaking in their native language and the circumstances surrounding these incidents, as well as a discussion of when and why the LES students switched from one language to the other. In conclusion, the focus is on why the emphasis in school has been on English-language development. Examples are given of instances in which teachers feel it is appropriate to use the native language in the classroom. This is contrasted with examples of the need to maintain the native language, as well as to learn the new language.

### Stages in Becoming Bilingual

When one talks about becoming bilingual at Spartan Village School, a sequence of four stages of second-language acquisition can be described. It is important to discuss these stages in detail, to provide background information that will be helpful throughout the dissertation in discussing the non-English-speaking and limited-English-speaking Arabic students.

Before discussing each of the four stages in detail, a brief synopsis of each stage is presented as an introduction. (See Table 2.)

Listed below are characteristics, in detail, of each stage:

#### Stage One

- The limited or non-English-speaking children enter school for the first time in an English-dominant classroom.
- They are given a buddy, selected by the teacher, to help them become oriented to the school, the classroom, and the



Table 2.--Sequence of English-language-acquisition stages across time.

Estimated Time From Enrollment in School <sup>a</sup>		Stage
2-3 months	September-November	One <sup>b</sup>
3-4 months	December	Two <sup>c</sup>
6 months	February	Three <sup>d</sup>
8 months	April	Four <sup>e</sup>

<sup>a</sup>Time may vary according to the individual child.

<sup>b</sup>Stage One: Associations are teacher-assigned "buddy," another LES student, siblings, or an interpreter.

<sup>c</sup>Stage Two: Associations are LES or NES students who are most like them in the setting, regardless of ethnic or second-language background.

<sup>d</sup>Stage Three: Associations include bilingually fluent peers in addition to stage two associations.

<sup>e</sup>Stage Four: Associations are with English-dominant-speaking peers, in addition to associations from stages two and three.

procedures followed daily (gym, recess, bathroom, lunch, library, office, etc.).

- This buddy may be a foreign student of the same language background, if possible, or it could be another NES or LES student who has been here previously, or it might turn out to be a friendly, outgoing English-dominant student in the class if there are no children of the same language group in the class.
- NES or LES students will tend to associate with this person only during school. If they have a sibling, they will associate with the LES or NES sibling after school, rather than other foreign NES or LES students from school or English-dominant students.
- The buddy helps the new NES or LES child with interpretations and getting through the school day.
- LES or NES children are, or become, very dependent on this buddy during phase one of English-language development.
- LES or NES students may appear to be shy, withdrawn, frightened, quiet, lonely, confused, frustrated, aggressive, or sometimes even hostile. These are symptoms of cultural shock.
- They speak only the native language in communicating, or remain silent around English speakers.

Stage Two

- Limited or non-English-speaking children will begin to associate with other students who are most like them in the school setting, i.e., those children who are of the same English-speaking proficiency, or in the case of a non-English-speaking child, an LES student.
- They learn quickly who these other students are because they are grouped with them for instruction in the classroom and in the ESL room for oral English-language instruction.
- They meet regularly with them in the bilingual-instruction setting.
- They tend to play together during recess at school and on the playground.
- They tend to communicate in the native or first language when they interact or play together, especially if there are no ES people around.
- They are still isolated from the dominant-English-speaking group merely because they have chosen not to associate yet.
- At this point they have been in the school setting about three months.
- Their understanding of the English language is probably better or greater than their oral speaking ability. This can be assessed by their participation in the classroom activities and how well they follow teacher- or student (peer)-given directions.

Stage Three

- LES or NES students begin to associate with bilingually fluent students of their own native language background.
- This happens toward the middle of the year, after at least five months in the English-dominant setting.
- They still receive ESL instruction and bilingual tutoring in their native tongue when possible.
- These other bilingual student contacts now expand into other classrooms and even across grade levels.
- NES or LES students at this point can choose to speak in their native language or in English to the bilingual contact.
- During school hours they tend to speak mainly English with each other.
- At home, LES or NES students tend to speak the native tongue to parents and English to peers once they become more fluent in both languages. (These data were obtained from numerous home visitations by the researcher throughout the year, every year for the past three years.)
- They also speak the native language when playing with other LES students from the same ethnic group.
- They actively seek help from teacher aides and the classroom teacher as well as from peers. They do not seem afraid to ask for help, even though their English vocabulary is still limited.

#### Stage Four

- The former NES or LES students have mastered enough English to feel comfortable around English-dominant-speaking students and will now associate equally with English-dominant as well as NES or LES students, if they so choose, in forming peer relationships.
- A much stronger feeling of acceptance from the dominant-speaking English culture is now quite apparent. English students seek them out in and out of the classroom, and they seek out English speakers.
- The students are no longer isolated and participate willingly in the total school program.
- They do not exhibit the shyness, fear, anxiety, loneliness, and frustration that often are noticeable during stage one of the sequence of English-language development.
- For most NES and LES students this stage is toward the end of the school year, but it may begin after six to eight months in the new language setting.

#### A Look at the Classroom Interactions of Arabic Limited and Non-English-Speaking Students

Several aspects can be discussed in regard to the classroom interaction of Arabic LES students as well as general statements that were drawn from the field notes during the study. Generally speaking, the students who were observed maintained close contact with others from their own language and ethnic background. This was observed and documented from teacher and student interviews. This was very obvious

during the time when the youngsters first entered the school and were identified as LES or, in some cases, totally NES. These children would be seen sitting together during most group meetings, story-telling sessions, seatwork, lunch, recess, music, and physical education periods--times when group activity was the focus during the day.

During the initial classroom experience or exposure in the dominant-English-speaking environment, the LES students did not really interact with other students in the classroom. They kept pretty much to themselves, or in cases where there was only one LES student, that child was a loner because he/she did not speak English and could not communicate with peers or even the classroom teacher.

In some instances, LES students would appear to be quiet, shy, withdrawn, frightened, unhappy, and nonparticipatory in the classroom. Various foreign LES students who were interviewed gave accounts of their stage one classroom experiences. Rabeah, an Iranian student, stated, "I was really shy when I came first in this school. They gave me these tests to do. I thought, what am I going to do. ...I can't read that. I'm too scared." (See SI, pp. 2,3.) Oriel, a Brazilian LES student, stated that his first classroom experiences were "horrible." "I couldn't speak." (See SI, p. 14.) The classroom teacher also recalled that Oriel cried a lot, was very withdrawn, and appeared unhappy and confused for a long time. The researcher recalls his being sent to the office a few times to be picked up by his parents because he was so unhappy in the classroom. During the interview he was asked, "Was there anyone with whom you could make friends?" He

responded, "No...just after I could speak English, Inez...then I could talk to her." (See SI, p. 15.) Inez was another LES student from Brazil.

Lobna, an Arabic LES student, gave this account of her stage one classroom experiences: "First when I come I don't speak to nobody ...in recess, I don't speak to nobody...I don't know English. I just sit by myself and watch the kids and now when I speak English, I just play with everybody. Sometimes when children come up and I can not speak English...and I just close my eyes." (See SI, p. 81.) Teachers recalled that Lobna was very withdrawn and very quiet when she first came. She would not interact with others in the class. Then after Lobna had been in the classroom about two months, one of the teachers recalled an incident that showed just the opposite type of classroom behavior from an Arabic LES student. She stated in her interview:

Another thing...at the beginning of the year, these children appeared to be very aggressive towards people. They were constantly fighting, not only among themselves, but they were punching and poking and really pretty hard on kids. I suppose they could have picked that up from the modeling of the other children but they were defiant against the teachers and the first words that I heard an Arabic child say were, "I no do, so I put on desk," and this was an assignment and T<sup>2</sup> pulled it out and said, "Oh yes, you will," but that was the first English we ever heard out of that child. There were a lot of really aggressive kinds of things...smirking...really kind of nasty. (Taken from taped teacher interview.)

Another collaborating teacher, T<sup>1</sup>, stated that some of the LES students were hostile and aggressive, whereas others were shy and withdrawn. She felt that it was an individual kind of characteristic. "Some children are naturally more timid and more quiet and it takes a while to get into the classroom situation. At other times, they fit

right in and you think that they have been there forever. Children are the same all over." The teachers seemed to expect that the LES students would interact, engage in play, and talk with other children. T<sup>1</sup> talked about the kind of interaction she expected in the classroom. "Be polite, which means no pushing, shoving, hitting, and this type of thing...not that you get that all of the time, but work towards that ...be considerate and help your neighbor." (Taken from taped teacher interview.)

The situations commented on by the ESL teacher were also observable in the classrooms. The LES children developed very close friendships with each other, more than they did with the American children. T<sup>4</sup> felt that this was partly because they came together to her room at the very beginning of the year and were frightened by the situation in the dominant-English-speaking classrooms but found that in the ESL room there was a group of children who were having the same problems and frustrations they were experiencing individually.

T<sup>4</sup> commented,

They especially stick together if they are from the same group. Even an Arabic-speaking child may become good friends with a Spanish-speaking child. I think it starts when they come to my ESL room and they sort of pair up together. They are the only ones in their classrooms who can't understand what's going on and when they come to my room, there is a very safe atmosphere because nobody else can speak either so they learn to be very good friends. There's a lot of touching. It's a small group and nobody feels badly because they can't understand. (See TI, p. 6.)

T<sup>4</sup> talked about kindergarten LES children who didn't speak the same language at all, yet they were best buddies and interacted in her ESL room and in the regular classroom. "I can't explain it, but they



talked to each other and they didn't speak enough English to talk to one another. They would play and they would just sort of communicate somehow. One was a Japanese boy and the other was a Spanish-speaking boy." (See TI, p. 9.)

The classroom interaction at the beginning of the school year for LES children is limited because of their inability to communicate in the English-speaking environment. They tend to sit together and stay together because they understand each other. As one of the collaborating teachers, T<sup>2</sup>, stated, "You and I would do the same thing as American people in a different country but when they learn English, they do less and less of that." (Taken from taped teacher interview.) Some of the LES children are a little reserved and tend to keep to themselves because they can't do much. Others may act out aggressively and show signs of unhappiness in school for those first few weeks. Much of this behavior is attributed to the "cultural shock" of being in a strange, unfamiliar environment. The frustrations that the LES children experience as they try to talk or communicate to others is understandable and has been labeled by the staff at this school as part of the "cultural shock." (See also the literature review in Chapter II.)

An example of one cultural shock is the following: The Arabic bilingual aide, T<sup>5</sup>, commented that Arabic LES students are not used to the freedom to do this or that in the classroom. This is not possible in their own country; therefore, the type of teaching is different. In the beginning, the LES student might misuse this freedom and might behave aggressively. T<sup>5</sup> did not think the Arabic LES

students interact much differently than non-LES students except for the fact that they try very hard to learn English and Arabic when they are with him in the bilingual room. Observations of their interactions in the bilingual room indicated that the LES students use the Arabic language freely. They talk, play, tease, and work quite freely with each other. They are out of their seats, playing around with each other on the floor, or whispering to each other just as any other children might do who are not LES. They are quick to raise their hands and wave them in the air in response to a question from the bilingual aide. The difference in this situation is that the LES student is not left out of the picture or handicapped because he/she does not know the language spoken among other children in the setting. Therefore, the interaction at the beginning of the school year is somewhat different in the bilingual room than in the regular classroom, or even in the ESL room, during stage one of second-language learning.

This initial description of classroom interaction for LES students does not remain unchanged over time. As the LES students begin to master the English language, their social encounters in the school setting broaden. For example, they may remain in the same reading group within the classroom and yet have many different peer interactions in math grouping. One reason for this may be that math has a universal language. District and informal teacher testing has indicated that the LES students usually do quite well in math because the numerals and concepts are the same in most countries. As the LES students learn the English vocabulary, they tend to excel in math.

Very little language is used in math, so the LES children can compete almost equally and interact comfortably with English-speaking students.

### Case Studies

Throughout the chapter, three specific case studies are discussed. These case studies describe first an LES student, Lobna, and her assimilation into the classroom environment. Her associations during four stages of English-language development are described, and these associations are related to her behavior and classroom communication with peers and teachers. The second case study observation focuses on Nader, an NES student who entered the same classroom with Lobna but seemed to have characteristics and behavior that presented somewhat of a contrast to Lobna. Lobna was quiet, reserved, and withdrawn as she first learned the English language. Nader was hostile, aggressive, and mouthy (presented a talkative discipline problem in the classroom) as he first learned English. Lobna was observed through the four stages of English-language growth, and widening associations with other students in the classroom and school environment were noticed over a period of time. Nader was observed only through stage two of English-language development. He is an example of the many foreign students who leave the school to return to their native country after a few short months in this country.

The third case study is Ahmed, an NES student who entered and was observed very late in the school year, during the month of May. The observations indicated behavior through the first stage of English-language development. A comparison of his behavior at that time with

that of Lobna and other LES and NES students in the classroom reflected similar characteristics regarding peer associations and communicative behavior in the classroom.

Observations in the ESL instructional room presented a contrasting picture regarding NES and LES student behavior. The associations changed, and more interaction and communication took place between the LES students and others who were also LES. It was also observed and noted that more native language was spoken. One reason for the increase in communicative behavior might have been related to the fact that the students were highly encouraged to talk and were given less structure in the ESL room than in the classroom because the main emphasis was on oral English-language development.

#### Synoptic Chart: Four Stages of English Language Development

The following synoptic chart illustrates Lobna's widening associations with other students as she moved through the four stages of English-language development in the school environment:

#### Stage One

Associations are teacher-assigned "buddy," another LES student, siblings, or an interpreter.

Ex.: Lobna was assigned a buddy, Nashwa, because they were from the same ethnic background. There were two other NES Arabic students in the classroom at the beginning of the year. These children spoke to each other and associated separately from the rest of the class. Outside of the classroom, Lobna associated only with her first-grade sister (at lunch and on the playground).

### Stage Two

Associations are LES or NES students who are most like them in the setting, regardless of ethnic or second-language background.

Ex.: Lobna associated primarily with Suzana, a Brazilian LES student, in the classroom. At the beginning of the year, the other NES Arabic students in her classroom B had been transferred to another classroom and she was left alone, except for other ethnic LES students whose English proficiency was about the same. The others were transferred because they were in another grade and Lobna was the only third grader except Suzana in the group of new NES students.

### Stage Three

Associations include bilingually fluent peers in addition to stage two associations.

Ex.: Lobna associated with Nashwa, who was Arabic bilingual, as well as other Arabic bilingual students in the class who had enrolled a year before her and were English proficient. Like two other Arabic bilingual boys in her classroom B, Lobna maintained contact with her stage two associates. During ESL instructions, Lobna met with Suzana (from her classroom) and other LES students from other ethnic backgrounds.

### Stage Four

Associations are with English-dominant-speaking peers, in addition to associations from stages two and three.

Ex.: Lobna associated with Nashwa, who was bilingual; Sarah, an English-speaking student; and a few other English-speaking girls in her classroom. Lobna talked to the student aide, the art teacher, and others who were English-dominant speakers. She also spoke freely to me when I was in her presence. She tried to play with other students who were not LES, as seen from the classroom observation notes. Her network of associations greatly expanded since stage one.

### Lobna: Case Study of an Arabic LES Student in Team Classroom B

Let's look at Lobna in team classroom B. Lobna entered the classroom as a third grade student in September, and the teacher

listed her as NES. Even though Lobna had been in an English-speaking school for a few months in Colorado, her parents indicated that she was NES. She did not speak any English in school around peers or the teachers, outside of what she was learning in ESL class. She was shy, quiet, and withdrawn for the first few weeks of school. Her contacts in the room were with two other NES and LES Arabic students in the class. These were NES Hiam and LES Waleed Al. When she spoke with them, it was in Arabic. Lobna did not attempt to associate with any of the other students in the class. The teacher collaborators stated that she would keep to herself and watch others in the class. That was during stage one. At that time, Hiam and Waleed As. were first graders in the team room and Lobna was a third grader in the team room. In November, Hiam and Waleed As. were moved to the self-contained first grade room.

Lobna stated in her interview: "First when I come I don't speak to nobody, in recess I don't speak to nobody. I don't know English. I just sit by myself and watch kids and now when I speak English, I just play with everybody." (See SI, p. 81.)

After a few months, Lobna was a little more confident of her English-speaking ability. This was seen more in the ESL room with the instructor. T<sup>4</sup> commented that there were about six Arabic children in the team room who could not speak English, so they spoke only Arabic to each other from September to November, at which time they were split up into other classrooms because of an overload in the team room. When they came to ESL class, they spoke English when they were in the room and being asked to respond to instruction. Lobna,

in particular, worked as a translator. T<sup>4</sup> stated,

Lobna didn't like to speak English but she thought that it was really neat that she could translate, and she spoke most of the time in Arabic. When somebody wanted to tell me something and they couldn't do it, she couldn't speak very well, but she could tell me enough so that she could tell me what they meant and when I asked them something, she would quickly tell them in Arabic. (See TI, p. 7.)

Shultz (1971) wrote about the use of other native speakers who are bilingual to help as translators.

When a new NES student entered the team room in November, Lobna interacted with him and served as his interpreter. By this time, Lobna's peer group associations included other LES students like herself and Arabic students who were now bilingual, having mastered the English language. This was stage two for Lobna. It was noted that Lobna interacted in her school work with Suzana, an LES Brazilian student. They were grouped together in the classroom for language arts instruction and went to ESL class together. In January, it was noted that Lobna was very close to Nashwa and considered Nashwa her best friend. This friendship association occurred at stage three of Lobna's English-language development. When asked in the interview, "Who is your friend?", Lobna stated, "Nashwa and everybody, Nashwa, Rachel, and everybody." "Is Nashwa your best friend?" Lobna replied, "Yes, she is my BEST friend. I call her up and say, 'You want to go to Arabic school?' I tell her, 'If you don't want to go to Arabic school' ...if she say 'No,' I say, 'If you don't want to go to Arabic school, I don't go.'" (See SI, p. 80.)

Lobna also talked about having English-speaking friends who were American, but she spent most of her time interacting with Nashwa

when they were in team classroom B. Outside of team classroom B, she still associated a great deal with her first grade sister, Mona, and other LES students with whom she had become associated in ESL class and in the bilingual tutor's room. Lobna was not at stage four just yet. Her associations were not with English-dominant-speaking children in the classroom, and the English children were not seeking her out as a main friend at that point (March 1980).

Lobna was used as a typical example of the classroom interaction that a LES student might experience. Each one of the Arabic LES students would reveal similar data.

Classroom observations also gave clues to the various kinds of activities experienced by LES students. Lobna and her sister, Mona, were in the same ESL class and went to the ESL room at the same time. There they participated in the oral-language activities provided by T<sup>4</sup> and quite often spoke in Arabic to each other during ESL instruction. They did less of this as the year progressed.

In team room B, activities normally began each day with classroom team meeting time. All of the children entered the room and seated themselves on the sofas, in the barber chair, or on the carpeted floor in the designated team meeting section of the room. Announcements, attendance, social greetings, and sharing of information were done at this time by both classroom teachers, T<sup>2</sup> and T<sup>3</sup>. Children with LES backgrounds were expected to listen and participate as much as possible along with the rest of the class. Although the LES children might not have fully comprehended what was happening during group meeting time, it was hoped that as time went on and they learned



the language, they would imitate the listening to and sharing of information that they saw all of the other children doing. This same beginning routine took place in other classrooms throughout the building at the beginning of each school day. All children learned that this was an acceptable time to receive and share information relating to various topics with their teachers and their peers before starting into the structured academic programs of the school day. During the stage one period, the LES students shared very little information until they had learned enough English to be able to communicate verbally.

After team meeting time, the children were all dismissed to their seats. When they had settled down at their seats, the teacher introduced the seatwork assignment for the entire class. This same procedure was followed in both classrooms observed.

Whenever LES or NES students entered a classroom for the first time, they were introduced to the class and assigned a classroom buddy, or, in cases where a student interpreter was available in the room, the student interpreter was assigned to the new student if he/she spoke the same native language. These interpreters helped explain to the new LES or NES student what was going on and became the communication link between the LES child and the teacher. If an interpreter was not available in the classroom, the LES or NES student had to sit and wait until the classroom teacher could free him/herself to work individually with the student. The LES or NES students generally sat quietly at their seats while the seatwork was being explained to the class. Once the other students in the class had started their assignments, the teachers began immediately to work with the LES students. It almost had to

be a one-to-one situation because these students were functioning on a non-English-language level during stage one.

On several occasions in early January, the classroom teachers were observed working with LES students. At that point, the particular students observed were still basically at stage two of their English-language development. Their associations were NES or LES students who were most like them in the setting; therefore, their associations centered on encounters and relationships with peers who might have been experiencing similar learning and communication problems in English.

#### LES Reading Group Lesson in Classroom B

The following vignette describes a typical language arts or reading lesson taught by the classroom teacher to two LES students. Even though their native languages were different, each (girl) student was functioning at the same level of English proficiency. Before starting the individual reading group lessons, the teacher usually introduced the tasks or activities on which the whole class would be working during the morning reading period. Then the teacher called each of the reading groups to the reading-group table, where she instructed them separately from the rest of the class on skills pertaining to their academic pretest level. Every student was pretested when he/she entered the classroom to determine the reading and math skills level for instruction.

On January 9, right after team meeting time in team classroom B, T<sup>2</sup> finished introducing the morning seatwork to the class and

then called Lobna (Arabic LES) and Suzana (Brazilian LES) for reading instruction. Each child had made experience stories on paper and verbally shared these stories with T<sup>2</sup>. T<sup>2</sup> showed each girl a word card for vocabulary development. After each one had read the cards, T<sup>2</sup> did another letter-sound connection exercise with the cards, in which each girl had to tell if the word began with the same sound and letter that the teacher called out. They had to look at their own cards and respond. In this exercise, both girls were successful; consequently, T<sup>2</sup> gave a verbal praise of "good" to the girls. T<sup>2</sup> then reviewed their seatwork assignment, which was to copy from the board some sentences the girls had made up. Each girl had to state verbally what they were to do. At this point, the LES students had learned enough English to respond to such beginning reading activities as the letter-sound association and word card exercises done by the classroom teacher.

#### LES Reading Group Lesson in Classroom A

Similar LES student and teacher activities took place during the reading instruction period in T<sup>1</sup>'s classroom A. After the seatwork had been introduced to the whole class and they all had had a chance to get started on their papers, T<sup>1</sup> called her first reading group up for instruction. During the observation period, there were three LES Arabic students in this group, Hiam, Kaleed, and Mona. In this activity, each student was given a word to repeat from a card held up by the teacher. These were review words that they had been taught earlier in December. After reviewing the word cards, they

opened their books to page one and were instructed to read the sentence. Each pupil tried to read in unison, "The cat is fat."

T<sup>1</sup> asked the students to show something skinny with their hands. Mona seemed to watch the others and then to imitate their actions. Hiam could not answer the question and seemed confused. Kaleed was able to read the sentence and demonstrate something skinny and fat with his hands as the other two children observed him and tried to imitate. T<sup>1</sup> had them read each line together, and after each sentence she commented, "Very good." The children finished quickly because this was a review exercise and the book was a beginning-reading-level book that they had started in December. T<sup>1</sup> gave each child a workbook and instructed them to turn to page one and to circle the picture that looked like the example. She reminded Hiam to start on the left and go to the right. (Hiam was still used to starting at the right and going left, which is the Arabic method of reading words on a page.) The students successfully completed a page by themselves, and then they were told to point to the picture mentioned by T<sup>1</sup> and to color everything the same as that picture. T<sup>1</sup> gave an example and asked the three LES students to repeat the directions for this seatwork activity. Then they were sent back to their seats to work on the assignments. T<sup>1</sup> then called the second Arabic LES reading group to come back to the round table for instruction. This group consisted of Layla, Waleed Al., and Waleed As. She did a similar activity with them. They were shown flash cards with vocabulary words that they had to recall and repeat orally together. Next they read in unison a story of simple sentences from a beginning reading book. The sentences in

the book consisted of wording like "I am Mike," "I am Kent," and "I am Lee." There were pictures to illustrate each of these characters in the book.

It seems to be a very slow, step-by-step process to instruct LES students in learning how to read. One reason for this may be that they have not yet learned to read in their native language. Another factor is that they are not English proficient and therefore have no English-language base from which to draw. They also lack English or American cultural experiences, which are reflected in the story examples and in the choice of vocabulary used by the teacher in the lesson.

A great deal of verbal praise and reinforcement must be given throughout the instructional period or lesson to keep the students motivated and on task. It was noted that the teacher had to speak slowly and distinctly and used visual aids as well as dramatizing or demonstrating the task she wanted the students to perform during the lesson time.

Layla and Waleed As. were probably the strongest of the three readers. Their stage of English-language development was within the stage two and stage three level, but more toward stage three. Waleed Al. was still between stages one and two. He seemed quite immature and inattentive and had trouble keeping his place in the book. He did not respond verbally as Layla and Waleed As. did during reading group lesson. His attention span was quite short.

T<sup>1</sup> said, "Look at page five and tell what is happening."  
Layla did all the talking. Waleed Al. had to be shown a few times

how to use the book marker. T<sup>1</sup> used both her hands to help everyone follow along in their readers. She also read along with them, pausing often to give verbal praise and pointing to where their eyes should be looking. Waleed Al. seemed very unsure of himself. He sat on one leg on the edge of his chair and lost his place again. Waleed As. followed along, reading slowly, word by word, with help from T<sup>1</sup>. T<sup>1</sup> gave clues to words by making the beginning sounds of the words as he tried to pronounce these words: the, I can, who, and you. Waleed Al. said nothing during the whole lesson; consequently, Waleed As. and Layla did all the responding and received verbal praise from T<sup>1</sup>. Again, T<sup>1</sup> went to the blackboard chart and wrote, "I can get it. Can you get it?" As she pointed to the words, Waleed As. and Layla said each word separately. Their reading was not fluent or smooth at this point. Waleed Al. guessed at the words when his turn came, but other than that, he just sat quietly. He seemed to watch what was going on for a while; then his attention wandered to a bulletin board behind him, pasted with students' snowman pictures.

The LES students were given various repetition and practice-type skill activities to do in their reading workbooks. Numerous pictures went along with the written activity. T<sup>1</sup> called on Waleed Al. to find and circle the word "get." He did so correctly and got a big verbal compliment from T<sup>1</sup>. Layla got excited as her turn approached again, and she responded correctly. T<sup>1</sup> introduced the workbook assignment: "Look at the first picture and circle something just like it or that matches." Waleed As. and Layla caught on quickly. Waleed Al. circled everything on the page as he tried to watch the

other two. Waleed As. said, "You are copying me," to Layla, who replied, "I am not." At the same time, Waleed Al. was copying Layla's book. They were told to finish the workbook page and to go on to the next page. On the next page, they were told to color the pictures that were identical. All three students responded correctly to the sample exercise and were instructed to go to their seats and complete the assignment. They went to their seats and began working on the pages. The first LES reading group had been working quietly at their seats, along with the English-speaking students. They had not had any conversations with each other or with their neighbors.

T<sup>1</sup> had started the reading groups at 9:45 A.M. At 10:15 A.M., the LES students in classroom A all left to go to the ESL room for instruction in English-language development. This had been a typical morning classroom experience for them since the beginning of the school year. They became very excited and lined up near the door with the ESL teacher.

#### Oral-Language-Development Lesson in the ESL Room

The format for small-group instruction in the ESL room was different from that of the classroom reading-group lesson. In the ESL room, the children sat on the floor in front of the teacher, and there they were given small-group instruction orally. The emphasis was on oral language development in English. As much as possible, they were taught vocabulary through visual presentations.

Each child also had to learn how to take a turn, to raise his/her hand for permission to talk, and to follow the teacher's

directions by listening, watching, and imitating as she demonstrated. A great deal of verbal praise had to be given in this instructional setting to reinforce positive behavior and to correct responses from the LES students.

The teacher used behavior modification to elicit the kind of behavior and response she wanted from the students. She used token stars, given on a card, as a reward in her class. This seemed to work well as an incentive. She reminded them about the stars during her teaching to help keep them motivated. The children all competed to gain the most stars on their cards because they could win prizes for completed star cards.

In the ESL room, the LES students' interaction gave a somewhat contrasting picture to that in the regular classroom. Hiam and Layla laughed and teased each other and acted silly when they were supposed to be responding to T<sup>4</sup> and answering questions orally about parts of the body. When reprimanded by T<sup>4</sup>, they settled down. T<sup>4</sup> tried to give directions again about an activity sheet on which they were to tell the body part shown. The students all talked out of turn. The game activity was similar to Bingo. It continued until each child had had a turn to be the caller; then they were told to do the reverse by taking all the markers off their colored sheets: for example, take the green marker off the leg. Waleed Al. tried to act silly in his speech as he told the others what color to take off the body part. T<sup>4</sup> reprimanded him twice and then skipped over him. The others did very well, and T<sup>4</sup> verbally praised them.



Waleed As. started talking in Arabic, and the others laughed at him until T<sup>4</sup> quieted them. Then T<sup>4</sup> had them do another activity as they sat on the carpet in front of her. They all began to argue over who got to be first. When they settled down and completed this matching-card activity, which involved recalling an object and verbalizing if they had a pair, T<sup>4</sup> had them line up to go back to the classroom. She allowed those who thought that they had been good to get their star cards and receive a star for the day from her as they left the ESL room.

#### LES Reading Group Lesson in Classroom B

Let's look at another scene in classroom B on the morning of January 22. The LES girls were given beginning reading instructions by teaching them letter-sound associations and connecting those sounds with an English word that they had learned written on a card. They were also being taught memory skills by remembering the word cards with the word that had the initial beginning sound.

The behavior of these same two girls was also observed once they were out of the skill-building reading group and working individually at their seats. Lobna tried hard to attend to the task and her assignment. It seemed to be difficult for Suzana to do this. There were other instances of this same type of behavior by both girls, as will be discussed later. Lobna, an LES Arabic student, and Suzana, an LES Brazilian student, were instructed together during the classroom reading period. The girls took turns answering if they had a word that began with a certain sound. T<sup>2</sup> made the sounds as

the girls picked up cards and matched whether they had other words like the beginning of the card each one held. T<sup>2</sup> asked, "Who can read the rest of their cards?" The girls read simultaneously while she listened. T<sup>2</sup> said to Suzana, "Show Lobna the ones you are having trouble with." Then T<sup>2</sup> told them that they had learned to read forty words and that that was "very good." The girls were sent back to their seats to finish their seatwork activities. (See FN, p. 48.)

When the girls had returned to their seats, it was noted that Lobna tried to model good working behavior that she saw other student in the classroom doing and for which they received verbal reinforcement. She sat quietly at her desk, with both feet on the floor, and attended to her assignment. Suzana, on the other hand, displayed poor work habits. Her attention often wandered away from the task, and she constantly played with objects in her desk and with peers around her. She visited with her neighbors and didn't seem to be able to sit still in her seat.

An example of this behavior involving Lobna and Suzana is shown in the fieldnotes from January 22.

#### OBSERVATION NOTES

11:29 A.M. Suzana is standing at her desk and leaning on the table, rocking with one leg on her chair. Lobna is sitting with both feet on floor under her desk and writing on her paper.

#### SEATWORK ACTIVITY CHART

##### TITLE: WEEKENDS

On weekends, Lobna goes to her friend's house. She plays. On the weekend, Suzana has friends come over to her house. Sometimes she works and sometimes she plays.

- 11:32 A.M. Lobna says to Suzana, "What are you doing...you copy this?" (She points to chart.) Suzana puts her folder up in front of her paper to make a shield or cover from Lobna's view. She then puts on a lipstick-chapstick and plays with the chapstick. The whole time she is standing at her desk. She plays with a part of the chapstick until she has broken off a piece. Lobna continues to copy seatwork chart.
- 11:37 Suzana takes tissue and wipes the chapstick off as she leans on desk--one foot on chair--and starts to write. Lobna gets up to get pencil eraser (I think from Oriel, Suzana's brother, who is located at same table, but he has gone to reading group with T<sup>2</sup>). Suzana immediately gets up and says, "No," and takes pencil from Lobna. Lobna goes over to the teacher aide for a pencil and I hear the teacher aide say, "Get one from your table." Lobna says, "I did, but then I can't hear."
- 11:39 Lobna is back at her desk, copying her chart. Suzana has pencil Lobna tried to get.
- 11:40 Oriel returns to table. Suzana speaks in Portuguese to him, giving him back his pencil. Oriel says, in English, "I don't care if she uses my pencil; do you need it?" Lobna shakes her head no. After some discussion with an American student at the table,
- 11:45 T<sup>2</sup> says, "Lobna, please get busy." Lobna has just asked Oriel..."Please can I use your eraser?" Then a student being punished (James--an English black student) comes and takes the pencil and uses it...then returns it and starts playing with the library pass located on wall near him.
- 11:46 Oriel gets up to sharpen pencil.
- 11:47 Suzana gets up to sharpen her pencil. Lobna works on her paper at her seat. James and Jamie go to pencil sharpener and start playing around with each other and Suzana.
- 11:48 T<sup>2</sup> gets up from reading group and goes over to them and says, "Do you know what time it is? Then you don't have time to start playing around. Get busy." Suzana stands on her chair and leans on the desk.

- 11:54 A.M. James is back at the table group--riding on back of his chair, sitting on knees. Suzana goes over to Lobna and takes two of her papers, then puts them back. She leans on Lobna's desk, watching what is happening. Nashwa is at Lobna's desk and she is trying to help her...gives her answers relating to problems.
- 11:56 I can't hear what is being said at the desk. Suzana is still at Lobna's desk.
- 11:57 Nashwa leaves and returns to Lobna's desk. Lobna says, "How about this one?" Nashwa answers, "house."
- 11:58 Lobna leaves her desk and goes to Nashwa's table desk. She plays with Nashwa--pats her on the bottom; then she returns to her own desk.
- 12:00 P.M. Suzana then goes back to her desk...sits and looks over at me. Lobna turns in her papers at the basket and returns to her seat.
- 12:02 T<sup>2</sup> comes over and says, "Are you girls done?" to Lobna and Suzana. Suzana says, "No"...shaking her head. T<sup>2</sup> says, "Then you had better get working."
- 12:03 T<sup>2</sup> turns off lights and says, "Suzana, you continue working."  
(See FN, pp. 48-50.)

The class was dismissed for lunch after the teacher had marked "good worker stars" besides the names of reading groups listed on the board. Classroom teachers used this method to indicate that those students behaved properly and worked quietly at their seats during the morning reading period.

The fieldnotes taken during the morning reading instruction in both classrooms--team classroom B and classroom A--indicated that classroom interaction for selected LES students was rather structured and routine in regard to what the teachers and the students did. The students were expected to behave in a certain way: to listen, follow directions, work quietly at their seats on assigned seatwork activities,

and learn as much as possible about how to read and develop English-language vocabulary and skills, according to their academic-achievement level or ability.

LES students observed in these scenes appeared to show more peer-group interaction in January than they had in the fall of the school year, when they were at stage one of English-language development. This information was ascertained from the notes and comments from teachers and from the researcher's observations. In terms of talking, playing, or relating to anyone else in the classroom in the fall, the LES students did not do this, except within their own ethnic language group. During the morning reading period, no interaction took place with peers outside of their native-language group. Teachers commented that interaction in the classroom was quiet and subdued during stage one for LES students. There was little the teachers or the other students could do with these children until they could communicate in English. Therefore, the teachers tried to keep them busy with seatwork activity, such as copying from the board or coloring pictures, and since the LES children could not communicate with other students in the classroom, they were quiet, kept to themselves, and tried to imitate what they saw other students doing, even though they might not have understood what was going on in the classroom.

#### Instruction in ESL Room Versus Classroom Instruction

In the ESL room, there was a somewhat different picture, even in stage one or during the fall of the year when they entered school. The LES students learned oral English vocabulary together in small

groups. It should be kept in mind that the emphasis in the ESL room was on developing oral English-speaking ability, and in the classroom the emphasis seemed to be on learning subject-matter materials such as reading, writing, math, and science.

In the ESL room the students were constantly pushed and encouraged to respond in English. Everyone in the ESL room had the same handicap of not being able to speak English fluently. Here they were freer to speak in their native tongue to each other without someone staring or laughing at them or it appearing strange and out of place, unlike how it might have seemed in the classroom, where they felt compelled to keep to themselves and remain quiet unless they could respond in English like everyone else was able and was expected to do in the classroom.

#### Characteristics of Stage Two of English-Language Development as Seen in the Classroom and in the ESL Room

In stage two of English-language development, some changes in the classroom behavior of the LES students were noted. They had begun to learn some English words, and they seemed to be able to comprehend some verbal directions and to deal a little more in the environment. As noted from the examples from the fieldnote observations of selected LES students, some interaction was taking place in the classroom environment. The LES students worked and associated with others like themselves in the setting. These significant others may have been LES students from the same ethnic group, as in classroom A, or LES students from a different ethnic group, as seen in the example of

Lobna and Suzana in team classroom B. They had a common bond at this point; therefore, they could be together and work and converse together in the classroom. It started out at the reading-group instruction time with the teacher, and then carried over to the seat-work time when they were working on the assignment, until it was time to be pulled out together to go to the ESL instruction room.

Once in the ESL room, their behavior changed from that seen in the classroom. The LES students were much more talkative, aggressive toward each other, playful, and open. They felt freer to practice their verbal skills with each other. The ESL teacher spent more time trying to get them settled down. She often caught them speaking in their native tongue and cautioned them to try and speak only English. The ESL teacher felt that because they had kept to themselves and tried to stay quiet in the classroom, when they came to her room they let loose. She also allowed them opportunities to talk and acted as a sounding board for them. She commented to the investigator one day, "They seem to have so much to say and like to hear themselves so that once they get started, particularly at this stage two, it is hard to turn them off." (See FN, p. 63.)

#### General Characteristics of Stage Three of English-Language Develop- ment as Seen in the Classroom

Once the LES students began to enter stage three of English-language development, the investigator noted more classroom interaction and involvement with peers who were bilingually fluent. These bilingually fluent children were those who could speak and understand

English and their own native language. For the most part, these students had been at the school for at least a full year, and more in some cases. The LES students conversed mainly in English in and out of the classroom with the bilingually fluent students. Rarely did they use their native language in the classroom. More is said about this topic later in the chapter.

The LES students derived some sense of security from the bilingually fluent children. These students were of the same native language background; consequently, they were familiar with the cultural style of the LES students and, if necessary, since they knew the English language, they could help the LES children communicate with others and help them feel comfortable in school. These bilingually fluent students were usually the first real friends established, apart from other LES students who had entered the classroom scene at the same time.

Examples of LES Student and  
Bilingual Student Relationship in  
the Classroom: Lobna and Nashwa

Let's look at some instances of this kind of interaction in team classroom B between Lobna (LES Arabic) and Nashwa (bilingually fluent and Arabic). Nashwa had been in this school for three years. On January 22, Nashwa said to Lobna, "That is easy." Nashwa worked from a third grade math book, and Lobna worked from a second grade math book, although they were both third graders. Lobna said, "Is this right?" and showed Nashwa her paper. Lobna sat at her seat and copied from her math book onto her paper. Then she asked Nashwa



another question, but in a low voice that the investigator couldn't hear. Nashwa said, "Go ask T<sup>2</sup> and she'll help you." Lobna went to T<sup>2</sup> and returned to her seat after getting help with the problem. She looked around the room and played with her pencil in her mouth. Nashwa said, "Gosh, I got to do this whole page." Lobna just looked at her. Nashwa continued to work. Lobna said, "What about this one?" Nashwa seemed to ignore her and did not respond. Lobna left her seat to go into the coatroom. When she returned, she said to Nashwa, "It's time for recess." Nashwa did not respond but continued with her worksheet. Lobna leaned on Nashwa's desk. Nashwa said, "Lobna, get on your own desk, okay?" Nashwa was becoming annoyed at Lobna's hanging around her. Lobna said, "That's easy" (in response to the worksheet Nashwa was doing). Nashwa then gently pushed Lobna's hair behind her face as a friendly gesture. (See FN, p. 52.)

On January 31, during the math instruction period in team classroom B, Lobna and Nashwa were again seated near each other and working on math, but in different books. The university student aide was working with Lobna. Nashwa said to the student aide, "She [Lobna] needs help." Nashwa then continued her own work. The bilingual tutor T<sup>5</sup> entered the room and asked for Nada and Nashwa to come work with him. Lobna said, "Can I come?" He replied, "I only need to work with these children today." Lobna seemed disappointed but continued to work in the math book. Then she began to show signs of being either lonely, tired, or bored. She put her head down on her desk several times. Then she looked over at the investigator and rested her hand on her elbow on the desk as she gazed around the room.

This went on for about five minutes. Next it was time for recess, and Lobna went outside. Once outside, she found Nashwa and her sister and hung around them until it was time to come into the classroom. Once they were all inside again, Nashwa found a spot on the sofa because a team meeting time was about to take place. Lobna sat down in front of Nashwa on the floor and put her head in Nashwa's lap. They listened to a discussion about Martin Luther King, given by the student teacher. (See FN, p. 34.)

On March 3, during the math instruction period, Lobna was not afraid to raise her hand and seek assistance from the student teacher. The student teacher worked with Lobna and then said, "Do you understand?" Lobna nodded her head "yes" as the teacher stroked the top of Lobna's head and said "Good." Lobna continued to work in her book; then she raised her hand for help but put it down and leaned on her arm as she looked around at her neighbors working in their books. As time passed, math period ended and Lobna quickly put her things away and went over to talk to Ghazwan, another bilingually fluent Arabic student. She said to him, "We got to go to recess," and then she left the room with him but not before going over to Nashwa's desk to chat. They left for the coatroom together. (See FN, pp. 8-9.) During the entire class period, these were the only contacts Lobna made with other children in the classroom.

#### Lobna: An Example of Stage Four of English-Language Development

Around March 11, for the first time, it was noted that Lobna was beginning to associate with children who spoke only English in

the classroom. She was approaching stage four, but at that time she was still not quite there. Lobna had been absent from school a few weeks with the flu. When she returned, the investigator taped her with the radio mike and a recorder while taking fieldnotes. We were in team classroom B on the south side. T<sup>2</sup>'s second and third graders were having art with the art teacher. The activity was a tissue-paper design, using glue to make a collage on construction paper. Students learned to use the paint brush to put glue on the tissue and arrange it on paper.

Lobna was sitting with Nashwa and Sarah, an American girl, at a table with eight other American girls. The classroom teacher was out of the room during this time. Lobna came over to the researcher to inform her that the microphone had come off. Lobna was told that she could let it hang around her neck. She then got more tissue paper from the box near the investigator and talked to Nashwa, who had also gotten up to get more paper. They went back to their seats near the other girls. The art teacher circulated around the room and commented on how each child was doing. Lobna seemed unusually quiet and reserved that day and dragged about, perhaps because she was still recuperating from the flu and was not yet feeling quite well. She got up from her seat and talked to the art teacher about her collage. Then she came near the investigator to pick up another sheet of construction paper. She took this back to her seat and started pasting more tissue paper on the background sheet. Nashwa was also getting more colored tissue paper to make another collage. When Nashwa returned to her seat, Lobna got up, went to get more colored tissue

paper, and returned to her seat. The researcher believes that Nashwa was a big influence on Lobna's behavior. Lobna tended to imitate many of the things she saw Nashwa doing. The American girls and Nashwa started to sing a tune at their table group. Lobna tried to join in with them. Lobna and two other American girls huddled together near the opposite corner of the table to sing a few more tunes. One of the American girls had a book, from which they were singing. Lobna did not seem to be able to join in and recite the words as they sang together. A few minutes passed, and Lobna sat in the middle of the girls on the floor and seemed to enjoy just listening to the other two girls. She smiled and swung her body to the rhythm of the song. (See FN, pp. 3-4.)

Lobna, with her still-LES background, did not appear to be comfortable enough with her English to associate and establish strong peer relationships with ES American students. She showed signs of wanting to be a part of these other students, but, as the above example illustrates, her lack of English vocabulary and ability to read many English words still separated her from this other world of interaction in the classroom. For Lobna, the key peer relationship at that point was basically with Nashwa, toward whom Lobna felt a strong attraction. No instances were observed in which dominant-English speakers sought Lobna's association.

Nader: Case Study of an NES Student  
Who Entered Team Classroom B at the  
Beginning of the School Year

Further evidence of limited classroom interaction for LES Arabic students, depending on their stage of English-language mastery, can be ascertained from an analysis of the behavior of some completely NES Arabic students. Nader entered team classroom B in late September, not knowing any English. During his first stage of English-language development, he presented a contrasting personality to that of Lobna. In the classroom he was quite aggressive and a discipline problem. He would speak Arabic aloud in class during quiet time, although he was not speaking directly to anyone in particular. He got into fights with ES children, and because there were no Arabic translators in the room that early in the school year, it was difficult to settle disputes when Americans accused him of hitting or taking something from them. He did not seem to understand what was going on in the classroom or to pick up on how to behave in school from observing others. Classroom life for him was very frustrating and anxiety ridden. When seated near the other Arabic children in the classroom, he would carry on a constant conversation in Arabic with anyone who would listen. When the teachers tried to speak to him or help him with simple directions, he would grin and seem not to take them seriously. He did not establish any positive relationships with any of the other LES students in the class. It was difficult to get him to settle down and listen and try to learn appropriate behavior in the classroom. T<sup>2</sup>, one of the team classroom teachers he had, commented on an incident

that had happened sometime in October, after about three weeks of school:

When his resistance to discipline and behavior were really intolerable, I threatened him with a piece of tape over his mouth if he wouldn't stop talking--but he just snickered at me, so I did it. He instantly burst into tears and pushed my hand and the tape away. I know it was the worst possible technique for discipline, but it worked for him. That day was a turning point for Nader. We began to see respect, obedience to rules, improved behavior towards his peers, and a real effort to please us. I've been thinking this year about some of the problems we have here at this school, especially with discipline and wondering whether sometimes different [harsher] techniques are needed with children whose whole previous experience with school, teachers, and authority has been so different. Our relative gentleness, positive reinforcement, and calmness must seem very strange and undisciplineline to them, which may be the reason for some of the behavior problems. We're not taken seriously and our standards of behavior in the classroom are different from the Arabic." (Taken from taped teacher interview notes.)

It was later discovered that Nader had never experienced female teachers or classrooms with boys and girls learning together. The classrooms for most Arabic youngsters are very strict, structured, and highly authoritative, with no "free time" or recess periods; students are not allowed out of their seats, and teachers use corporal punishment for discipline and not rational, talking-the-problem-out discussions. Therefore, Nader was experiencing some form of cultural shock in this strange and foreign American school environment. Since he couldn't communicate some of his frustrations in English to his teachers, he demonstrated behaviorally his inability to comprehend the classroom situation. Later, in November, when the school hired an Arabic bilingual tutor, Nader showed calmer behavior and moved toward stage two of English-language development.

There were three other Arabic children in the team classroom with whom Nader could have interacted, but these children never spoke Arabic. They had been in the school for three or more years and didn't use their native language, at least not at school. The other Arabic children in the class were LES, having a few more months of English-language exposure than he did. Nader was a complete loner at first, and because he behaved so aggressively toward his peers, it was difficult for them to act as buddies or help him, with their limited-English-speaking ability. Eventually, Nader became a part of their group through close associations in the ESL room and in the bilingual tutoring room.

When Nader was observed in January, he had just returned from vacationing in his country and had forgotten the little English he had learned before the December school holiday recess period. Nader's English-language development was documented through two stages, stages one and two. He had been doing very little in team classroom B. He wandered around the room and tried to avoid any work, except when T<sup>5</sup>, the bilingual tutor, worked with him. T<sup>5</sup> would work one-to-one with Nader right in the classroom. (The bilingual room was not built onto the school until the end of February.) Since T<sup>5</sup> was teaching Nader in Arabic and English, the child seemed more manageable and interested in school. Also, T<sup>5</sup> was a male instructor, and Nader probably related more to him than to the female team classroom B teachers.

In the ESL room, the following incident with Nader occurred on January 15. The LES group in the room were very-limited-English

speakers, compared to others in the school. The group consisted of six boys; except for one boy from Uruguay, they were all Arabic. T<sup>4</sup> planned to give them a test. She had problems with one student. She put her arm around him and said, "Please sit still and listen; you are being very rude today." He kept getting up out of his seat and saying, "I can't do it." He tossed his pencil down as T<sup>4</sup> went on with the test questions. She stated to the investigator, "Now you can see how these kids would have trouble in the regular classroom all day." As they all started to settle down, Nader said to another student, "Speak English." T<sup>4</sup> finished the test and had each student correct his/her own papers. Some of the boys got "happy faces" because they got all the answers right. Nader argued with T<sup>4</sup>, speaking in broken English mixed with Arabic. He had one wrong, but she caught him changing his answer and told him that he couldn't do that because the test was to help her know how to help them. They all began to play a role-playing game with short English phrases. Example: One student was told to say, "Is this your book?" and another student must answer, "Yes, thank you." The other student was then to reply, "You are welcome." When ESL class was over, T<sup>4</sup> said, "No star for you, Alireza, and no star for you, Nader, because you tried to cheat." Alireza accepted this statement and left the room. Nader whined and shouted, "NO." He took the star card anyway, and on the way out he said something like "I won't be here tomorrow." T<sup>4</sup> said that she could not always understand him and that maybe he might be leaving the school. It was learned the next day that Nader had returned to



his country and would not be returning to the school. (See FN, pp. 59-60.)

Some of the Arabic students selected for observation actually did leave during the school year and did not return. This is one of the problems experienced by the researcher and clearly is a point of frustration for the classroom teachers to have students coming and going throughout the year. More is said about this subject in a later chapter.

Ahmed: Case Study of an NES  
Student Who Entered Team Classroom B  
at the End of the School Year

Another Arabic, completely NES student entered the school in late May 1980. Ahmed was a third grader and was placed in team classroom B. For the first few days, Ahmed did not spend much time in team classroom B. The majority of his time was spent in the ESL room and in the bilingual instruction room with the Arabic tutor or teacher's aide. In the ESL room, Ahmed was observed to be in stage one of English-language development. Since it was so late in the school year, there really were no ESL groups with which he could be placed in terms of language development. On June 2 he was observed with five other Arabic students. These children spoke English fairly well at that point and had already gone through the four stages of language acquisition. They had been here for one full year, and some had been here for a few years but still were receiving ESL instruction. Ahmed was very reluctant to speak. The researcher thought he understood a little of what was being said but could not fully

comprehend and put it all together. He kept a smile on his face as he associated with the others in the group. He was wired with a radio mike in a back pack, with which he played. The other students were persistent in trying to get him to talk and to join in the game of "Fish." Ahmed was not very verbal during this exercise, except for a few words in response to the others asking him, in English, "Ahmed, do you have this?" After awhile, the children were not very patient with him. They began to argue among themselves, and T<sup>4</sup> had to control them. T<sup>4</sup> tried to get Ahmed to repeat after her some words in English. He continued to respond and speak, but in Arabic. She had the others tell him to "Say in English." This continued until the ESL class was dismissed to go back to their regular classrooms.

In the bilingual instruction room, the bilingual teacher aide, T<sup>5</sup>, was observed teaching English phrases to Ahmed and his sister, Ebtehal. Because they were NES and had arrived so late in the school year, they were almost inseparable. Even though Ahmed's sister was a kindergartener, they were constantly seen together when they were not in their separate classrooms. During lunch, recess, and even after school, they were together and associated with literally no one else during this stage.

T<sup>5</sup> spoke Arabic to them, and they responded in short English phrases that he had taught them. "What is this?" one would ask, and the other would respond, "This is a ball." They were looking at an English/Arabic vocabulary-development book as T<sup>5</sup> directed the activity. When T<sup>5</sup> stopped to make some comments to the researcher about what he was saying to them, the two NES students immediately

reverted to speaking Arabic to each other, even though he told them to "Shhh" and "Be quiet" in both English and Arabic. (See FN, pp. 85-86.)

"Ebtehal has absolutely no associations with anyone in her classroom," her teacher commented. There were no other NES or LES students in her classroom with whom she could communicate, so much of her school day was spent with the bilingual tutor or in the ESL room. She was only in school a half day, whereas for Ahmed it was a somewhat different story. When he was in the classroom, he watched others around him and tried to imitate their behavior. He always sat alone. He did not choose to sit near or with other Arabic-speaking students in the class. He had been given Lobna as a buddy, but he elected not to sit near her either, whenever he had the choice. He often wandered off and out of the room when the classroom teacher was busy with other students. Whenever the teacher noticed this, she sent Lobna to retrieve him. T<sup>2</sup> commented that Ahmed rarely spoke or said anything to her or his peers on his own in the classroom. He just seemed to keep a nervous smile on his face. He worked very well out of his math book, and it was a level three book. The preceding week, when he had been observed during math, Lobna had sat next to him and had had to translate every word in Arabic until he comprehended what was happening. Now he seemed to be able to work on his own in the book (one week later). (See FN, pp. 81-82.)

When school ended in the middle of June, Ahmed was basically still at stage one of English-language development. He had learned quite a large vocabulary of words, as will be discussed later, but

his classroom associations with peers and the teachers were very limited. He still seemed shy and reserved, although at the same time he was watching, listening, and picking up a great deal of information, as noted from his behavior in the classroom and how he conducted himself around the school.

The investigator observed Ahmed and his sister for a month and a half as they played in front of the school. They lived across the street from the school. Their social encounters were completely with themselves. There were a number of occasions when other Arabic children were around the school where they were playing, but they chose to play alone. Their conversation with each other was solely in Arabic. The researcher watched Ahmed for three to four hours at least three times a week for four weeks. He would stand off to the side as Americans or bilingually fluent Arabic and other LES foreign-language children interacted in games outside the school. On July 31, it was noticed for the first time that Ahmed was now associating with two other boys. One was a new NES Arabic student, and the other was an LES Arabic student from the school. The only language heard spoken among them was Arabic. By fall, or September, Ahmed would enter the school setting at stage two of English-language development. Through social encounters in the classroom, it is predicted that he will move very quickly to stage three and broaden his peer-group associations to include more students who speak English, especially since the school setting strongly emphasizes one main language. More will be said about this later in this chapter.

LES Case Study Examples From Classroom A During Reading-Group Lesson

Basically, the same instructional technique and structure were followed in this room as were observed in team classroom B during reading-group lesson time. The LES students maintained the same limited social associations that other LES students did in the other classroom. They were instructed in a style consistent with the particular classroom teacher and in a manner used with most LES students and with most beginning readers, regardless of native-language-speaking ability, according to their reading pretest assessment.

Further evidence of social behavior growing and changing for LES and NES students in English-language developmental stages can be seen as we look again at the selected students in classroom A. In November, after the students in grades one through three had been shuffled and arranged for the last time in their homerooms, one could still denote basic patterns of classroom interaction and peer-group socialization for LES students. The LES students in classroom A, Layla, Khalid, Waleed Al., Hiam, and Mona, entered the classroom at about the same stage of English-language proficiency, with the exception of Khalid and Layla, who had enrolled in Spartan Village School near the end of the preceding school year. This gave them some previous experience with the English language and exposure to other English-speaking children during the summer before this particular school year had started. Basically, this group of Arabic LES students stayed close together in their classroom associations and interacted very little socially with other students in the classroom

until their command of the English language was greater. Khalid and Layla were more outgoing and viewed themselves as leaders in the classroom among this LES group. They were not quite bilingually fluent.

On January 14, T<sup>1</sup> called her first reading group for the day back to the table. Only two members were present that day, Khalid and Hiam. The two LES students had good posture and were quite attentive as they reviewed vocabulary-building word cards with T<sup>1</sup>. They took turns reading "Nat is fat. Is Nat fat?" Hiam and Khalid went to the little chalk board and circled words beginning with letters that T<sup>1</sup> told them. Example: "Words that start with M or begin with F." Then T<sup>1</sup> had them identify words as she called them randomly from the board. Next, they read from their beginning reading books. Khalid began with "The cat sat on the carpet." (Incorrect; the correct version should have been "The cat sat on the mat.") After the reading exercise, they were given seatwork to do for the rest of the morning, such as "Color the picture of the letters that begin with the same sound as the picture." Then the second reading group was called to the table (Layla, Waleed Al., and Waleed As.). They went through a similar activity of identifying words on flash cards and sounds of letters. As they began to read from their readers, T<sup>1</sup> asked them questions. This gave them an opportunity to talk and to learn to express themselves, as well as letting T<sup>1</sup> know if they comprehended the vocabulary. Waleed Al. was less attentive than the others. He sat on one leg in the chair, with the other leg hanging over the side and his elbows up on the table. Often, he stood up or leaned on the

table beside his seat, rather than sitting in the chair. He seemed to be more interested in playing with the pages in the back of his book while the other two were answering T<sup>1</sup>'s questions about the story. As T<sup>1</sup> stopped to quiet the class, it was noticed that the other two Arabic LES students had quietly been attending to their seatwork assignment at their desks. No conversation was going on between them and their English-speaking neighbors. Layla questioned T<sup>1</sup> about the workbook assignment. T<sup>1</sup> reviewed the assignment with all three LES students and sent them back to their seats. By this time, T<sup>4</sup> had entered the room to take the LES students to the ESL room for instruction. (See FN, pp. 61-62.)

Instruction in ESL Room--Oral Language  
Development With a Selected Group  
of First Graders

Once this group got into the ESL room with T<sup>4</sup>, they started to loosen up. T<sup>4</sup> gave them an opportunity to talk about pictures of a taxi, a boat, a ship, a bus, and a car. The purpose was to get them to converse and to use English. They spoke in broken sentences and seemed to be quite attentive. Layla was always very talkative, both in the ESL room and in her regular classroom. Hiam was quiet. Khalid was quite verbal and spoke out of turn and jumped out of his seat trying to answer every question T<sup>4</sup> asked. T<sup>4</sup> had to remind Layla and Khalid to quiet down and to take turns because they both kept interrupting with stories of their own. Then the group started to make some kind of sucking sound and shake their heads. T<sup>4</sup> stopped the class and said, "What is that for? Does that mean something in

your language in your country?" Khalid was the only one who answered. He said, "Yes, it means no," and he shook his finger. They went on with the discussion of the picture cards. T<sup>4</sup> tried to give the others a chance to talk as she stopped Layla again for talking out of turn. Layla hung her head as Khalid continued to talk; then she began to raise her hand for permission to talk. They had all been taught how to take turns talking in group situations. By this time, Khalid had moved his chair right next to T<sup>4</sup>'s chair in the circle. He was trying hard to be the center of attention. T<sup>4</sup> put her hand on Khalid's shoulder, to indicate that he should be seated. The lesson ended and T<sup>4</sup> commented, "We'll have to continue tomorrow." She began to mark the stars on their star cards. "I think everybody was equal today. You all talked too much, but I like to hear you talk."

Waleed As. and Nader were not as verbal, so they had been taken out of this ESL group. T<sup>4</sup> worked with them separately because they were still functioning at stage one of English-language development, whereas the rest of the LES students in classroom A were at stage two or three.

#### Observation of LES Student Association Seen in Classroom A

Around January 24, in classroom A, the LES students were observed to be still sticking pretty much to themselves. While T<sup>1</sup> worked with American students at the reading table, Waleed Al. went to get Waleed As. to join him walking around the room. They spoke in Arabic to each other. At the same time, Khalid was walking around from desk to desk, speaking to different children. He stopped to



brag to Layla and said, "I'm way past that page." He liked to be first and to brag about his accomplishments to the other LES Arabic children in this room. Hiam and Layla put their papers away and joined each other. It was about 11:50 A.M. and almost time for lunch, so T<sup>1</sup> allowed some freedom of movement in the room. She called for story time, and most of the students joined her on the rug in a corner of the room. Layla was conversing with an American student near her desk. Then Layla tried to help Jean by trying to tie his shoes. Jean was another LES student, from Chile, who had been diagnosed as extremely hyperactive. The rest of the LES Arabic students sat together during story-telling time and lined up together to go to lunch, even though T<sup>1</sup> called different students to line up by the color of clothes they were wearing. During the lunch hour, they sat together and played outside on the playground together. Rarely did they play with other American students on the playground or in the lunchroom. The Americans did not seem to seek out the LES students at this point.

When the group returned to the classroom after lunch, T<sup>1</sup> called the class together to have a group science discussion lesson. Khalid, Waleed As., and Waleed Al. all sat together, focusing on T<sup>1</sup>. Hiam and Layla also sat together, but near the back of the class. During the lesson, Waleed Al. moved back to join Hiam and Layla, while Khalid and Waleed As. stayed up front near T<sup>1</sup>. These two actively engaged in the science discussion by raising their hands to answer questions and demonstrating to the group the kinds of objects that

T<sup>1</sup> pointed out as having a different texture. (See FN, pp. 38-39.)

Later in the afternoon it was noted that T<sup>1</sup> tried to pair up different students to do an art project. She paired each of the LES students with an American student. During this whole time, a period of about 25 minutes, none of the LES students entered into any type of discussion or conversation with their partners. They just tried to follow the directions for cutting out and pasting together the parts of a snowman. Khalid finished quickly and received a lot of praise from T<sup>1</sup>. She told him to go around and help others, which he did wholeheartedly. Khalid viewed himself as knowing more than the other LES students because he had been here all last year, yet he was not quite bilingually fluent. This could have been a result of not enough training since the bilingual teacher aide was not functioning in that capacity for the Arabic students the preceding year.

Waleed Al. stayed at his seat and wiped his desk off repeatedly after he finished his project. Hiam worked alone, constantly stopping to seek attention from T<sup>1</sup> about how her project was coming along. Layla chattered constantly with her partner about anything she could think of. T<sup>1</sup> told them a number of times to clean up and get ready to go home. Layla completely ignored her as all the others started the cleaning-up process and got their coats on. (See FN, pp. 40-41.)

By examining various scenes of engagement for Arabic LES and NES students in the classroom, the researcher was able to determine that there were basically four stages of English-language acquisition, and throughout these four stages one could see the degree and kinds

of classroom interactions that took place for these youngsters. As the LES and NES Arabic students learned more English, their peer relationships changed, and this also allowed them to become more active and involved in the classroom setting. Their associations did not remain static throughout the school year. They grew out of the quiet, reserved, and often shy and withdrawn nature that was noticed when they first enrolled in the school. They began to establish their own relationships, and they worked hard at learning English and watching and listening to others around them. They began to behave and interact like all the other students in the school. They listened, followed directions, worked and played, or chose not to do these things, depending on their level of motivation and how they had learned to act in school. In other words, they performed like most school-age children, and they acted like they saw the majority of students acting. English-speaking peers became important role models for the LES students in terms of social behavior and what was socially acceptable in the classroom. As they became bilingual, characteristics of the fourth stage of English-language acquisition became the major emphasis. It was now possible to be included in all of the groups in the school setting because they were able to communicate fully. English-speaking students actively sought them out and included them in all activities, according to the friendship development. The barriers of the language handicap had been broken.

### Verbal and Nonverbal Communication Analysis

A closer look within the setting revealed the kinds of communicative behavior exhibited by Arabic LES and NES students. This communication can be broken down into categories of verbal and non-verbal communication of LES and NES students with peers and with teachers. During stage one of second-language learning, very little verbal communication went on between Arabic LES and NES students and the other students in the classroom and between them and their teachers. This was ascertained from teacher interviews and discussions and from fieldnotes about new-entry Arabic LES and NES students. Much of the real communication that transpired during stage one and parts of stage two in second-language learning took the form of non-verbal communication. Teachers and students dramatized simple directions, greetings, and appropriate classroom behavior expected of the NES and LES students, as well as other students. Teachers and other designated student buddies, or helpers, would take the LES and NES students to the drinking fountain, the bathroom, the door to go home, the office for help, or, if late, recess for play, cafeteria for lunch, or group-discussion center. They would point and say the English name for these things and places. They would smile and put their arm around or touch the LES and NES students to let them know when they did something correctly, or to show warmth and friendship. In response, the LES and NES students would listen, observe, and imitate whatever they saw that they understood. They would follow along or take the teacher or ES student to the object or place that they desired, and very rarely would they use their native language to try

to communicate in these early stages. Quite often the LES and NES students would sit at their seats and draw, copy from the board, listen to stories on tape that they could follow from pictures in a book, work on math problems, do puzzles, or wander about the classroom, watching and listening to others. Sometimes they might even wander off or become confused and go home when they heard the recess or lunch bells. Gradually, as the LES and NES students became acquainted and acclimated to the situation, they would try to speak in English. These first English communications were in the form of one or two words, short phrases, and broken sentences that quite often would not make sense to the ES person, if heard out of the setting.

Ahmed: NES Case Study Example of  
Teacher and Student Communicating  
in Early Stage One

Let's look at Ahmed, who entered the classroom in late May as a third grade NES student. T<sup>2</sup> instructed him to get his math book from the cubbyhole. He did so and started to work on some pages she had explained to him earlier through an Arabic student interpreter. This was about 1:30 P.M. About five minutes later, he brought his book to her for corrections. T<sup>2</sup> said, "These are wrong; please count these blocks and divide by nine." As she spoke, she demonstrated in the book and with the blocks. He caught on quickly, and T<sup>2</sup> smiled and said, "Very good Ahmed." He gathered some more blocks from a box and returned to his seat to finish the rest of the problems. About 1:50 P.M., T<sup>2</sup> announced that the class should stop working and look

over at her. She called Ahmed's name and said, "Stop, Ahmed; close your book." She called his name to get his attention. Then she explained to the class the next exercise with math flash cards. Each child was to respond to her when she called on him/her. She called on Lobna, and it took a while for her to answer. T<sup>2</sup> then changed the rule and allowed more time: ten seconds for each child to answer, rather than right away before others could give the answer. As she went around the room, Ahmed got up out of his seat and wandered over to look at the plants in the back of the room. T<sup>2</sup> called on him and he answered, but it still took him a little longer than the others in the class. She explained to the class that they would allow him more time because he was just learning English. Ahmed took his seat again. He sat near another ES student, who was eating some popcorn from the inside of his desk. Ahmed made a motion with his mouth and pointed to the bag of popcorn. The ES student responded, but the investigator could not hear what he said. He did not share the popcorn with Ahmed. Ahmed got up, left the room, and went through the coatroom to the other side of team classroom B. Once T<sup>2</sup> noticed, she called his name and he returned to his seat. He leaned on the back legs of his chair and then turned around and looked out of the window at the children playing outside at recess. The other students in the class continued to watch T<sup>2</sup> and answer the math flash cards as she called on them. She called on Ahmed to respond, and he gave the correct answer by looking at the card. Then she asked him to state the problem. He said very slowly, "Eight times one," and then paused for a long time. She helped him by saying, "Is?" and he answered

quickly, "Eight." The boys at the table with him clapped and smiled at him. Ahmed returned their smiles and seemed to be quite pleased with himself. He was able to pick up on what and how the others were responding and to imitate their behavior, and he gave the correct answer when called upon. They finished the exercise, and T<sup>2</sup> dismissed the children for recess. Ahmed followed the others outside to the playground. He didn't communicate with anyone. Once outside, he went to the swings and played alone for the entire 15-minute recess period. He stopped swinging twice to push an American student who was swinging next to him, but he never spoke to anyone on the playground. (See FN, pp. 77-80.)

Further evidence of verbal communications learned in the early stages can be seen in an example of the Arabic bilingual teacher aide working with two NES students, Ahmed and Ebtehal. He started by teaching them to say simple phrases and sentences. He spoke in Arabic and English and told them to repeat the words in English to him. They stated the question and gave the answer:

Teacher Aide: TA

Student: S

TA: "What is your name?"

S : "My name is Ahmed."

TA: "How are you?"

S : "I am fine."

TA: "What is your address?"

S : No response. TA helped Ahmed with English response.

TA: "What is your telephone number?"

S : Again, TA helped with the English response.

TA: "How long have you been here?"

S : TA had to help again. (See FN, p. 85.)

This type of learning went on in the classroom and in the ESL room during stage one of the second-language-learning process. In Chapter IV, more will be said about specific strategies the observed classroom teachers used throughout the four stages.

During stage two of second-language learning, the LES Arabic students were still not very verbal in the classroom. Their verbal communication was demonstrated primarily during reading-group instruction in the classroom or during small-group instruction in the ESL room as the teacher there called upon them to give short-answer responses and to read phrases and simple words that had been formed into short sentences. Discussed earlier under classroom interaction were the kinds of communicative responses these LES students were able to give during reading-instruction period. During the classroom reading period, they were taught to repeat words, become familiar with letter sounds, and memorize vocabulary cards. They were also taught to recite sentences that they had made up themselves through discussions of their own experiences. This was the language experience story method of teaching reading. Then, when they went to the ESL room, they were taught mainly through picture cards and short phrases until they learned to verbalize through more oral vocabulary development.



Hiam: LES Case Study Example of  
Teacher and Student Communicating  
During Math Instruction

The classroom teachers continued to use nonverbal and verbal communication forms as they communicated with the LES students throughout stage two of the second-language-learning process. They tended to model or demonstrate what they were saying to the students. The teachers felt this was the key to communicating effectively with LES and NES youngsters. Through their nonverbal behavior, LES and NES students indicated to teachers whether or not they were comprehending or learning the English language as well as the subject matter being taught in the classroom. For example, in classroom A, it was noted that one teacher used verbal and nonverbal communication with an LES student. Hiam was working on her math and T<sup>1</sup> came over to help her as she circulated around the room, helping all of the students who raised their hands. T<sup>1</sup> sat down next to Hiam and helped her count. T<sup>1</sup> did this verbally while she pointed to the numbers on the page. She also showed Hiam how to count with the number line and her fingers. She showed her, too, how to keep her finger on her place so she didn't lose her place as she worked. Hiam repeated the numbers orally as T<sup>1</sup> read the problem. (See FN, p. 6.)

In another instance, T<sup>1</sup> read words along with the LES reading group. She gave oral clues to beginning sounds as the children watched her. She also pointed to and repeated each word distinctly and slowly. (See FN, p. 58.)

The LES Arabic students communicated very little with their peers or the teacher until they learned enough English to communicate

in a manner that the ES person could understand. They tended to do a great deal of watching, listening, and imitating the actions and behaviors of those around them. As the NES students progressed through the stages of NES to LES to bilingual fluency in their native language as well as English, their verbal communication with peers and teachers increased, and they became like all the other students in the school setting in terms of behavior and communicating. Therefore, the verbal and nonverbal communication of Arabic LES and NES students assumed the same characteristics as noted earlier in the discussion regarding their total classroom interaction. The patterns depicted in the examples of classroom interaction indicated, as did the patterns of verbal and nonverbal communication, that it did change over time as these particular students progressed through the four stages of second-language acquisition.

#### Instances of Code Switching in Language Communication of LES Arabic Students

For every foreign student who enrolls at Spartan Village School and does not speak or understand English, a primary objective is to become like the majority of the student body and to be accepted. To accomplish this, one must master the English language as soon as possible, even if it means abandoning one's native language, at least in the classroom environment. To continue to use one's native language and not emphasize or try to learn English is to jeopardize social inclusion, peer acceptance, and communication within the new environment, and possibly to risk teacher alienation. Consequently, one of the interesting things one finds happening is that Arabic LES

and NES students refrain more and more from speaking their native language in the classroom. Some of the LES and NES students eventually end up using their native language only around their parents or in the home environment and become predominantly English speakers in school.

Let's look at some occurrences that lead up to this phenomenon. When the LES or NES students enter the classroom, there may not be a single person in the room who speaks their native language, or there may be as many as five or six who speak the native language. Children are randomly and heterogeneously placed according to age in a grade level in a classroom. The staff is predominantly English speaking, with at least two bilingual teacher aides. One is Arabic/English/German, and the other is Spanish/Portuguese/English speaking. LES and NES Arabic students enter at stage one and have very little verbal communication with peers and teachers because they don't know English. If there are others in the classroom just like them, they will tend to associate very closely with this group. In the beginning, they will even converse with each other in the Arabic native language. This communication in Arabic among like peers continues into stage two of the second-language learning, but it begins to diminish in the classroom from that point on. Somehow the Arabic LES and NES students pick up the feeling or attitude that it is not appropriate to use the Arabic language in school while they are learning English as a second language.

They are told in the classroom and in the ESL room to speak English. Very rarely are they given an opportunity to use their

native language openly for communicating with ES peers or the classroom teachers. The only occasions on which they are actually permitted to speak Arabic openly in the classroom or in the ESL room is when the teacher needs an interpreter to communicate a verbal message that an LES or NES student in the group might not otherwise understand. As a result, sometimes during stage one and stage two when the LES students are alone they will speak in their native tongue to each other, but never when they feel someone is listening to them. Ironically, this was not the case in the bilingual instruction room in February, when the students were taken out of the classroom for tutorial help with T<sup>5</sup>, the bilingual teacher aide.

#### Instances of LES Students Speaking Native Language

T<sup>1</sup>'s whole LES Arabic group was in the bilingual instruction room working with T<sup>5</sup>. He spoke Arabic to them, and they answered him in Arabic. He wrote on the board in Arabic. The students began to shout loudly in Arabic as they read from the board. T<sup>5</sup> spoke in English and told them to raise their hands. Then he put the following words on the board in English: cat, hat, car, baby. The children continued to speak loudly in Arabic. T<sup>5</sup> told Hiam and Layla in English to sit down. Then he had to use his hands to sit Hiam down because she continued to get out of her seat. She was very excited and told him she didn't have an i at the end of her name. She had misunderstood his writing on the board. He has only been putting down marks for misbehavior in class beside the names of certain students. At the time, this was the only place the LES students felt comfortable

enough to use their native language freely in school, but it also was the only place they were given the opportunity to express themselves and to learn their native language.

#### Instances of LES Students Speaking English With Bilingual Tutor

Moments later, during this same period with T<sup>5</sup>, Waleed Al. began to whine when he could not pronounce an Arabic word flashed to him on a vocabulary card by T<sup>5</sup>. T<sup>5</sup> smiled and said in English to Waleed Al., "Again." Waleed Al. got mad at himself and went off and got a book from a shelf. T<sup>5</sup> said, in English, "What's wrong with you? Come and sit down." He took the book away. Another Arabic student tried to answer and missed. Khalid said, when it was all over, "Who wins?" T<sup>5</sup> said, "You do." Khalid was very excited and jumped up and down and hugged another student. Then they lined up to go back to classroom A. Once they were back in the classroom, Waleed As., Waleed Al., and Khalid began to talk back and forth to each other at their seats, which were near each other. They spoke in English, and for the rest of the day they spoke in English in the classroom whenever they communicated with each other. (See FN, pp. 19-20.)

#### Instances of LES Students Switching Back and Forth From Arabic to English and Vice Versa With Each Other

On another occasion, in late January, the Arabic LES boys worked with T<sup>5</sup> and used Arabic freely with each other outside the classroom as they were returning and during bilingual instruction with T<sup>5</sup>. Then, once back in the classroom, they spoke only English

around T<sup>1</sup> and the ES students. There was an occasion when Waleed As. was working in his workbook at his seat; Waleed Al. was up, looking at pictures on the bulletin board, and went over to get Waleed As. to join him in walking around the room. They spoke in Arabic to each other, but in low voices. Khalid, on the other hand, was also up, walking around the room from desk to desk, speaking to different children, but in English. He also stopped at Layla's desk and bragged to her, in English, about being further ahead in his math book. They spoke in English. Layla made no comment to him. (See FN, pp. 36-37.)

Other instances of the LES Arabic students speaking in Arabic were in the ESL room with T<sup>4</sup>. When they first started going to her for ESL instruction, she insisted that they not speak Arabic, but only English. They were given token rewards every time they responded in English and not in Arabic. This was to be an incentive for them to emphasize English vocabulary development and to learn the language quickly. One day when Lobna and Mona came to the ESL room, they immediately gave all the tokens to T<sup>4</sup> so they didn't have to play the game of getting to keep them if they spoke only English. The girls simply gave up and said they were just going to speak Arabic. This was at the beginning of the school year, when it was very frustrating trying not to speak Arabic. Later, as time passed and the LES students progressed to stage two, they were able to speak less Arabic. Occasionally, they would say in Arabic a word that they did not know in English, when reviewing vocabulary cards with the ESL teacher, the bilingual teacher aide, or the classroom teacher. In any case, but

mostly in the instances with the classroom teacher and the ESL teacher, they were quickly taught the English translation.

Instances in Which the Native Language  
Was Encouraged in the Classroom

Students were also allowed to use their native language whenever the classroom teacher needed information or communications translated from English to Arabic to help a new student in the classroom understand what to do. At that time, the teacher would call upon certain students to assist her by using their native language skills. For example, Lobna was asked a number of times to help Nader or Ahmed. In June, Ahmed happened to be up out of his seat, getting his math folder. When  $T^2$  called him for individualized instruction, she noticed that he had taken a seat on the wrong side of team classroom B.  $T^2$  asked Lobna to go and tell Ahmed to come to the correct side of the team room to do math. Lobna went over and explained to him, in Arabic, that during math he must sit on the side of the room where  $T^2$  was located. He then followed her back to the correct side of the team room for math period. He was able to work independently on a math contract after two weeks in school. The preceding week, Lobna had had to sit with him and translate every word as  $T^2$  gave the instructions. Lobna seemed to enjoy this, and it gave her a new sense of pride and self-confidence in the classroom. (See FN, pp. 81-82.) She probably recalled her own feelings of frustration at not being able to communicate and understand what was going on in the classroom when she didn't speak or understand English. (See Table 3.)

Table 3.--Number of instances in which Arabic students were heard using native language in the classroom during observation periods.

[illegible]



### Summary

During the documented fieldnote classroom observation periods, the number of instances in which NES and LES students actually used their native language were very few. In Table 3, the X marks under the dates for January, February, March, and June clearly indicate this conclusion. The possible reasons for these findings are explored on the following pages.

The classroom teachers did not seem to like it when the children spoke to each other in Arabic in the classroom. Thus the emphasis began early to speak only English; otherwise, one was left out of the communication scheme. The LES and NES students soon picked up on the necessity to learn English. This was the means for social inclusion, as well as peer and teacher acceptance. Once the LES Arabic students reached stage three, they rarely used their native language in the school setting. They were bilingual in that they learned their native language in the after-school Arabic program and spoke Arabic in their homes to their parents. At school they spoke only English, except for the short time spent with the bilingual teacher aide. Many of those at stage four of second-language acquisition had almost forgotten most of their native language. T<sup>5</sup> then felt he should spend time reteaching them their native language so they would be able to function once they returned to their native countries, as most of them do once their parents complete their studies at the university.

Other instances in which LES Arabic students spoke their native tongue were when they were playing with other LES Arabic

students away from the school classroom setting. Whenever ES students appeared on the scene, the LES Arabic students shied away from them if they were unable to communicate effectively in English. If they could speak some English, then they spoke English around their ES peers. Shultz (1971) talked about the importance of speaking the language of the audience within the environment. In the student interviews, the LES Arabic and other LES students described occasions on which they switched to speaking in their native tongue and gave reasons for wanting to become bilingual.

From the student interviews and observations, there was evidence that LES students strived very hard to learn English and become bilingual. They learned to switch from one language to the other, depending on their associations and the environment. Let's examine some of the students' statements regarding this aspect of communication. Waleed As. talked about his interactions with other ES students and adults. He stated, "I say sometimes, what are you playing? Sometimes I say, can I play? And they say yes." When asked if he spoke in Arabic when he talked to people, he said, "Sometimes, but I don't speak in English before Arabic." The investigator asked him what he meant by this, and he stated, "I don't speak to English people in Arabic, because they might not know what I am saying." (See SI, p. 70.)

#### Examples of the Need to Maintain the Native Language as Well as to Learn English

Later in the interview, Waleed As. stated that he wanted to know both English and Arabic to be able to communicate with people

in his native country and here in the United States. He stated that he had to speak Arabic at home with his mother and father but that sometimes he could speak English with his father. (See SI, p. 73.) This was true for most of the Arabic LES students because often their fathers were studying at the university and learned English before their families arrived. Then when the families arrived, the mother and the children were NES. The mothers became housewives and only learned English out of necessity to communicate in the community. Many of them studied ESL in evening classes. The children learned ESL during the day at school. In their homes, the children and parents spoke English only when necessary. They normally communicated in their native language, which was more convenient and comfortable for them. The parents also felt this was one way for them to maintain their native language so the children would not have difficulty communicating when they returned to their own country. The majority of the foreign families, and especially the Arabic families, do not stay in the United States, but return home after two or three years when they have completed their studies at the university.

Since the children are in school most of the day, they must learn to speak English to facilitate learning and communicating in a dominant-ES environment. Waleed As. commented, "I speak Arabic with my Arabic friends and English with my English friends." When asked which he would prefer if he had his way, he stated, "Both." He wanted to be able to talk to people in both language groups, although at that point he felt he spoke mainly in English. This was probably because Waleed As. was at stage three and becoming more English-fluent and

because he was forced to speak English for most of the day if he was to communicate and interact in the school environment. (See SI, p. 74.)

Lobna was another LES student who was striving to become fluent in English but realized the need to speak Arabic at times when the situation called for it. She said, "I don't play with Arabic children because when I play with the Arabic children, then I don't learn any English, so I have to play with English children." Lobna also indicated that her father encouraged her to play with English-speaking children so she would be forced to speak English. She stated that in school she spoke English but at home she spoke Arabic because her mother didn't know English. (See SI, pp. 78, 86.)

Nashwa, who had been here for three years, had forgotten how to speak Arabic fluently. She spoke fluent English and was being retaught Arabic through the after-school Arabic program and with the help of T<sup>5</sup>, the bilingual teacher aide. She stated, "I don't really know Arabic. I try to answer or talk in Arabic, and I don't know how to say it. I have forgotten most of my Arabic." Nashwa could speak in Arabic, but in a limited form. Lobna, who was LES, sometimes spoke to Nashwa in Arabic and Nashwa understood and answered her in Arabic. She said she liked to do this "because it sounds queer to other people and then they don't know what we are saying." Nashwa had been used as the Arabic interpreter for Lobna in team classroom B when Lobna entered the class, and she recalled helping Lobna with translating English into Arabic. (See SI, p. 62.)

All of the interviewed and observed LES students stated that they spoke Arabic or their native language in the home with their parents or with younger siblings. If they spoke English in the home, it was primarily in communication with their fathers. Hiam stated that she only spoke English with her father and not with her mother. Hiam spoke a dialect language that came from a part of Africa. She commented, "We can't speak Arabic or English 'cause my mother don't know English. I gotta talk like we talk in our country." The investigator learned that Hiam's native language was Swari, a slang dialect spoken in parts of Africa. Hiam stated that she sometimes had difficulty understanding her Arabic-speaking teachers in the Libyan school that was held after English school. She stated that when she couldn't understand, she asked her teacher, "What it means? What it means?" Hiam also stated that only one other boy in her Libyan school spoke the same dialect. (See SI, pp. 52-55.)

Other foreign LES students gave similar accounts of when they switched from their native language to English and vice versa. All of the students who were interviewed and observed spoke the native language sometimes, and sometimes they spoke English. All were careful to speak only English around ES adults and peers. They all felt it was of primary importance to learn and be able to speak English as quickly as possible. This was common to all of the students, no matter what their stage of second-language development after stage one. As the LES students progressed through the stages, one heard less and less of the native language being spoken in the school setting. LES students would even view learning the second language as

fun, and they appeared highly motivated toward second-language learning. (See SI, p. 9.)

LES students who had been in the school for two or more years rarely used their native language at school. When they did, it was only when they were placed in situations that were sanctioned by the teacher. One such circumstance might have been when new NES students entered the classroom during the middle of the school year and the more fluent students were needed to act as interpreters. Sometimes the bilingually fluent student would make friends with a new NES student and, realizing that they couldn't speak English, they would communicate in the native language. At this stage, the bilingually fluent child chose to speak English only in the classroom. The desire to be like the ES student was really great at this stage, and the need to be accepted in the ES world also strongly motivated the LES students to learn English.

When NES and LES students entered at stage one, their parents really stressed that they wanted their children to learn English and to do well in school. Many of them bought television sets and encouraged their children to play with English-speaking peers to promote their picking up the English language. (See SI, p. 3.)

Likewise, the classroom teachers and school staff strongly emphasized that the LES and NES students should learn English as quickly as possible. Consequently, all opportunities and everyday school experiences were geared toward that objective. One might even say that the opportunity to develop and learn the native language was really not available in the school setting. LES and NES students

were not made to feel comfortable switching from one language to another. They were instructed to speak English only. Some of the teachers felt the children should only learn the English language before being taught anything else. Some felt that the way to accomplish this was not through bilingual instruction. Others, however, thought that bilingual instruction was not bad and would not be confusing for these youngsters, but would be a more reasonable approach to learning ESL.

There were no clear indications of LES and NES students being given the feeling that to speak their native language in school was perfectly acceptable and something to be encouraged. (See FN, p. 56.) Actually, in most instances students were suppressing and abandoning their native language over a period of a few years, as a result of their own and teachers' efforts to have them master English.

Even though most of the LES Arabic students were able to code switch, they did very little of this during school. The few instances of code switching occurred on the playground, in the lunchroom, in the hallways going to ESL or bilingual instruction, and when LES Arabic students were playing with other LES or NES Arabic students.

Sometimes LES students knowingly code switched when they were trying to be secretive around ES peers. At other times an LES student would code switch when he/she did not want the classroom teacher to understand what was being said. For example, when Lobna and Suzana argued about Lobna wanting to borrow Suzana's brother's pencil during seatwork time in team classroom B, Lobna tried to get a pencil from Oriel's desk. Suzana saw her and got up and said, "No," taking

the pencil from Lobna. Both girls were LES, between stages two and three. Lobna returned to her seat and started to copy her boardwork. Oriel, who had been at reading group, returned to the table. Suzana spoke to him in Portuguese and gave him back his pencil. Oriel then said in English, "I don't care if she uses my pencil; do you need it?" Lobna shook her head "no" and later asked if she could use his eraser. (See FN, p. 49.)

In the ESL room one day, Nader said to two other LES Arabic boys who were talking Arabic to each other, "Speak English," because he knew the teacher constantly told them this when she heard them speaking Arabic. Ahmed, in the ESL room, was working with a group of bilingually fluent Arabic students who were trying to get him to speak. He responded, but not in English, as the other Arabic students told the teacher. The teacher then told the group to tell him to "Say in English." (See FN, p. 89.)

The students in stage one of second-language learning were more inclined to code switch and use their native language because they were not sure of their English verbal skills and had not yet experienced the full dominance of speaking English only in school. At this stage, they were actually doing very little speaking at all. As this changed over time, one noticed an increase in instances of code switching from the native language to English and vice versa. Then, somewhere around stage four, there seemed to be a decrease in code switching because the Arabic-language-speaking students had become accustomed to speaking only English.



## CHAPTER IV

### CLASSROOM SOCIAL INTERACTIONS AND INSTRUCTIONAL STRATEGIES

This chapter has two major sections. The first deals specifically with social interaction and experiences that relate to learning and the development of English language for Arabic LES and NES students in the school setting. The second part of the chapter focuses on instructional strategies employed by teachers of LES and NES students. As a participant observer, the researcher examined and revised her research questions several times as the data were gathered and later analyzed. The main issue she attempted to address was: What are the social interactional experiences that foster and inhibit the learning process for LES and NES youngsters in the school environment? In trying to answer this broad and potentially comprehensive question, middle- and lower-level questions were raised. Chapter III contained an examination and discussion of the middle- and lower-level questions concerning the interaction that takes place between teachers and Arabic LES and NES students.

Chapter IV focuses on the main issue that led to the middle- and lower-level questions discussed basically in Chapter III. The discussion entails an analysis of the kinds of social interactional experiences that tend to foster and those that inhibit the learning

process for LES and NES youngsters in the school environment, as identified by the researcher.

First are emphasized the positive kinds of experiences that help promote learning and development of the second language. These experiences in the classroom also foster positive self-concepts for NES and LES students as well as promote multicultural education. Excerpts from various collaborating teacher interview sessions are used to point out the importance of the positive learning experiences cited throughout the four stages of second-language learning for LES and NES students.

The second part of the chapter focuses on specific inhibiting factors related to the social interaction of LES and NES students in the classroom. A brief explanation of bilingual instruction and ESL instruction in the school is provided to give the reader some background data. Excerpts from teacher interviews help clarify one of the reasons the LES and NES children are encouraged to speak only English in the school environment. A closer examination of this factor reveals that the strong emphasis on English may be the reason many of the foreign students tend to lose the ability to speak their native language. Before leaving this area, a few other factors that inhibit language growth are discussed.

The last part of Chapter IV includes a comprehensive analysis of the instructional strategies employed by teachers of LES and NES students in the classrooms observed. A variety of teaching methods and techniques are described, as well as motivational ideas to maintain the interest and attention of LES and NES students. Comments

from students who were interviewed also provide evidence regarding what makes learning a good experience in these classrooms and why this is so.

The differences and similarities between the ESL teaching techniques and the classroom teachers' and bilingual tutor's approaches are discussed briefly. The use of manipulatives was indicated as an important means of helping LES and NES students learn concepts in math, and the use of language experience stories was effective in teaching reading.

The chapter concludes with some relevant comments about teachers' use of large amounts of verbal and nonverbal praise as another incentive to promote growth and development. There are also some summary statements about the entire instructional support provided to the classroom teacher. In general, it may be noted that the instructional techniques employed may be used with any student, not just the LES and NES child. However, the specific techniques mentioned in this chapter were identified by fieldnote documentation and teacher interviews as being germane to working with LES and NES students, particularly in the early second-language-learning stages in this school environment.

#### Social Interactions and Experiences That Relate to Learning and the Development of English Language

In Chapter IV, the first area of focus is the social-interactive experiences in the classroom environment that foster and inhibit learning. The first question one might ask is: Do classroom teachers work differently with Arabic LES and NES students than they do with ES students? There was no specific "yes" or "no"

answer to this question. The classroom teachers observed were very sensitive to the needs of these children and designed their teaching techniques to fit the particular child's learning ability or pattern. Very little was done differently for the Arabic-speaking foreign child than was done for any of the other foreign LES or NES children. More is said about specific teaching techniques later in this chapter.

A second question that was explored concerned what kinds of social and cultural aspects entered into the learning process. A number of interesting facts were brought up by students and teachers in the taped interview sessions and from the observational fieldnotes. The teachers promoted a great deal of multicultural learning activities. They had various foreign parents come in to show films, slides, artifacts, and pictures; lecture and hold class discussions; and do cooking projects representative of their native country and culture. These types of activities, bringing in different parents and focusing on the LES or NES child's background, all helped instill in the children a positive self-image and self-concept and a feeling of sharing and acceptance of the unique differences in people. It is important to establish this type of a classroom atmosphere to help LES and NES students progress from stage one through stage four of second-language learning. These factors became highly motivational influences for LES and NES students throughout the learning process, just as they would for any student.

Where there were bilingual teacher aides, the teachers used these aides to introduce their foreign language to the whole class. These activities promoted pride and understanding of ethnic and

cultural differences; therefore, the LES and NES students tended to try harder as they were encouraged to share and talk about their language and culture.

The teachers used various media to get the LES and NES students involved socially in the classrooms. Music was commonly used, as were films, filmstrips, art, literature, and group-sharing or class-discussion periods. The following is an excerpt from a teacher interview.

Teacher:

There was an Arabic tutor in our school who was very instrumental in our getting his program together. She did a lot of things with Arabic children...with activities. Let me think what we did with Arabic culture...She brought in speakers; there were slides and we did [several] cooking projects...This kind of went on throughout the year. She wrote all the children's names in Arabic and they had them on their desks, alongside their English written names.

Interviewer:

How did the other children experience this or react to this?

Teacher:

Well, when we get into this in Social Studies in cultures, it shows a lot of contrast and the written language is definitely a contrast kind of thing. The American children were thrilled to learn their names in Arabic. They made them into masterpieces; it was like art work. They spent a lot of time and were proud of it. The Arabic children were very proud to be able to share and to see the excitement of the other children.

Interviewer:

What kinds of indicators did you have that they were proud of this? How did they act or how did they talk? What were the indicators to you that it pleased them?

Teacher:

They could go around and help the other children who were having difficulty, and it gave them a feeling of importance; and also they taught Arabic numbers to the children and the aide had gone through and made Arabic flash cards with our numerals on the back so that the kids could check themselves and she taught them music as well.

Interviewer:

Did the children relate to the music or did they think that it was totally different from American music?

Teacher:

It is usually a shock, initially like, they don't have any appreciation of it but as you repeat it here and there, it gets to be familiar to them and they like it. It just takes some time.  
(Taken from taped teacher interview notes.)

In another interview, one of the teachers made some interesting comments that related to this area:

I think that trying to do some things with the whole class on Arabic culture, the same way that I would teach about other cultures, has helped them to be more comfortable and it also helps with language development to explain to them things about their own country in English; that helps them with their language because that is something that is very familiar to them, and if they have to explain it to their friends, then it helps them to develop their language. I think as much interaction with the other children as possible helps with their English. They learn more English from the other kids than they do from the teachers, including the ESL teacher. (Taken from taped teacher interview notes.)

One of the methods used to promote social interaction was to help the LES and NES students share their experiences. The teacher felt that the LES students learned first and foremost through listening and watching others and then imitating behavior of peers and adults. The same teacher commented on students who were at stage one of language development:

I'm not saying that they necessarily share at the beginning, but listening to the other kids, it is beneficial for them and they surprisingly early will try to share things in sharing time. I think in team meeting, they very early on try to say things, which surprises me...even if it's just asking to go to the bathroom; they are so proud to be able to ask that. (Taken from taped teacher interview notes.)

Another teacher supported the idea that the team-meeting or class-discussion times helped foster social interaction:

I'm sure that they watch television at home and I'm sure that they learn a lot from it. In the beginning, I think the visual thing is much more significant for they don't understand what is being said. There are a lot of rules in our room; for instance, we have team meetings and I expect them to sit down and to be quiet while we are taking attendance. I could tell the LES child a thousand times and it wouldn't make any difference. I can also show that child by getting down onto the floor, sitting down and behaving the way that I expect them to behave. I can't think of any examples in particular, but I do a lot of dramatizing situations to get a point across...really going overboard. (Taken from taped teacher interview.)

The bilingual teacher aide also assisted in this social interaction for LES and NES students and Arabic students who were at various stages of second-language learning. Once he was invited to team meeting to tell a story to the entire class. He told the story of Hansel and Gretel and used some Arabic words. He called upon all of the Arabic students in the class to help him tell and interpret Arabic words in the story as he used drama in his actions. The Arabic students were all very proud and enthusiastic as he called them by name to answer questions about the story because he was an educator who was speaking Arabic and had the full attention of the entire class. Also, he made them a part of his presentation, which gave them a chance to interact where normally they would not because they did not know all the English language.

The first grade teacher also emphasized the importance of making the LES and NES child feel welcome and a part of the group in the early stages:

We get them comfortable in the room and acquainted with other children. We use the "buddy" system. We pair them up and put the LES and NES child with a person who can guide them around on the playground and also in the building. If there is an errand you can send the two children together to make the child familiar with the school as well as your classroom. When we

have story time, we try to remind the "buddy" to go get the LES child and lead them over to the group. If they don't understand the story, they can at least look at the pictures and see the other children. Hopefully, they will develop little listening skills. (Taken from taped teacher interview.)

Musical experiences were another medium of social interaction that provided the LES and NES students a way to be included in the classroom scene. This was a positive method of social inclusion for all LES and NES students, regardless of their stage of second-language acquisition. In observing the classroom interaction, it was noted that this seemed to be a good exercise for developing language and expression. There was a lot of repetition and modeling on the part of all students and the music teacher. The verses were repeated several times so that children could pick up the tune. In some musical exercises, all the children sang and followed the directions of the song. Many times the LES students could watch and imitate their peers and become involved in this group activity. (See FN, p. 10.)

Art was still another medium in which the LES and NES students could actively participate and feel a part of the classroom activity. For example, on one occasion as the art instructor taught a particular lesson on cutting shapes and making designs and figures out of valentine shapes, she made a point out of demonstrating in front of the class each step of her verbal explanation. She would repeat the directions and the demonstrations over and over, making a special effort to speak slowly and distinctly. The art teacher once commented that the Arabic LES and NES students were usually very quiet in the beginning when they were first learning the language. They never asked questions, but sat and waited for someone to come



and help them do the activity if they did not understand. She also noted that these students often sat and watched their neighbors work before they attempted the art project. Because their vocabulary was not fully developed, she stated, they were reluctant to ask questions but still seemed to be interested and willing to participate. She also felt that she spent a great deal of time demonstrating and repeating directions in classrooms with large numbers of LES and NES students. She stated that since the beginning of the school year, some of the LES students had made a lot of progress, which indicates that they were understanding her verbal directions more in February than they had in September. (See FN, pp. 14-15.)

The documentation from observed fieldnotes and interviews regarding the kinds of social interaction in which LES and NES students were engaged indicated that various experiences fostered learning and second-language development in the classroom. Many such experiences occurred at stages one and two and involved the LES child doing a great deal of listening, watching, and imitating what he/she saw the ES child doing.

Dr. Ruth Hill Useem from Michigan State University made the following comment about LES and NES students: "When they speak about their school experience to their parents at home, they say, 'Oh, we played a lot today,' when actually they just watched or observed." She went on to say that "music and art are important," as was pointed out earlier in this chapter. "Drama is a great way to not be yourself. Acting and learning go together--playing a part. One doesn't

have to be ashamed if they don't know the language." (See FN, p. 1.)

#### Factors Inhibiting Social Interaction of LES and NES Students

This section focuses on some of the inhibiting factors related to social interaction of LES and NES students and teachers to give another perspective of what happened in this particular setting. One of the major areas of conflict surrounding the LES and NES students has been bilingual instruction. Bilingual instruction in this sense, and as interpreted by the teachers, is instruction in both Arabic and English simultaneously. The LES and NES students therefore receive instruction in their native language in the school setting and are not forced to abandon it for the dominant language of the school, which is English. This was not happening for the Arabic or any other foreign-speaking youngsters in Spartan Village School. In essence they were being taught to read and master subject matter in English before many of them had learned to read or do anything else in their own language. During an interview session, one of the teachers made the following comments, which were also representative of the feelings of others on the staff:

Teacher:

I see the need to develop bilingual programs...English and Arabic, because these children should maintain their own language skills in their country. Some of them are going to be here several years and need to maintain this. I don't see it as being very productive to try to teach them to read in English when they haven't learned to read in their own language and they don't know what reading is about. I know it frustrates them to learn to read, and I don't know what effect it has on their reading in Arabic. The language base is so important, and we force these kids to read in a foreign language and don't have them learn to

read in their own language. I worry about that. I think it is very good for them to have a chance to learn English but that should be secondary...the reading especially.

Interviewer:

Is it going to be difficult for them to speak English in an American school?

Teacher:

Speaking is going to come anyway. You are not going to prevent them from learning to speak English and the more we can do to help it, the better. (Taken from taped teacher interview.)

The same teacher also felt that the school as a whole was starting to teach reading too soon and that the NES and LES students should be working on their reading and writing in Arabic and that this instruction should come from the bilingual teacher aide.

Teacher:

I think what the bilingual teacher aide has been doing up until now is fine. They learn words in English and in Arabic. They need to develop both languages. Why is that contradictory?

Interviewer:

I thought you were saying that the school should not do English development.

Teacher:

No, they need English. First they need oral English, though. You see, they can learn to write in Arabic and read in Arabic, but they can hardly speak it. So we have been jumping the gun. Not just with Arabic kids but other foreign-speaking students as well.

Interviewer:

You mean with the younger ones, too?

Teacher:

All the more so with them. The older kids have less of a problem because they have started to read in their language already. You aren't expecting them to learn to read in two languages. The first graders are expected to learn to read in English and Arabic the same year, and that's asking a lot when they are also learning the language.

Interviewer:

Well, we are not asking them to learn the Arabic.

Teacher:

But I think it is important.

Interviewer:

But you also say that it is asking a lot from them.

Teacher:

That's why I don't think they should be required to learn to read in English. When their English has improved, then it would be appropriate. There are other foreign-language students that this applies to also, not just Arabic students. (Taken from taped teacher interview.)

Along with increased parental pressures for bilingual-type education and the increasing frustrations of classroom teachers, the conflict has grown. The mixed feelings on the part of the staff were reflected in the fact that some of the teachers felt bilingual education was a must. Others felt there was no question about it--the Arabic children must learn the English language and the American curriculum only. They felt that English only should be taught and that to do this effectively, the Arabic students should not use their native language in the school setting.

One teacher expressed the feeling that the Arabic parents were not cooperative and supportive because it seemed that they only wanted their children to learn Arabic and not English. Another teacher felt that the school should decide to teach English or reading and English and Arabic all at the same time. Many of the teachers felt that it was not right to expect the Arabic students to learn to read in English when they could not even speak English. Some were frustrated and confused about their current practice of teaching beginning reading in the traditional classroom manner. They also felt that pulling the LES and NES children out of the classroom for

separate ESL instruction, while completely ignoring their native language, was wrong. (See FN, p. 23.)

Other teachers felt strongly that the school should be teaching the native language as well as the English language, and that this was what bilingual education was all about. This whole area was a matter of deep concern for the staff and the teachers involved in the research study. (See FN, p. 56.) It also might reveal some clues about the inhibiting or negative social interactional experiences that were documented between LES and NES students and teachers in the setting.

The researcher noticed teachers emphasizing that the LES and NES students should speak only English. Because this policy was so strongly enforced in the school setting, the LES and NES students would withdraw from verbal communication with peers and teachers because they did not know the English language during the early stages of their enrollment. Situations and experiences in school soon led them to feel that the only acceptable language was English. They were led to believe that the only way one could be successful and a part of the group was to be able to communicate in English. Teachers did not formally organize or set up opportunities for LES and NES students to speak their own language, other than to help interpret when a new, completely NES student entered the classroom. Then it was necessary to get certain messages across to the new students; therefore, speaking in Arabic was permitted. The following interview illustrates this point:

Interviewer:

When you go to take the Arabic LES and NES children out of their classrooms for ESL instruction, do you notice them speaking to their friends in their native language or in English?

Teacher:

Except for the beginning of the year, everybody speaks in English if they can at all. At the beginning of the year, this is a big problem with the Arabic children. They speak only Arabic to each other, and the younger children do this when they are alone without a teacher present.

Interviewer:

What surprised me about the team room situation was that a couple of them had been in American schools before but the team room teachers said that they did not speak English at the beginning of the year.

Teacher:

They spoke English for me when they came to my room. They worked as translators, Lobna especially. She didn't like to speak English, but she thought that it was really neat that she could translate, and she spoke most of the time in Arabic. They were part of that group that talked Arabic all the time to each other when they first came, and I mentioned to you before that I decided to give them some sort of token at the beginning of the class hour [five or ten tokens]. Every time they spoke Arabic, they would return one to me, and at the end of the hour they could have as many stars as they had tokens left. It was such a frustrating experience for them, and I really felt kind of bad about it because some of them would just give up right at the beginning of the class and say, "I'm giving back all the tokens because then I can talk Arabic."

Interviewer:

What was your purpose? Were you trying to stop them from trying to speak their own native language?

Teacher:

No, I wasn't really sure of what I was doing. I didn't want them to get the idea that Arabic was bad or that they should be ashamed of speaking Arabic. I kept trying to make them understand that it was okay to speak Arabic to each other, but to me they had to try to speak English. They were very limited, but they could say a few things in English, and I wanted them to understand that in order to talk or communicate with their teacher, they had to try. It was very frustrating for them at first, and then gradually they would say things like "You don't need to give me tokens today" or "I'm not going to talk Arabic." (See TI, pp. 7-8.)

The ESL teacher was not the only one who insisted that the LES and NES students speak English. The classroom teachers also generally expected this. Since the classroom teachers didn't speak or understand Arabic, they needed to be able to communicate with these children in order to teach them. Therefore, they started the best way they knew how, and that was through teaching vocabulary development and beginning reading exercises. The teachers did not feel that they deliberately pressured the Arabic children to learn English at the expense of not speaking Arabic. Rather, the main feeling was that if they continued to speak Arabic freely at school, they would learn English much more slowly and thus be inhibited from communicating and interacting with others who were not like them in the setting. This would hinder social harmony as well as teaching effectiveness. Consequently, the LES and NES Arabic children would try extremely hard to learn English because this was so important. Even their parents wanted them to learn English in school. As a result, they did not use their own language, and as they passed through the stages of second-language learning, they would speak less and less of the native language.

If Arabic or any foreign-speaking children stay more than two or three years in this school or this country, it is understandable why they tend to lose their native-language speaking ability, especially since bilingual instruction is not an integral part of the educational program.

Very few instances during the documentation period indicated that the staff promoted or encouraged the use of the native language as a bilingual teaching method or to make the LES and NES children feel more comfortable in speaking their language. The tendency was to deemphasize the native language. Therefore, the influence of learning two languages simultaneously could not be assessed in terms of whether or not it was detrimental to learning English as a second language. Learning English might have been an easier task for the LES and NES students had they been allowed and encouraged to use their native-language speaking skills. As it happened, the only situation in which this was encouraged was when they were needed to help interpret to new students what was happening in the setting. Also, the bilingual teacher aide used bilingual instruction to teach ESL. The staff was faced with a conflict and a dilemma. The question was whether to teach only English-language development or to teach only the regular reading, writing, and other subject-matter areas as the students learned English. The latter could have been done if the staff had been convinced that learning in the regular curriculum would have been improved by allowing and encouraging children to speak Arabic freely in the classroom.

This was one major negative factor that surfaced in the findings about how Arabic students learned English in the school setting. Other negative factors existed that also influenced the LES and NES students' learning the English language. There are substantial differences between the Arabic written language and the English written language that can be quite confusing for the Arabic second-language



learner. This was especially true for the youngsters in the early grades, as seen by the problems some of the students had in small-reading-group instruction sessions with the teacher. One example was Hiam, who quite often needed to be reminded which way to hold the textbook and where to start reading. (See FN, p. 61.)

Arabic girls were not used to being taught by male teachers; likewise, Arabic boys were not used to having female teachers. Coeducation is still uncommon in many Arab countries, and this took getting used to. This was true especially for the boys because they did not view women in an authoritative role. This leads into the area of discipline and the classroom atmosphere, as seen by the LES and NES students. Arabic schools and classrooms are much more authoritative and structured than American classrooms and are operated very strictly. (See TI, p. 35.) There is no flexibility and freedom such as the children experienced at the Spartan Village School. Hence many of the LES and NES Arabic students were confused and suspicious about the teaching and learning styles they experienced in American schools. Some tried to take advantage of the situation and abused the freedom and privileges allowed in the American schools. This was one form of cultural shock. Another was observed in the quiet, shy, and withdrawn LES and NES students, who were frightened of the whole new classroom experience. Therefore, it might take them longer to learn the second language. They must be handled very carefully and constantly encouraged and kept highly motivated to learn the language and the customs of the new culture.

Another negative aspect for the LES and NES Arabic student learning the English language is that as the second-language learning continues, with emphasis not on bilingual instruction but instruction in English only, there are drawbacks or serious implications for these students when they return to their native country. Unlike the situation for new immigrant children to this country, these Arabic students will not be staying in the United States. They will return to their native countries after a few years. If their native language is not maintained, they will experience difficulties entering and functioning in their native schools, just as they experienced difficulties when they came here as LES and NES students.

These children acquire a second language that is very useful in various parts of the world, but in their own country it is no use to them. This is another reason why some Arabic parents reject and have negative viewpoints about the emphasis placed on learning the English language without the bilingual component.

The kinds of social-interactional experiences that tend to foster or inhibit the learning of English language for LES and NES Arabic students have been discussed. The focus of the next section is on the specific things teachers do with LES and NES students.

#### Instructional Strategies Employed by Teachers of Limited and Non-English Students

Just as Chapter III and the first part of Chapter IV dealt with English-language development across time and the various stages of language acquisition, the focus in this section emphasizes teaching strategies as they relate to LES and NES students' development of

the second language. Teachers used various instructional strategies with the LES and NES students. Data were collected and documented that reflected the kinds of academic experiences, interactions, and materials the teachers used to promote growth and learning from stage one through stage four of the second-language development process. Included were one-to-one individualized instruction based on the level and stage at which the LES and NES child was functioning, bilingual tutorial help, listening and audio-visual type games and activities in the classroom, oral development and expression in total-group activities, musical games that involved imitating the leader or role modeling, finger plays, and repetitious songs and movement exercises. In the teacher interviews and in the fieldnote documentation, there was evidence of teachers modeling and demonstrating as they taught particular lessons to the LES and NES students. It did not seem that an adequate number of commercial programs or materials was available for teachers to use. The teachers commented that recent investigations and inquiries into commercial programs and materials had not been very successful and that bilingual and multilingual organizations and groups were in the process of developing materials for commercial and educational use. Many of the teachers' ideas and experiences involved their own creative designs for how they felt the LES and NES children would learn best.

Through interviews with the classroom teachers, the researcher found that they all basically agreed that their method of teaching foreign LES and NES students was to speak slowly and distinctly, using many facial and body gestures and expressions, such as smiling

a lot, pointing, touching, and generally trying to ease the cultural shock first experienced by the students when they entered this new learning situation. The teachers also gave a lot of verbal praise and positive reinforcement to encourage the foreign LES and NES students to participate and to stimulate learning. When questioned in the interviews about this, the teachers stated that they tended to over-dramatize their responses and verbal communication when speaking to these students. Depending on the stage of English-language development, the teachers could use more or fewer of these techniques and strategies with the LES and NES students.

The classroom teachers did a lot of beginning reading-readiness activities in small groups with the students selected for observation. The whole concept of trying to teach English reading to the LES and NES child who does not know the language has been questioned by the teachers in this school. Both negative and positive aspects of the approach have been mentioned and will be mentioned again.

A general understanding and perception the researcher gained from observing and interviewing was the teachers' attempt to make the teaching and learning activities center on a game approach. Techniques also took the form of repetitious activities and having the students listen to story records and tapes that had pictures to follow along.

In January, the bilingual teacher aide was observed working with the same LES Arabic students who were functioning at stage two of second-language development. The children were extremely enthusiastic and excited as he worked with them, and they all seemed to be

eager to participate. The lesson was a vocabulary-recognition exercise. The aide gave them clues in Arabic about the words as they tried to guess the correct answers. He commented afterwards that he always tried to make a game of each learning activity because this held their attention and got them excited. He also explained that this was the way he had observed the American teachers in the school work effectively with the LES students in teaching reading-skills-development lessons. The classroom teachers placed a lot of emphasis on motivation in the learning process. They structured their activities around language and number games to interest the students in trying new things that might be difficult. Therefore, the children viewed the learning process as fun. Many of them stated this in their interviews when questioned about why they liked school or their teachers. (See FN, pp. 36-37.)

The following is an excerpt from a taped interview conversation with Suzana on February 26. The researcher asked her, "Why do you like Spartan Village School?" She replied, "It's fun--got a lotta games." The researcher asked, "What kinds of games are there?" Suzana replied, "Checkers," and then said, "I forgot the others." (See SI, p. 33.)

Nashwa was also asked what she liked in school; she responded, "Everything seems really fun to me." When asked how he liked classroom A, Waleed As. commented, "It's fun over there. I write, draw things, and play over there; sometimes we do math. That's all I know. In the ESL room, we play store and then when it's time to go, she [the teacher] gives us stars." Then Waleed As. was asked, "Why do you

think your teacher plays store with you?" He stated, "Because she wants us to learn how to play store and when we go to real stores-- money." His voice dropped very low at this point, and the researcher could not understand what he said as he tried to finish his sentence. (See SI, p. 72.)

Most of the foreign LES and NES students viewed the learning experience and the school very positively in comparison to the schools in their country. Even some of the foreign parents commented that the American school atmosphere was more conducive to the happiness of the student and exhibited highly motivational learning activities. This seemed to be very different from the authoritative nature of the foreign schools.

Something else observed to be taking place in one of the classrooms was the use of "finger plays" to develop auditory and fine-motor skills. T<sup>1</sup> started many of her small-group and large-group sessions with this rhyming exercise. She used her hands as she modeled and said the verse to the rhyme. The children imitated her with their fingers. The researcher noticed that the Arabic students tried to say the words by moving their mouths but did not give the correct responses, although after awhile they did learn the finger movements after much repetition. These children were still around stage two; therefore, their English verbal skills were still being developed. (See FN, p. 39.)

Toward the end of January, the same teacher was observed doing another "finger play" and rhyme. These routine exercises were done at least every day for about three to five minutes. This time it was

an exercise in which the children all stood up and touched different parts of their bodies as they said the rhyme. This helped build vocabulary development and quick-recall association with the parts of the body. In a group exercise, all of the children learned together from observing each other. The Arabic students seemed to enjoy this exercise along with the other students, and this time they were able to say more English words. (See FN, pp. 26-27.)

Also during the latter part of January, it was noted that some of the LES Arabic students were not far enough along to converse with partners in paired-group activities if these partners were English-speaking. The teacher in classroom A planned a paired-group activity with an art lesson to teach working together and sharing materials. Out of the total group of LES Arabic students in the class, only two conversed with their partners: Layla and Khalid. They were both Arabic students who had entered the school toward the end of the preceding year, so they were LES when they entered classroom A. They were in stage three of second-language development. The others, Waleed As., Waleed Al., and Hiam, were still within stage two during January. (See FN, p. 40.)

In the preceding example, the classroom teacher found art to be a good activity to teach certain skills to the LES students as well as the whole class. The art instructor also played a role in helping to promote learning for the LES students. The art instructor commented to the investigator during a lesson that she tried consistently to simplify her lessons with this particular class because of the number of LES Arabic students in it. She demonstrated a lot of the

activities and repeated directions constantly as she demonstrated. She tried to speak very slowly, especially when she worked with the LES children. The art teacher did a lot of preteaching in this class and repeated the activities, because at this stage their fine-motor skills were not quite developed, and these children did not seem to be used to or familiar with working with scissors and paint brushes. The classroom teacher repeated these activities later on throughout the year until they all learned them. (See FN, p. 14.)

Music was another mode that teachers used to develop language and expression. The music teacher used a lot of repetition and modeling when teaching the use of instruments and singing songs. Here again, rhyming and repetition seemed to help the LES students enjoy participating because they got several chances to be a part of the group and to repeat the verses like all the children in the class learning new songs. In late February, classroom A was observed having music with the music teacher. Khalid and Layla again were the only Arabic students in the group who had enough verbal English ability to sing the words to songs they had learned so far. The others paid attention and did the movements, but they still had not learned the words. (See FN, p. 10.)

#### ESL Teacher Instructional Techniques Versus Classroom Teacher Approaches

The ESL teacher continued with the same basic approach when she worked with the LES and NES Arabic students in isolation or separately from all the other children in the class. Specifically, she worked with oral-language development. She began with single words



together. She taught the children to listen, watch, and imitate her actions. This was the underlying theme throughout, and it was used throughout the four stages of second-language learning. After single-word identification, she taught short sentences and phrases of oral expression. For example, for two weeks the researcher observed as the ESL teacher taught vocabulary words dealing with the concept of a grocery store, food, and buying things at the store--a very relevant topic because many of the LES students end up having to help their mothers, who are most often completely NES, shop and buy groceries when they first move here. The ESL teacher made a game out of learning the sentence, such as "When I go to the store, I will buy \_\_\_\_." The children sat in a circle, and each had a bean bag. Several picture cards of grocery items were in the center of the floor. The children had to toss the bean bag onto the picture, but before they tossed it, they had to say, "When I go to the store, I will buy \_\_\_\_" and then toss the bean bag onto a picture card. If they made it, they said, "I bought it." If they didn't make it, they had to say, "I didn't buy it." The ESL teacher modeled and repeated the activity until the LES students caught on by listening to and watching her. She also did activities with music and had them sing, or they listened to records and did what the music said. They repeated these activities over and over. This was done at all stages, one through four. (See FN, pp. 11-12.)

#### Techniques Used by Bilingual Tutor

The bilingual teacher aide used similar techniques for instructing the second-language learners, just as the classroom teachers and

the ESL teacher did. In the first part of May, he was observed working with Ahmed, who had just enrolled in the classroom a few days before. The first thing he did was to teach Ahmed the most urgent and necessary phrases he needed to communicate in the new environment. Next, the aide tried to teach Ahmed as many new words as he could during the tutorial sessions. Like the classroom and ESL teachers, he used pictures and word cards. He also had these Arabic students alone and worked one-to-one with them. Another advantage he had over the classroom and ESL teachers was that he was able to use the native language to aid in his teaching of the English language. That might explain why the children who worked with him after he was hired learned faster than others who had enrolled in the beginning as NES. Of course, other factors might also have played a part in these two children picking up the language faster than the others.

Some of the phrases he taught during the first week of May were: good morning, good afternoon, good night, how are you?, I am fine, and thank you. Next they were taught phrases of identification that helped them answer questions about themselves, such as: What is your name? My name is \_\_\_\_\_. What is your mother's name? My mother's name is \_\_\_\_\_. What is your address? My address is \_\_\_\_\_. What is your telephone number? My telephone number is \_\_\_\_\_. The second week in May, they were learning to say in English: How old are you? I am \_\_\_ years old. How many sisters do you have? and so on. The third week they spent learning directions, such as: come here, sit down, go to the board, and shut the door. They were continually being taught one-word picture

identification and word-recognition skills. Within four weeks they had learned about 100 to 120 English words in addition to the phrases and sentences mentioned above. It is interesting that the same new NES student who was acquiring this second-language speaking ability used very few, if any, of these new words when he was in the classroom. Therefore, his teacher in the team room thought that his level of understanding and oral English-language skills had not developed nearly as far as it had, as shown from the data collected by the researcher and later revealed to the teacher. (See FN, pp. 90-91.)

The first week in June, the team classroom B teacher made the following comment: "Ahmed rarely speaks or says anything at all in the classroom on his own." She did not realize that he had learned about 100 new English words, and she was very pleased to find this out. She praised Ahmed highly. He smiled, and from that moment on, during that week, he began to respond verbally to her much more. He often made an effort to greet the teachers and the principal, using his new English. (See FN, pp. 82-83.)

These facts may indicate the greater effectiveness of individualized bilingual instruction of LES and NES Arabic students over classroom-teacher and ESL-teacher instructional methods and teaching strategies. More analysis and data need to be collected to assess this variable.

### The Use of Manipulatives

Other teaching strategies and techniques included the use of manipulative devices, such as what would commonly be used in math

instruction. Each classroom teacher who was observed made some explicit use of manipulative tools, especially in math instruction. Although this approach was used with all students, LES and NES pupils found this to be particularly helpful. Teachers would use blocks and counters to demonstrate math concepts and facts as they verbally explained an exercise, thus facilitating quick understanding of how to solve math problems and to help break down the language block in interpretation. As mentioned before, math is a fairly universal language anyway, and many of the foreign-speaking children grasp the idea of what's going on in this subject much faster than in the language arts area, where the majority of the lesson is presented verbally and must be memorized in second-language learning. In classroom A, four LES Arabic students and one LES student from Chile composed a math group in which T<sup>1</sup> passed out logo blocks for each child to use as they practiced counting and figuring out math problems stated verbally to them. This happened around February, and all LES students, regardless of the stage of second-language development, participated eagerly. Layla shouted out answers and Waleed Al. counted by tens, as Mona and Layla started saying answers for him. Hiam began immediately to work in her book as she used the logo blocks and circled correct answers on her assignment page.

In team room B, both Ahmed and Lobna used manipulative math tools to help them, and they were at different stages of second-language development. During math time in team room B, Ahmed got out of his seat to go and get logo blocks with which to count; then he returned to his seat to use them to help figure out his assignment

in the math book. In June, he did not hesitate to seek help on his math from the team room B teacher. (See FN, pp. 77-78.)

The techniques used in trying to teach reading were more difficult for the LES and NES students to grasp and comprehend than were those used in teaching math. The main approach the teachers used here was the language experience chart stories for teaching reading. This essentially involved using words that the students gave the teacher as she copied down on a chart a story told by the students. Since the stories are brief and made up from the personal experiences of the learner, the object is that they will remember the context of the story and be able to read the words the teacher has written for them from the chart. Each observation in team room B revealed the same or a similar activity happening between Lobna and other LES students and the teacher during the reading-instruction period. The teacher used repetition and vocabulary-development flash cards to teach basic words from the Dolch word list. She made up stories about the girls in the reading group, Lobna and Suzana, because they would be familiar with this and it would help them remember the story from one day to the next. The word cards were also used for practice writing as they put together sentences using them and practiced their handwriting skills and grammatical structure.

The ESL teacher did similar reading activities. She had the advantage of being able to give complete, individualized, one-to-one instruction for a longer concentrated time period than the classroom teacher. The reading helping teacher and reading coordinator were observed a few times also, and they used this approach with the LES

students. They, too, tried to center each activity with the LES students on a game to keep their motivation up. (See FN, pp. 17-18.)

The whole idea of teaching reading to the LES and NES students before they have learned the English language is beginning to be viewed as a negative approach to helping facilitate second-language development. Nevertheless, this is how the majority of teachers who were observed and interviewed started working with the LES and NES students. The techniques are not entirely different than those one would use to teach beginning reading to ES students or to ES students experiencing difficulty in learning to read. This method is used in each stage of language development until the LES students have mastered enough English to jump ahead and read in basal textbooks at levels comparable to their academic abilities. For Arabic and other foreign youngsters, this period might take at least a few years of learning and being exposed to the language. Regardless of their age or grade level, they all start out at the same beginning reading-readiness level if they are LES and NES. As was pointed out earlier, this may be a serious inhibiting factor in the process of acquiring English as a second language. On the other hand, the language-experience approach, as used with Khalid, Waleed As., Hiam, Layla, Lobna, Waleed Al., Suzana, and all the other LES students, might not be all negative. It does incorporate language-development skills through rote learning and repetition, and within their own educational culture they are exposed to a great deal of rote learning. The basic idea of this method of learning may not be that strange, but it is

certainly difficult and different given the differences that exist between the Arabic language structure and that of the English language.

The use of positive nonverbal and verbal praise was very evident in each classroom observed, especially with LES and NES students. The classroom teachers were all generous in their verbal praise when they worked with the LES and NES students in reading groups and during math periods. Comments such as "Good," "That's right," and "Very good" were often followed by a smile, a nod of the head, a pat on the arm or hand, or sometimes a stroke on the back of the child's head. The teachers often stated the pupil's name when they gave these positive comments. This type of direct verbal and nonverbal behavior on the teacher's part was intended to indicate friendliness and acceptance of the student and his/her answer and to encourage the LES or NES students to participate and speak English. An example of this was seen in team room B in March, as Lobna was receiving some help on a math problem at her desk. The teacher put her arm around Lobna and pulled her hair back as she demonstrated and said, "Good," in response to Lobna's question. She continued to help Lobna and finished by saying, "Do you understand, Lobna?" Lobna nodded her head "yes," as the teacher stroked the top of the child's head and said, "Good." (See FN, pp. 8-9.) This type of behavior was noted every day during the observation periods. The teacher in classroom A followed similar procedures. During the reading group with each LES Arabic group, T<sup>1</sup> asked questions and as the students answered, she nodded her head and responded, "Good." (See FN, p. 10.)

In a math board exercise, T<sup>1</sup> verbally praised Hiam as she and an American girl were racing to get the right answer to a math question. T<sup>1</sup> called out for them to put a written response on the board and to read it aloud to the class. T<sup>1</sup> said, "Very good," to the American girl, but Hiam was a little faster in her response. (See FN, p. 6.)

The instructional support provided the classroom teacher was in the form of a full-time ESL teacher for the building, bilingual tutors or teacher aides, and two full-time regular building aides--one worked with all children, English and non-English, whereas the other worked with children with special needs, such as the LES and NES students. Additional help was provided in the form of dollars allocated for materials for LES and NES students and inservice programs to help the teachers. The availability of materials was limited, as mentioned earlier. Most of the teaching materials were made by teachers or teacher aides; the design of these materials was similar to what they would use to teach English speaking to beginning readers and nonreaders.

### Summary

The findings indicated that teaching strategies and techniques used in working with the LES and NES Arabic students were varied and diverse, yet they were similar to those used with ES students. There was more sensitivity on the teachers' part to the needs of these students and more flexibility in their daily program and delivery systems to allow much repetition, practice, and a much slower pace to allow



growth as it occurred naturally within the four stages of English-language development.

The statements made in the teacher interviews about teaching strategies and techniques were documented in the fieldnotes of participant classroom observation and were also noted on video tapings of small- and large-group teaching sessions. The basic difference teachers felt about their behavior in terms of strategy with LES and NES students was what they did at the beginning, especially during stage one. Basically, they all worked on language development, speaking English, and learning the letters of the alphabet. These are skills that the ES students normally already have when they enter first grade. Then throughout the other stages of second-language learning, the teachers tended to exhibit more care and demonstration of warmth and acceptance with the LES and NES students to acclimate them to their new environment and to help them through cultural shock and the communication barrier.

Over-dramatization and the use of many visual clues and expressions matched with the auditory element were also seen as germane to working with LES and NES children. Once these students had gone through the second-language-learning stages, their behavior was really no different than that of any ES student, and they became part of the mainstream of student life at the school. The cycle begins again or repeats itself for each new LES or NES enrollee. This cycle occurs throughout the school year. Therefore, teachers use these strategies and techniques throughout the school year.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR PEDAGOGY

Chapter V provides the reader with a summary discussion of three main topics of the dissertation. The first topic summarizes the findings or conclusions of the study. This concerns and answers the main research questions. It includes a discussion of what the researcher found out about how the NES and LES students seemed to learn the English language in this environment. The researcher describes how teachers helped the students learn English. In addition is included a discussion of what the researcher learned about bilingual education versus the ESL programs in the school.

The second topic is a discussion of the implications of the findings for additional (or continued) research regarding studies in English-language acquisition and language use in classrooms.

The third and concluding topic is a discussion of recommendations for pedagogy. The recommendations relate to insights and knowledge gained about how children learn English and what seemed to be effective teaching strategies in this study and how they could help preservice and inservice teachers improve their awareness of and sensitivity to the various needs in multicultural classrooms.

### Conclusions

This study of English-language acquisition through social interaction in classrooms was undertaken to provide insights and knowledge about how foreign NES and LES students learn the English language in the classroom environment. The researcher examined five questions focused on this topic:

1. What are the social interactional experiences that foster and inhibit the learning of English language for foreign non-English or limited-English-speaking youngsters?
2. What interaction takes place between Arabic LES youngsters and other youngsters and between teachers and Arabic LES youngsters in the classroom?
3. What kinds of communicative behaviors do they exhibit?
4. What verbal and nonverbal behavior is exhibited by both Arabic LES youngsters and classroom teachers as they interact during the day?
5. What are the various instructional strategies used by teachers with the LES youngsters, and in what ways do these strategies differ with the ES youngsters?

In Chapters III and IV, detailed discussions focused specifically on these research questions. The chapters reported findings that were by no means conclusive. The findings raised some interesting new questions implications for further research, and recommendations for educators.

The study focused on how foreign LES and NES students learn the English language. Language was examined as a means of communicating

in the school environment. Language use played an important role regarding social interaction and inclusion in the daily activities of classroom life. NES and LES students found it necessary to learn English in the dominant-English-speaking environment in order to be able to participate and develop associations with other students in the classroom.

It was found that these students learned the language by being in the environment, interacting, and developing associations with English-speaking peers. This interaction and the developing (widening) peer associations seemed to occur in basically four stages, beginning with the NES students' enrollment in the school. These stages were:

Stage one: Associations are teacher-assigned buddy, another LES student, siblings, or an interpreter.

Stage two: Associations are LES or NES students who are most like them in the setting, regardless of ethnic or second-language background.

Stage three: Associations include bilingually fluent peers in addition to stage two associations.

Stage four: Associations are with English-dominant-speaking peers, in addition to associations from stages two and three.

One of the basic findings regarding social interaction of LES and NES Arabic students was that they learned from other students. Being around, interacting and communicating with, watching, listening to, and imitating ES peers seemed to have a definite influence on their learning English as a second language. The LES and NES students tended to speak more to their peers than to teachers and more to peers from the same ethnic background. When they were alone, they spoke

Arabic to their Arabic friends. As they learned more and more English, they interacted and associated more with English-speaking students. The social interaction of LES and NES students changed over time. As these Arabic students learned more English, their peer relationships changed; this allowed them to become more active and involved in the classroom.

The characteristics they displayed in stage one (quiet, reserved, shy, and sometimes hostile and aggressive) changed gradually as they learned English as a second language. These students engaged in a great deal of watching, listening, and imitating the behavior they saw teachers accept from the ES students. They moved to stage two and interacted with others like themselves; these others were also LES. If they were LES and spoke the same native language, they communicated in the native tongue until they learned more English as classroom instruction, ESL instruction, and bilingual tutoring continued. After about six months, the Arabic LES students began to associate and interact with bilingually fluent Arabic and English peers. They showed signs of much more active participation and interaction in the classroom as they continued to learn more English. This was characteristic of stage three.

At this point, it was noted that there was very little indication of any native language being spoken in the classroom by the LES Arabic students. Why was little or no native language spoken in the classroom? It did not appear to be emphasized, nor did the teachers seem to provide opportunities to encourage native language use, such as permitting the children to use their language during the

day as much as possible. The focus had been to learn English so they could fit into the mainstream of the school program as soon as possible. Once the LES students became bilingual, they moved into stage four of second-language learning. They interacted a great deal more in the classroom because they were able to comprehend and participate on about the same level as everyone else in the setting. The ES peers who had been their role models were able to interact with the LES Arabic students and therefore sought them out as friends and playmates. The language barrier between the ES and LES students seemed to have been broken down.

The social interaction of LES and NES Arabic students changed over time as their English progressed. Once they had mastered the English language, they listened, followed directions, worked, and played like all other students who were motivated to learn. The patterns and examples of verbal and nonverbal communication of Arabic LES and NES students also indicated change over time as these students progressed through the four stages of English-language development. From stage one through stage three, their verbal communication was very limited. At that time, the Arabic LES students felt confident enough of their English-speaking ability to switch languages when they were around peers of the same native-language background. This was not done in the presence of the teacher or in the company of ES students. Once the Arabic students learned English, they spoke less and less of their native language, except in the home and when playing with their native peers, some of whom were still LES and NES. The school's strong emphasis on speaking and learning only English caused

some Arabic students (those who had been in the school for a few years) to forget their native language. It caused others, who were more recently enrolled, to shy away from or feel uncomfortable speaking the native language around ES people. There were instances of code switching (switching from one language to another), but these instances were few. It happened most frequently during stages two through four at school. After stage four, the Arabic students only used their native tongue when called upon by the teacher to help translate information for a new LES or NES Arabic student. They were not encouraged in the academic or social sense to use their native language in school.

The researcher thought the school could have done more to help maintain and promote the use of the native language, but that issue was not the primary educational focus of the school. Promoting and emphasizing English language was the primary objective in the instructional setting for the LES students. Since the classroom teachers were neither trained nor qualified to teach Arabic, they lacked the ability to help the LES students maintain their native language. It was also difficult to incorporate the teaching of another language within the number of subject areas already required in the English curriculum. It was noted in Chapter III that during reading instruction, which took up most of the morning in both classroom A and team classroom B, the classroom interaction of the selected Arabic LES students was structured and routine. Therefore, their social interaction was quite limited during this time. The students were expected to remain quiet and attend to seatwork activity, which

did not give them an opportunity to communicate or develop language skills in any language. Gradually, as the LES students learned more English, they interacted more with peers and the teacher, but this development could perhaps occur sooner if opportunities to develop and use their oral-language-speaking ability were provided. The ESL teacher also felt that the LES students needed more opportunities to talk, in order to develop oral-language proficiency. More interaction occurred in the ESL room and in the bilingual tutoring room than in the classrooms, perhaps because the LES students were given more opportunities to talk and use their English and native-language skills freely without feeling out of place or different from the majority-language-speaking students.

#### Instructional Strategies Used by Teachers

The researcher discovered that the teachers played a role in helping the NES and LES students learn the language. In regard to the instructional strategies and specific teaching techniques, some basic factors were found to be characteristic of the teachers observed in working with LES and NES Arabic students. Fieldnote observations and documented teacher interviews highlighted such things as individualized instruction based on the level and stage at which the LES and NES children were functioning as well as help from a bilingual tutorial aide, listening and audio-visual games, and activities centered on oral-language development, such as sharing time or group-discussion periods. Finger plays, musical games involving imitating the leader, and repetitious songs and movement exercises were



frequently done by classroom teachers to help develop language for LES students, as well as for ES students in the early grades. Teachers did a great deal of modeling and overdramatizing. All of the teachers interviewed and observed used various methods of speaking slowly and distinctly. They also emphasized facial expressions and body gestures, such as smiling a lot, pointing, touching, and using other nonverbal forms of communicating to help the LES and NES child feel accepted, welcomed, and at ease in the new environment. A great deal of verbal praise, associated with a positive nod of the head or a big smile, was given very frequently to acknowledge and encourage good performance from these students.

Using effective teaching techniques and highly motivational activities were basic strategies underlying the teaching methods used by the teachers in this study. It seemed to be apparent why many of the LES and NES students viewed the learning experience and the school positively in comparison to some schools in their own country, where methods and classroom procedures appeared to be much more dictatorial and structured in classroom atmosphere, as stated by the foreign parents and students.

Another characteristic noted of the school and the classroom teachers was that they strived to promote a great number of multicultural learning activities. In the observed classrooms, the teachers stated that they regularly had various foreign parents come in to show films and artifacts; do cooking, music, dance, and art; and tell stories representative of their country and culture. The teachers also used their bilingual teacher aides to introduce simple foreign

language vocabulary to the whole classroom. These activities helped promote pride and understanding of ethnic and cultural differences. They also helped encourage the LES students to interact and communicate with ES students.

Multicultural and multilingual materials and resources were found to be limited, thus making the classroom teachers' task more difficult when they were faced with classrooms that had foreign LES and NES students. The teachers in this study had not been trained specifically to work with these kinds of students. They depended on their own creativity and conscientious efforts to teach LES and NES students within the English curriculum, just as though they were teaching ES students, yet trying to be sensitive to the language deficiency.

The teachers felt that their behavior in terms of teaching strategies and methods employed with LES and NES students was quite different during their initial encounters with these students, i.e., during stage one of second-language learning. Basically, everyone worked on developing English oral-language vocabulary and beginning reading-readiness activities that most ES students already knew when they entered first grade. From that point, the teachers tended to exhibit more care and demonstrated more sensitivity to the LES and NES students as they continued to teach them oral English language throughout the other three stages of second-language learning. Once the LES students had progressed through the second-language-learning stages and had some English-language base, their behavior was generally more like that of the ES students in the classroom. This was

true not only for the Arabic LES students observed, but also for other foreign LES children. Teachers stated that they did nothing different for Arabic LES students than they did for other foreign LES or NES students.

Support help seemed to play an integral part in helping the classroom teachers work with LES and NES students. This support help was provided in the form of a full-time ESL teacher for the building, two bilingual teacher aides, and two full-time regular teacher aides. The techniques used by all the support help were basically the same as those of the classroom teachers. They also did reinforcement, repetition, and follow-up language development, as well as giving general tutorial help with classroom assignments.

Art and music teachers were also instrumental as support help to the classroom teacher because these areas were found to be easier modes of communicating and initiating learning activities and interactions with the LES and NES students.

#### Bilingual Education Versus ESL at the School

Bilingual education is state and federally mandated in school districts that have 20 or more students who speak a language other than English, but this mandate is not enforced. Schools like Spartan Village try to meet the needs of their LES student population by hiring bilingual tutors or teacher aides to assist the classroom teacher. In some cases, bilingual classrooms are organized and taught by bilingual teachers. In the case of Spartan Village School, having several bilingual classrooms and using a completely different approach would

have been necessary because so many different languages were spoken among the foreign LES student population. The situation was also different because, unlike the Mexican-Americans, the foreign LES students in the school were in this country on a temporary basis. Many of them would soon be returning to their native country. During the study, the staff continued to discuss various aspects of having a bilingual program versus an ESL program of instruction for the LES foreign students. A bilingual-type program would provide instruction for all of the foreign-speaking LES students in their native language and in English, whereas the ESL program teaches English only to foreign LES students. In this particular setting, it had at first been characterized as a pull-out ESL program. The LES and NES students were pulled from the regular classroom program for 40- to 60-minute periods and taught ESL by the ESL teacher in another room once or twice a day. Later, the strictly ESL pullout program expanded as the number of foreign LES students increased. It then became part bilingual instruction and part ESL instruction. Bilingual teacher aides worked in the classroom, translating, helping tutor, and interpreting the curriculum to LES students. This was only possible for a few groups of foreign LES students in this setting. It would be next to impossible to provide this type of instruction to all of the LES foreign students because of the many different language groups attending the school. Therefore, the ESL program was maintained to aid those who were not being served by bilingual teacher aides.

A bilingual education program would offer instruction in both languages to the majority-group ES students and the LES foreign

students. The program in this study cannot be viewed as a strictly bilingual education program. It also does not qualify for this labeling because no bilingual classrooms are being taught by bilingual teachers.

The controversy among the staff had been in regard to whether they should try to establish full-scale bilingual classrooms for as many of the major foreign-language groups as possible to help facilitate learning and language growth. Since the school contains at least 28 different language-speaking groups, this would be a difficult, if not impossible, task.

#### Implications

In reviewing the findings of the study, the researcher discovered additional questions that could entail various implications for continued educational research and study in the area of English-language acquisition for foreign LES and NES students. One of the questions that arose was: What effect does teaching reading to LES and NES youngsters have on their ability to learn the language before they have acquired a knowledge of English?

Research in the area of teaching English reading to LES and NES students seemed to have various implications. Teaching reading to LES and NES students before they have developed or acquired a command of the English language was a concern stated by some of the teachers. It was easy to understand the frustration that some of the classroom teachers had as they tried to teach reading in English to LES students who had not learned English or how to read in their

own language. The teachers used a combination of teaching beginning reading-readiness skills and language experience chart stories to all LES and NES students, regardless of their grade-level placement. Although this technique was not entirely different from the way in which one might teach beginning reading to ES students or ES students in need of remedial help, the method might have had inhibiting factors for LES and NES students. Questions were asked in regard to whether teaching reading was too confusing and harmful to second-language learning for some students. One of the observations was that the LES students were being asked to pick up the new language and abstain from using their native language.

Some of the teachers felt that reading should not be attempted until the students had acquired a command of the English language. Still others felt that the entire curriculum should be taught bilingually. In this study, a possible consequence of not teaching bilingual education was the loss or forgetting of the native language because there was no native-language maintenance program for the LES students. Teachers had deemphasized the native language and instructed the LES students to speak only in English.

This study pointed out the importance of English-language acquisition. The fact that English can be taught and learned as a second language by LES and NES foreign students may have implications for other research in the area of English-language difficulties, such as the Black-English-dialect dilemma and the resources teachers can employ to help these students master English-language skills. A negative attitude about native language may be portrayed by putting

down the native or "home" language. A positive reflection would tend to acknowledge and respect the "home" language as a part of the student's culture. Teaching English as a second language may facilitate NES and LES students' learning by providing them with effective communication skills necessary to interact and be successful in school.

Additional research may lead to improved resources for bilingual and ESL education as well as developments in the area of multicultural curriculum. Another question that arose during the study concerned what responsibility the school would have for educating these LES students in their native language. This area could be the focus of another study regarding bilingual education.

Questions regarding bilingual education versus English as a second language in the classroom are possible topics for further investigations. These issues are still quite controversial, as research and this study have pointed out.

#### Recommendations

This study on English-language acquisition for foreign LES and NES students examined closely the social interaction and communication that took place in the classroom, with the focus being primarily on language use. Various factors have played a role in helping LES and NES students learn the language, as the researcher pointed out. There is still a great deal to learn and certainly many areas in which further research is needed to provide educators with

skills and knowledge to continue helping linguistically different children.

The various findings and insights gained from this study led the researcher to make the following recommendations:

1. Alternatives should be explored to help promote the use of the native language in the school if emphasizing the dominant English language is proven to have a detrimental effect on the LES child's learning English as a second language. Possibilities might include allowing LES children to speak their language in the classroom as much as possible and showing them the English translation. Teachers already do a great deal to promote cultural sharing, and they could emphasize sharing the language differences as well. Teachers could also make an effort to refrain from encouraging the LES children to speak English only. This may help to alleviate their inclination to refrain from using their native language around ES people if their language were more acceptable. Another suggestion would be to encourage and allow more bilingual tutoring by the bilingual teacher aides.

2. Attitudes among the entire staff about bilingual instruction should be positive. Staff members should not view bilingual instructional help as detrimental or confusing when teaching these students. It may even prove to make learning reading and other subject matter much more effective for some children.

3. Although some classroom teachers do multicultural activities during the school year, they could investigate and try to employ these activities more consistently to promote cultural awareness and



sensitivity on the part of all students. These things might include implementing a multicultural social studies curriculum in the district and establishing bilingual teaching classrooms that teach Arabic and English to all students.

4. Further investigations and continued research could lead to more state and federal educational assistance to help school districts provide financial aid to enhance and develop materials and resources for teachers, in addition to ESL and bilingual or multilingual education. Further training and inservice sessions in bilingual education would be profitable and advantageous to the classroom teachers and staff as they continue to work in this area.

5. Another recommendation is to explore the teacher-training programs and university courses that are available to help all educators. Through joint efforts and collaboration between school educators and educational institutions, prospective teacher education programs can help prepare and train teachers in effective teaching techniques and methods to use with LES and NES students. The combined efforts of researchers and practitioners may be a valuable contribution to improved bilingual and ESL education.

## APPENDICES

APPENDIX A

INITIAL INTERVIEW MEETING

## APPENDIX A

### INITIAL INTERVIEW MEETING

An initial contact and meeting took place in the fall of 1979 to approach the four classroom teachers selected to participate as informants and teacher collaborators in the research study. This provided an opportunity to discuss the study and to investigate the feasibility of a comfortable working relationship between the participant-observer and the teachers of the classrooms studied. This was an important first step because the participant-observer or investigator for the research study was the principal of the school selected for the research site. The participating teachers had worked under this principal for five years and had maintained a high degree of compatibility. The meeting was held November 26, 1979. It took place at 6:30 P.M. at the home of one of the teacher informants. It was the teacher's idea to meet in her home; this was convenient for her.

This was a very informal meeting in which I explained my proposal to do a participant-observation classroom study. I described the types of pupils I wanted to observe and the plans I had for spending specified time in classrooms observing teacher and student behavior. Each teacher was very interested in the study and the proposal. They thought that it would be very worthwhile and might answer

some questions they had about working effectively with limited-English-speaking children in the regular classroom.

The only concern that was expressed centered on my commitment to come regularly and follow through, given the type of schedule I had had as their building principal. They talked about how busy I was just being the building principal. Boundaries that should be maintained between researcher and informant, permission to videotape, and how information was to be gathered and shared were also discussed. As Becker suggested, the researcher tried to establish the policies beforehand and compromised where necessary. This was important in regard to enhancing the study and trying to understand the various points of view that came out of observing the classroom interactions.

The classroom teacher informants seemed relaxed and comfortable enough to express their frustrations in working with some of the Arabic pupils who were new that year. It was necessary for me to ascertain whether the teachers were participating willingly in the study or felt obliged to participate because I was their principal and friend. Therefore, I tried to be quite explicit and honest in terms of the two role expectations and assured the teachers that they were under no obligation to commit themselves.

The concerns and questions about anonymity of the people involved in the study were also explored. Schatzman and Strauss talked a good deal about disguising the name of the case-study school, the people, and the district when conducting the interview to protect them. It was very difficult to disguise this particular research site because of the descriptions given previously in the study and the

relevance of factual information to the study. We discussed disguising their identity and the school site. The teachers did not see a need to pursue this, although they did express an interest in reading the results before the study was published.

There was a very strong voluntary commitment on each teacher's part to contribute information and provide data that I might otherwise not have had access to, such as background information on the entry behavior and English-language proficiency of the new students who had entered in September 1979, just after I had begun a ten-week educational leave of absence from my duties as principal of the school. We talked about two hours before adjourning.

## APPENDIX B

### AN ADMINISTRATIVE-LEAVE REPORT ON THE DUAL ROLE OF PRINCIPAL AS RESEARCHER

## APPENDIX B

### AN ADMINISTRATIVE-LEAVE REPORT ON THE DUAL ROLE OF PRINCIPAL AS RESEARCHER

The following report is an analysis of my experiences as principal of Spartan Village School during the same time that I performed a research study for my doctoral dissertation in the specific area of "English-Language Acquisition Through Social Interaction in Classrooms in Which Children Speak Various Languages" (Ph.D. dissertation, Michigan State University, 1981).

During the fall term of 1979, I was granted an administrative leave from my duties and responsibilities as elementary principal of Spartan Village School. I spent the term completing doctoral course work and writing a doctoral proposal. The proposal for the doctoral dissertation was later revised and accepted by the doctoral committee (Committee members: Frederick Erickson, Perry Lanier, Philip Cusick, Keith Anderson, Robert Docking, and Donna Wanous).

The next step was to do the research and collect the necessary data as outlined in the proposal. When this was accomplished, the data were analyzed and revised.

During the fall term of 1979, I had taken one of three courses on educational research. I learned how to write proposals, collect data, analyze data, and report the findings. The main objective was to learn how to do an ethnographic research study in an area of my



interest. I wanted to do a study on English-language acquisition at the site where I was the principal. I felt this particular site was the most feasible place to obtain the data needed for an English-language-development study. I was familiar with the environment of the various non-English and limited-English-speaking foreign student population, having served for six years as the principal.

The time line and calendar of events established meant that to do the research for the dissertation I would need to perform two functions: that of principal or building administrator and that of principal investigator for the thesis project or researcher. With the permission of the superintendent of schools, I was allowed to conduct the research and at the same time to carry out the duties and responsibilities of school administrator.

In the role of researcher in the study, I was the participant observer in two classrooms, the English As a Second Language room and the bilingual room. In November 1979, an initial contact and informational meeting took place with teachers I had selected to be informants or teacher collaborators for the research study. This provided the opportunity to discuss the study and to investigate the feasibility of a comfortable working relationship between the teachers of the selected classrooms studied and myself.

Establishing a climate of cooperation and careful procedure was necessary because I was their building administrator. The situation was not like some unknown researcher seeking permission to conduct a study in a teacher's classroom. I wanted the teachers to

participate willingly and not to feel obliged to commit themselves because I was their principal.

The definitions of the roles had to be carefully thought out in terms of rights and obligations of the principal and researcher. The two roles had to be kept separate during the research period.

A past record of openness and honesty had been established between the participating teachers and the researcher, so their interest, willingness, and cooperation were enjoyed throughout the study.

For a complete discussion of how the entry into the research site was obtained, refer to the section on Entry Negotiations in Chapter I of the dissertation.

My role as researcher actually began January 7, 1980, and continued through June 30, 1980. This time was spent in participant observation of selected classrooms four days a week, one hour per day, for the first two weeks and six hours per week for ten weeks thereafter. Various additional participant-observation activities and events took place from the end of March through June that describe my role as researcher.

For example, the time line for data collection was as follows: During the month of December 1979, background data on each of the students selected for the study were gathered from teachers and student records at the school. Background information on the school as the research site and the teachers was already known. From January through March, extensive participant observation was done in the classrooms selected, and a rich supply of documented fieldnotes was

gathered throughout. Audio-taped interviews were recorded with students and teachers, which led to a close relationship for the principal/researcher with the interviewees. Nine students, four teachers, and one teacher aide were interviewed at the end of February and the beginning of March.

Videotaping was done in each classroom as well as the ESL room. There was one practice session before each videotaping. The teachers and the students viewed these video tapes at least once.

The collaborating or participating teachers met with the researcher each week to review data and plan subsequent sessions. They asked questions about the study and talked about the two roles and my involvement with them. We tried hard to keep the meetings research oriented, but this was one of the difficulties I had to encounter in the dual role.

The teacher collaborators kept journals, but only for a short period. They were constantly reminded and encouraged to do so, but since I was there on the site every day as the principal, they found it easier to articulate incidents and thoughts to me verbally as they saw me. Student papers were also collected, but not to a great extent because these particular students were not interested in having me keep their work. Once they did paperwork, they wanted to take it home and show their parents what they had done in school.

During the latter part of March and at different periods during April, May, and June, I revisited the classrooms as the researcher to collect additional data. This was also the time spent analyzing the data and compiling the fieldnotes for a summary report.

As additional information was needed on new non-English-speaking students, more fieldnotes were collected, therefore extending my time in the field. Time was spent during this same period reviewing literature related to the study and collecting information for the dissertation.

In June and July the video tapes were reviewed again to see if they provided additional insights into the documented fieldnotes. Very little information was obtained from the video tapings because they had not been done over an extended period of time and in a large enough quantity. As a researcher, these were the main activities I emphasized.

In this familiar environment I learned many research skills. The skills, the knowledge, and the insights gained were also valuable and worthwhile to me as an administrator.

The design and methodology of the study provided for a great deal of consistent teacher collaboration with the researcher. Everything going on in the classroom was observed, and detailed notes were taken regarding student and teacher interactions. These particular students and their teacher saw a great deal more of me as principal, but in the role of a researcher. Nevertheless, I became a regular part of the classroom and grew very close to the students and teachers in these rooms as I interacted with them outside my role of researcher.

The result was new knowledge and awareness of them and of what happens to them in their school environment. I noted formal and informal interactions between the selected students and their teachers

and between the selected students and their peers. I noted the general patterns of their activities as well as the frequency of certain patterns that emerged from their interactions.

The students were followed and documented during naturally occurring activities in which they were engaged throughout the school day and not just during certain academic subject areas. Particular attention was paid to the use and/or nonuse of language, communicative behavior, and interactional strategies that took place. The classroom teachers' instructional style, communicative behavior, and interactional methods were noted and documented in each classroom situation. (The findings of this research study are provided in detail in Chapters III and IV of the dissertation.)

In addition to gathering data for the dissertation, experience and knowledge gained about conducting field research, and studying people in their natural environment, the classroom observation proved very valuable to me as an administrator. I learned how to make detailed observations and to analyze these observations of natural events occurring in the classroom. This provided me with skills necessary to help understand the patterns of student and teacher behavior as it developed over the observation period.

As an administrator, I am involved in a great deal of teacher evaluation. The research skills helped me to focus on and document various teaching techniques and methods of working with students on a consistent basis. This will be helpful in my role of evaluating teachers. These skills enabled me to note patterns and activities as

as they occurred normally and to share this with teachers in a nonthreatening manner.

As a researcher, I was not in the classroom to evaluate the teachers; therefore, they felt less threatened by my continued presence and ongoing fieldnote documentation. During our weekly meetings, teachers felt free to discuss problems and concerns they had about the non-English and limited-English-speaking students. They were open about seeking my advice and comments since I had established a different role. The teachers felt that I could have more empathy for them and their concerns about meeting the needs of these students since I seemed to be more aware of and sensitive to what was actually happening in the classrooms on a day-to-day basis.

The process of working closely together and collecting the research data for the study enhanced my communication skills as well as insights into teaching in classrooms that have non-English and limited-English-speaking students. I learned a great deal about the importance of a warm, accepting classroom atmosphere and how important it is for all children to feel a part of the class and to help them interact with an adult and their peers. I also gained insights into the difficulties and frustrations the teachers experienced in trying to communicate with or plan a program to meet the educational needs of these children, along with other children.

The meetings involving the collaborating teachers and me provided a time for us to share ideas about the students as well as to plan, develop, and modify the English As a Second Language and bilingual instructional support program available to the non-English and

limited-English-speaking students. This was done, not as part of the research, but as a result of my increased awareness of and sensitivity to the issue.

As an administrator, there were advantages and disadvantages to conducting a research study at the site of my daily employment. Some of the advantages were as follows:

1. I was familiar with the school, the collaborating teachers, and the various groups of non-English and limited-English-speaking students.
2. As the building administrator, I was not an outsider coming in to investigate an unknown environment or culture.
3. I could continue in my role of building administrator when I was not collecting data as a researcher.
4. The professional growth experience enhanced many of my skills as an administrator. I gained further insights into the classroom teaching experience by being there and observing everything in detail and then analyzing it.
5. Sharing my experiences with other researchers and college professors broadened my knowledge and perspectives as they discussed and shared ideas and gave me feedback to continue my investigation.
6. Reviewing the current literature and attending seminars on the university campus also enhanced my own growth and development in learning more about language acquisition as well as teacher education. As I learned new things, I was able to share information with my staff that might prove helpful to them in their teaching.

Some of the disadvantages of conducting the research study at the site of my daily employment entailed factors that related to the dual role of building administrator and researcher:

1. It was necessary that I maintain my researcher role while I was in the selected classrooms doing participant observation. I was there only to collect data and observe and not to evaluate or make judgments about what I observed. This was difficult to do because I still had the responsibility of administering the building and making sure that educational programs, district-wide objectives, and curriculum were followed. I had made an agreement with the superintendent that if I was allowed to conduct the research I would not neglect or allow it to interfere with my building-administration duties. Teachers would often forget that I was in the room to do research and would talk to me about various areas of the curriculum as well as students having difficulties. The frustrations on my part came as a result of trying to keep the two roles straight. As a researcher, I needed to be totally objective and report data as I saw them relating to the topic. This required concentration and focusing on the key issues I had decided to look for in the classrooms, involving interactions and language development.

2. Another disadvantage was that the children knew me as the building principal, and at first they reacted to my presence in the room as the principal being there. Later, they became used to seeing me and ignored me. At times I knew they probably wondered why I didn't respond to someone misbehaving or to questions they raised while I was in the room. We tried to explain to the students that I



was there to observe and that I would be busy writing my homework in their classroom. It took awhile for them to believe that I wasn't there as the principal to check on their behavior, but just to learn about their classroom.

3. Other disadvantages were the interruptions I had while in the role of researcher in the classroom. I was often called to the office to handle emergency situations or to talk to parents, or to work in the lunchroom when we were short of staff help. At these times I would have to switch back to my role as principal. (Several examples of specific incidents involving my switching from the role of researcher to that of principal are documented in the fieldnotes. See FN, pp. 14, 16, 21, 23, 24, 38, 39, 41, 42, 44, 47, 48, 49, 50, 51, 52, 58, 59, 60, 65, 69, 72, 84.)

4. The amount of time spent out of the office in classrooms during the observation period required me to spend a considerable amount of time in the evening doing administrative correspondence, reports, handling my daily mail, and performing clerical duties involving administration.

5. Sometimes it was hard to remain objective about the observations and the data analysis. Discussions with other researchers, reviewing literature, and feedback from my professors helped a great deal at that time.

The experience of conducting an ethnographic research study in my building provided me the opportunity to grow professionally and educationally. It was a unique experience to combine the roles of building administrator and student researcher into one. It was

frustrating at times, but it was also rewarding in terms of the information, insights, and knowledge gained during that period.

In addition to learning about the factors related to English-language development for non-English and limited-English speakers, I learned a great deal about classroom interactions and the effect they have on the language development of all second-language learners.

Some of the findings of the research study are described in the next section. These findings are a result of an analysis of the fieldnote documentation. I learned that the classroom teachers worked differently with Arabic non-English-speaking children by being sensitive to their needs and designing teaching techniques to fit their learning ability. (Although this study was done specifically with Arabic students, the findings can be generalized to other foreign language non-English and limited-English speakers. Very little that I noted or that teachers stated was done differently for Arabic-speaking foreign children than was done for any of the other foreign non-English or limited-English-speaking children.)

Through interviews with the classroom teachers, I found that they all basically agreed that their method of teaching foreign students was that of speaking slowly; using many facial and body gestures and expressions, such as smiling a lot, pointing, and touching; and generally trying to ease the cultural shock first experienced by the students when they entered this new learning situation.

I found that the teachers tried to do a great deal of oral-language activities, but this was limited for the classroom teacher. The ESL teacher based her whole teaching and learning on oral-language

activities for the youngsters. The classroom teachers did a lot of beginning reading-readiness activities in small groups with the students I had selected to observe. The activities centered on a learning game or various repetitious activities and listening to story records and tapes. For Arabic limited-English-speaking youngsters, in particular, much attention was given to teaching left-to-right reading and writing because Arabic is one of the few languages in which reading and writing are from right to left.

The support help provided the classroom teachers came in the form of a full-time English As a Second Language teacher for the building, bilingual teacher aides, and two full-time regular building aides to help all children--English and non-English speaking. Some additional dollars were allocated for materials for foreign youngsters, but the supply of materials was very limited. Most teaching tools were made by the teacher or teacher aide, and their design was similar to what they would use to teach English-speaking beginning and nonreaders. A lot of emphasis was placed on motivation, as can be seen by the fact that the activities were structured around a game and appeared to be fun for the children.

The response that "school is fun" and that "the reason it is fun is because the teachers are nice and they let you play games" was commonly given by the children who were interviewed on tape. Teachers also responded to this statement by indicating that they tried to be creative in designing highly motivational learning activities and tended not to present a strict, authoritarian learning environment.

A number of interesting facts were brought up by students and teachers in the taped interview sessions and from the fieldnotes about the socialization and multicultural aspects of English-language acquisition. The teachers promoted a great number of multicultural learning activities. They invited the various foreign parents represented in their classrooms to come in to show films and artifacts and to prepare foods representative of their country and culture. When there were bilingual teacher aides, the teachers had the aides introduce their foreign language to the whole class. These activities promoted pride and understanding of ethnic and cultural differences, and the limited-English-speaking youngsters tried hard and were anxious to share and talk about their culture.

I found that the teachers used various forms of media to get the foreign children involved socially in the classrooms. They commonly used music, as well as films, art, stories, and group sharing or discussion periods.

The teachers felt that the limited-English-speaking youngsters learned first and foremost through listening and watching others and then imitating the behavior of peers and adults. Parents and teachers strongly encouraged television watching to help promote English-language development.

Data were collected that reflected the kinds of academic experiences, interactions, and materials the teachers provided to promote growth and learning. These things included one-to-one individualized instruction based on the level at which the child was functioning, bilingual tutorial help, listening and audiovisual games

and activities in the classroom, oral development and sharing times in total-group activities, musical games involving imitating the leader, finger plays, and repetitious songs and movement exercises. In the teacher interviews and in the observed fieldnote documentation, there was evidence that the teachers modeled and demonstrated as they taught particular lessons to limited-English-speaking students.

There did not seem to be a great number of commercial programs or materials available for the teachers to use. Many of the ideas and experiences were a result of their own creative designs on how they felt the limited-English child would learn best.

A great deal of material in the fieldnotes and the taped interviews concerned the students and teachers' use of various verbal and nonverbal communicative behavior. In the beginning, when foreign limited-English or non-English-speaking students entered the school, they did a lot of listening and observing of what was happening all around them. As part of the cultural shock of entering a foreign and strange environment, these students appeared to be quiet, withdrawn, shy, disoriented, frustrated, and tended to cry and appear unhappy for the first few weeks of school. In contrast, some of the foreign limited-English students appeared to be lonely, hostile, and aggressive in school. In retrospect, the teachers felt this might have been a result of the shock of entering the American school system and the fact that the students couldn't understand what was being said around them during the school day.

The limited-English-speaking students tended to speak more to their peers than to teachers, and more to peers from the same

ethnic background. When they were alone, they spoke Arabic to their Arabic friends. As they learned English, they interacted and associated more with English-speaking students. Their parents strongly encouraged them to play with American students to develop their English.

The classroom teachers did a great deal of nonverbal communicating with the limited-English students. This was expressed in terms of body movements, facial gestures, smiling a lot, touching the children, and pointing out places and things to help the limited-English students become acclimated to the new environment. The classroom teachers observed that they gave a lot of verbal praise and positive reinforcement to encourage the foreign students to participate and learn. When questioned in the interviews about this, the teachers stated that they tended to overdramatize their responses and verbal communication when speaking to foreign students.

This brief report of some of the findings from the study is very limited in terms of the actual amount of data collected on the issue of English-language acquisition of foreign non-English and limited-English-speaking children. A complete analysis of the findings and summary statements can be found in Chapter V of the dissertation.

This narrative report summarizes the involvement I had in the research study conducted at my elementary school building during the time I was also the building principal. I have tried to highlight the important areas of my administrative growth during this period, as well as to relate briefly some of the findings entailed in the

study. Various implications of the research should also be mentioned.

Through the joint effort and collaboration of public-school educators and educators at colleges and universities, improved teaching techniques and methods of recognizing and working with non-English and limited-English-speaking students can be achieved.

The teachers who collaborated in this study were anxious to share information about the non-English and limited-English-speaking students as well as to seek feedback from me regarding knowledge I might have learned through the study or through reviewing the related literature.

This project was an example of how teachers and administrators or teachers and teacher trainers can combine efforts to learn more about educational problems. I established stronger credibility with the participating teachers in my role of participant observer in their classrooms. The more time I spent in their classrooms, the more confidence they had in sharing and discussing what was happening. They did not view me as someone who had all the answers, but they seemed more willing to explore and work with me on the research questions.

It is my contention that through continued studies and combined efforts of educators, more will be learned to help facilitate second-language learning as well as providing all students with effective communication skills that are necessary to interact and be successful in school. It should be our goal as educators to make

teachers and everyone involved with non-English and limited-English-speaking students and those with other English-language difficulties more aware of and sensitive to this issue and the responsibilities we have in providing a good educational environment.



APPENDIX C

FIELDNOTES (FN)

APPENDIX C

FIELDNOTES (FN)

Codes Used in Fieldnotes, Student Interviews,  
and Teacher Interviews

TN = Theoretical notes  
ON = Observational notes  
MN = Methodological notes

JF = Jessie J. Fry--Interviewer

T<sup>1</sup> = Classroom teacher  
T<sup>2</sup> = Classroom teacher  
T<sup>3</sup> = Classroom teacher  
T<sup>4</sup> = ESL teacher  
T<sup>5</sup> = Bilingual teacher aide

Note: The page numbers in the right-hand margin indicate where the notes were taken from in the researcher's original transcript notebook.

Notes on lecture by Dr. Ruth Useem--Guest Speaker for Red Cedar and Spartan Village Staff p. 1  
 (Teaching and Learning Center)

- Foreign children do a lot of listening and watching.
- A part of cultural shock--they may act out aggressively, all at once, after sitting, or being quiet, and seemingly very well behaved.
- When they speak about their school experience to parents at home, they say..."Oh, we played a lot today," when, actually, they just watched. They were reluctant to join in.
- Third-culture children.
- She talks a lot to the parents, especially the fathers of our children. She has them in class.
- There may be cruelty to children (other children but it is due to the situations in their countries and their parents' concern.
- We service children from educated parents who come from a very special group, a select group of people who (4 million in the world) come to this country and travel to various countries as diplomats, representative sojourners, professors, businessmen, educators, etc. These children of these families will go back with a certain message.
- 80% of these children will go back and do international work.
- Useem feels our responsibility is to make them bilingual.
- Music, art are important. More drama is a great way to not be yourself. Acting and learning together...playing a part. Don't have to be ashamed if they don't know the language. Gestures are important. Much of communicating is gestures and body language.
- The immigrant people have a different purpose in terms of learning the language and culture and fitting in American society. Ex.: the Mexican-American who is going to stay in this country.
- The Third World people who come here to study and have their children educated...when they go back, they do not fit in. Just as an American who goes abroad and has an experience, they are different from those who haven't had that experience.
- There may be a, quite often is, more learning taking place than we think that we are teaching.

- These kids we have are frustrated when it comes time to go back.  
They are sad and they are happy. p. 1  
Cont.

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TN: I really think that Nashwa has a big influence on Lobna's behavior. Lobna tends to imitate many of the things that she sees Nashwa do. p. 3

ON: I hear the girls start to sing a tune at their table. Lobna seems to try and join them.

2:55

ON: Lobna and two other American girls huddle together near the opposite corner of the table and sing a few tunes. Lisa has a book from which they are singing. I don't think Lobna is joining in the singing. She is, or seems to be, enjoying listening to the other two girls. She is sitting in the middle of them on the floor.

MN: It's about clean-up time for this activity. I decide to stop the tape.

3:00

MN: When I took the radio mike off Lobna, I thanked her for wearing it today and helping me listen to the class. Then I asked her how she felt. She said that she had been sick. I said, "I know you were out of school all last week." She said that her dad took her to the doctor. I asked if he gave her a shot and she said "yes" and some medicine that she still takes. I asked her what hurt her and she said her throat, her head and here (as she pointed to her chest).

The class was dismissed to get their coats after they cleaned up their desks and the floor.

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When she returns, she takes her seat again. T<sup>4</sup> has placed Jimmy at this table cluster because he had been acting up and causing a disturbance at the other table where he started the afternoon. p. 4

1:57

ON: The teacher, aide, Susan, comes over to assist Lobna. Lobna had her hand up. The aide leans over Lobna and answers her question.

MN: The aide told me later that she didn't understand the directions. Lobna puts her head down several more times off and on, as she looks around the room. Then, she rests her head on her hands

and leans her elbows on the desk. (I would assume that she is having difficulty with the math assignment.)

p. 4  
Cont.

2:07

ON: T<sup>2</sup> says, "You may all have a break now, but you don't have to; you can also continue to work on math." Lobna gets up and walks around the room and then lies down on the sofa. She seems tired. This is recess time because there is no outside recess today. It's too icy on the playground. NOTE: Lobna was absent all last week due to the flu.

2:25

ON: On the south side of the room, the groups have changed now. T<sup>2</sup>'s group of 2nd and 3rd graders are having art with the art teacher. The activity is a tissue paper and glue collage on construction paper. Students learn to use the paint brush to put glue on the tissue and arrange on paper.

2:34

ON: Lobna is sitting with Nashwa and Sarah, an American girl, at a table with eight other girls. T<sup>2</sup> is out of the room during this time.

MN: The art teacher informs me that after these collages dry, the next time the kids have art, they will draw pictures over these. This will be the background.

2:40

ON: Lobna comes over to me and says that her mike came off. I told her that she could let it hang. She gets more tissue paper from the box near me and talks to Nashwa, who has also gotten up to get more paper, and then they both go back to their seats. The art teacher circulates around the room and comments on how they are each doing.

2:45

MN: Lobna seems unusually quiet today. I think it may be because she is still recuperating from the flu and not feeling real well yet.

2:46

ON: She gets up from her seat and talks to the art teacher. Then, she comes over near me and gets another sheet of paper. She takes this back to her seat and starts pasting more tissue paper on another background sheet. I notice that Nashwa also is up getting more colored tissue paper to make another collage. When she returns to her seat, Lobna gets up and goes to get more colored tissue and returns to her seat.

\*\*\*\*\*

neighbor who was talking to her. Waleed As. sits in front of Hiam in the next room.

p. 6

2:00

ON: He turns around and starts talking to Khalid from Iran.

p. 6  
Cont.

2:03

ON: T<sup>1</sup> goes over to help Hiam with her math. She sits down next to her near her desk and helps her count. T<sup>1</sup> does this verbally while she points to the numbers on the page. I can't really hear Hiam answer as T<sup>1</sup> points in the book with her pencil. T<sup>1</sup> leans over to help Brandy as she sits on Hiam's desk and continues to monitor her progress, with a question, but Hiam seems to need the most help at this point. T<sup>1</sup> shows Hiam how to keep her finger on her place so she doesn't lose her place as she works.

2:09

ON: Another student comes into the room and starts conversation about his birthday with the other children near his desk. Waleed As. sits right next to him and Waleed Al. sits in front of him. He finally settles down to his desk and works on his math.

2:11

ON: Hiam raises her hand and gets help from 101A student aide. Waleed Al. gets out of his seat to talk to Waleed As. about the birthday. Then, he takes his seat again. T<sup>1</sup> announces five more minutes to work on math and says, "We'll do a game at the board."

MN: NOTE: Layla has been gone all last week and will be absent all this week also. She left with her family unexpectedly to go back to their country, Sudan. The Married Housing Office said that they had not moved so we expect them back. I'll have to check this after school with the Arabic school program to see if they have any more information about the family, as to why they left so suddenly. I had planned to tape record Layla with the radio mike last week as she worked with Hiam and Waleed As.

2:18

ON: Hiam gets up to go over to Waleed Al.'s desk in the front of the room. I can't hear what they talk about.

T<sup>1</sup> calls students up to the board to work math problems as she states them orally.

2:20

ON: I notice Hiam is playing with the radio mike around her neck. T<sup>1</sup> continues to call up pairs to work problems on the board. The students that work at the problem correctly first...get a point. There are two sides competing.

2:25

ON: Hiam and Dawn are called to the board. T<sup>1</sup> says, " $6+3 = \underline{\hspace{1cm}}$ ?" T<sup>1</sup> says, "Very good, but Hiam was a little faster." T<sup>1</sup> and the class count up the points and she praises them all for getting better at this task.

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Room 10--Student Teacher G      Note: These fieldnotes are looking specifically at nonverbal behavior of the teacher.  
Monday, 3/3/80

1:20 P.M.

p. 8

MN: G. presented lesson for math--

Incentive: Teacher made menu for eating at a restaurant with prices on inside. Each table will have the opportunity to see menu book as it is passed around. Then, they will be able to make their own.

1:22

ON: G. had eye contact with different students.

1:25

ON: Nada came up afterwards and asked a question. G. put hand on Nada's back (TN: Nonverbal and verbal command--child didn't appear to be upset by this directive. Hand on Nada's back may have had a calming effect.) and told her to take her seat; she would help her later. G. went to cupboards to get workbook. Nader went up to G. to get permission to go to bathroom. G. nodded head yes. G. said to class, "shhh." G. walks around room, passing out and gathering materials for different students.

1:33

TN: Nashwa goes up to G. and says that she doesn't have a contract. G. puts hand gently on her shoulder and says, "Go to your seat; I'll be there." G. continues to pass out paper. Then, G. sits at table and calls Indonesian student up for instruction. She sits next to him and explains how to do a problem in the workbook. She looks at him and up at the class a few times. She calls students' names..."Ray, turn around in your seat...Andy and Aaron." (TN: Verbal name calling attention mechanism.) G. has not smiled at all during this whole period. She remains serious and formal-like in her behavior and talk to the students. (TN: Nonverbal behavior--part of G's personality, perhaps.)

1:40

ON: Alex comes up, student from Brazil. G. says to him, "Excuse me." He takes his seat. (She did this to indicate to him that he was interrupting her while she worked with someone else.)

1:43

ON: G. goes over to student's desk (American student) and puts arm on his shoulder as she helps him. G. leaves this student and goes to Nashwa's table. She puts her hand on Nashwa's back and talks to her at the table, but I can't hear what she is saying (Arabic). (Nonverbal and verbal teacher behavior--contact with student in a positive sense.)

1:45

ON: G. moves over to another table and offers help to American black student.

1:46

ON: G. goes to Lobna's table and talks to her about her math as she helps her work a problem in the book. I hear her say, "Right" (positive verbal feedback) and then she gives Lobna clues to try and get her to say the correct response as to what number comes after "600 + 10 = ." G. sits in a chair next to Lobna as they work together. At the same time, she is interrupted by a student. Also, at this time, she is correcting someone else's paper. She continues to ask Lobna for a response. She looks up at Lobna, puts her arm around her, and pulls her [Lobna's] hair back from her face. Then Lobna says something that I can't hear. G. says, "Good." (Verbal praise of Arabic student--response--nonverbal behavior indicates friendliness and concern toward Arabic student.) G. helps her some more and then says, "Do you understand, Lobna?" Lobna nods her head "yes" and G. brushes her pony tail with her hand as she strokes the top of Lobna's head and says, "Good." (TN: positive relationship--nonverbal reinforcement--verbal praise.)

p. 8  
Cont.

1:50

ON: Then G. gets up and goes to another table to help. Lobna continues to work in her book. T<sup>2</sup> walks into room and says that she is ready to talk to me if I have time now.

1:55

ON: Lobna raises her hand for help and then puts her head down and leans on her arm as she looks at her neighbors working in their books. (Feels free to seek help again on math problem.)

1:58

ON: G. clicks the lights off and gives instructions to the class to put papers away and get coats to go out to recess. Lobna puts her things away right away and talks to Ghazwan (another Arabic student). She says, "We got to go to recess." Lobna leaves room with Ghazwan after checking with team teacher, T<sup>3</sup>, about something. I can't hear them.

MN: I'll find out later from T<sup>3</sup> (Lobna wanted to find out the time she was to go get her picture taken with T<sup>5</sup>).

2:03

ON: Lobna wanders over to Nashwa's desk to chat, and they slowly go to the coatroom.

MN: I leave to go to a meeting in my office regarding bilingual program and ESL changes at SV.

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FIELDNOTES: Room 4--T<sup>1</sup>--First Grade--Thursday, 2/28/80

p. 10

9:30 A.M.

ON: I came to the room and sat in the back, near the coatroom. Mr. E., music teacher, was playing the piano and singing along with the children, "Who Stole the Cookie From the Cookie Jar?"



Each child had a turn at singing solo..."No, I stole the cookie from the cookie jar." p. 10  
Cont.

TN: This was a good exercise for developing language and expression. There is a lot of repetition and modeling on the part of all of the students and Mr. E. They repeat the same verse several times and they all seem to enjoy the music that goes along with the tune.

ON: Layla, Hiam, and Mona all sit near each other on the carpet. Khalid, Walid, Waleed As. also sit next to each other but in a separate section of the total group from the girls. Mr. E. does another tune in which the children all sing along and follow directions by holding arms up and standing up and stamping their feet. NOTE: Arabic children usually sit together when given a chance.

9:45

ON: Mr. E. does another tune that involves rhyming and they make up verses as they go along. "Darling, you can't love 1...2...3, etc." Different children are called on to give an ending. Then, the rest join in and sing the same made-up rhyme. Khalid and Layla are the only Arabic students who participated in this song. (They are more outgoing--Mr. E. has done these songs at other times with this group.)

9:50

MN: Mr. E. sings, "So Long for Now..See You Next Time," as he begins to leave. (NOTE: Songs also help teach language development for all kids.)

9:52

MN: The children are dismissed to their seats. T<sup>1</sup> asks for their attention to the board work. She explains the assignment for the rest of the morning to the whole group. She calls on different students to tell about "things a house has." She lists the following on the board:

DOOR	FLOWERS	BATHTUB	DISHES
WINDOWS	BEDROOMS	BATHROOM	ROOMS
CURTAINS	CHIMNEY	GARDEN	PEOPLE
ROOF	KITCHEN	TELEPHONE	PIANO

ON: After each response, she tells the students, "Good." Waleed As. raises his hand and says, "bedrooms," and T<sup>1</sup> says, "Good." She asks for other things. Some students raise their hands and a few talk out of turn. Khalid keeps his hand up and T<sup>1</sup> calls on him and he says, "dishes." Then, T<sup>1</sup> says, "It's time to change the room jobs." All heads and eyes move over to her as she begins to change the job chart around and assigns different tasks to various students.

10:02

ON: T<sup>4</sup> comes to get the Arabic students.

MN: Under the new plan and schedule, they will all go out to ESL classroom with her for two hours. p. 10  
Cont.

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10:08 A.M.

MN: In the ESL room: T<sup>4</sup> is writing on chart paper the things they did earlier this week when they made cookies. The Arabic children are sitting on the floor and telling T<sup>4</sup> all the things they brought to make cookies. p. 11

ON: Then, T<sup>4</sup> asks the group to read what they have written:  
WE BROUGHT: BUTTER, EGGS, MILK, SUGAR, FLOUR, VANILLA, RED SUGAR, COOKIE CUTTERS, ROLLING PIN, BOWL, AN ORANGE.  
(TN: Experience chart stories are good for developing and retaining vocabulary.)

ON: Each child has their star card in their hand. T<sup>4</sup> says, "I like the way Mona and Waleed As. are sitting." Then, the rest move in closer to her. Some are up on their knees and one person is sitting Indian style. Layla moves around a lot. She lies on the floor a few times and crawls to the group on her knees (nonverbal tuning-out behavior).

10:16

ON: T<sup>4</sup> has them all orally read the chart as they add information to it. T<sup>4</sup> notices that Lobna and Suzana and Ricardo have not arrived yet. She stops and mentions this to the group. There are several volunteers to go and get them, but teacher decides to ask the parent volunteer in the next room to go and get the students.

10:20

ON: The other students join the class. Lobna goes right over to the place where the star cards are located and gets her card. Then, the others go and get their cards.

T<sup>4</sup> continues to ask questions about the order of events that happened as they made the cookies. She asks for the children to tell her what happened next. Then, she asks the group to move in closer and she asks someone in the back if they can see back there. (TN: Getting the children to learn sequences and order.)

MN: As they state the order of events, she writes this on the chart. Hiam moves on her knees over near the record player. T<sup>4</sup> calls her name and asks Hiam to come over near her. Hiam moves on her knees again until she is next to T<sup>4</sup>'s side.

MN: There are 13 students in the group in a small room, sitting on the carpet. The group is made up of 9 Arabic students--beginning level (these children know some English but still need more vocabulary building). There are also 3 Portuguese-speaking students in this group.

ON: Waleed As. pays attention by sitting up near T<sup>4</sup> and participating. He tries to read the chart; Layla lies around on the floor on her back. T<sup>4</sup> calls her name and says, "How can you read if you're lying on your back way over there and can't see the chart?"

p. 11  
Cont.

(TN: Discipline--verbally calling her name to try to bring her back into the group.)

10:35

ON: Jean (from Chile) comes into the room and says, "I forgot." T<sup>4</sup> says, "Come on in." (Makes child feel comfortable and welcome.) Hiam has been sitting in back of T<sup>4</sup>, out of sight. T<sup>4</sup> says, "You all have been working hard and we're almost finished." Layla says, "I'm tired." T<sup>4</sup> says, "I have a game we are going to play in just a few minutes. Layla sits up and moves closer to the group.

(NOTE: Lessons presented in game format are more stimulating and motivating to LES youngsters.)

MN: T<sup>4</sup> has the children get in a group circle. Then she gives each child a bean bag. Then she puts picture cards down on the floor in the center of the circle. T<sup>4</sup> says to put down the bean bags until she is ready. She takes bean bags from Walid D. and Khalid Al T. because they keep playing with them. Everyone else immediately drops their bags. T<sup>4</sup> explains that they must toss the bean bag onto the picture, but before they toss, they say, "When I go to the store, I will buy \_\_\_\_\_," and then they will toss the bean bag. If they make it, they say, "I bought it." If they don't make it, they must say, "I didn't buy it."

p. 12

TN: (To develop the proper phrases and sentences in talking, speech development--related to current area of interest and a common subject..going to the store and requesting items.)

ON: T<sup>4</sup> must help everyone by starting them off orally as to what they are to say. She repeats this several times. She then has everyone say it orally.

10:50

MN: They go around the circle once. Then T<sup>4</sup> says, "Now we will walk around the circle as we listen to the record, "Walk Around the Circle." (TN: Modeling the behavior as they listen to the verbal directives--repetition is good for LES.) Layla acts very silly, so T<sup>4</sup> has her sit out the rest of the song. The rest of the children hop around the circle in time to the record. Layla asks if she can come back in the moving circle. T<sup>4</sup> says, "If you can do what the record says correctly." When the record stops, T<sup>4</sup> has the boys sit in a circle together and the girls sit together. Then, they line up for drinks and to go to the bathroom in room 6.

10:59

ON: All the children come back to the ESL room and T<sup>4</sup> has them sit near the piano. She begins to play "Clap Clap Your Hands." Most of the children join in singing. Waleed As. is moving all around the room, rolling on the floor. T<sup>4</sup> asks him to stop and to sit still. He does for a few seconds...then starts moving around again. T<sup>4</sup> comments on the good singers and says that she can tell who is singing and who is not. They start singing again in rounds. (TN: Verbal use to group members to bring others into line behaviorally.)

p. 12  
Cont.

11:10

ON: T<sup>4</sup> says, "I think we can stop now and give stars to the good workers." (TN: Nonverbal praising for good behavior.) Then T<sup>4</sup> passes out trays for the children to work on and sends five students to work with the parent volunteer at the table in another room. These are the older children, or the third graders.

11:20

ON: T<sup>4</sup> puts some sentences on chart paper for her group to copy. Waleed As. says, repeatedly, "Can I pass paper?" Layla and Hiam are fooling around near the piano, jumping up on the stool and playing one note each on the piano. Then, Layla says, "Can I write my name in Arabic?" T<sup>4</sup> says that she doesn't care. Layla says, I'm going to write my name in Arabic and in English."

ON CHART: WE BROUGHT THINGS TO SCHOOL.  
WE MADE COOKIES.  
WE ATE COOKIES.

T<sup>4</sup> says, "Remember to put a finger between each space between each word."

11:25

ON: The third grade group has Lobna in it. They are making up their own stories, whereas the first graders are copying from the chart.

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#### Room 4--First Grade--Teacher<sup>1</sup>

p. 14

9:45 A.M.

MN: The art teacher is introducing a lesson to the class. She is standing in front of the blackboard and in the center of the students' desks. T<sup>1</sup> is sitting at her desk, working on papers and memos. The Ed. 101A aide and the Ed. 475 aide are standing together at the side of the room near the teacher's desk. The LCC student aide is on the other side of the room. They are all observing the directions that the art teacher is giving to the children.

ON: The art teacher shows the children how to cut out valentine hearts and to make flowers and figures out of valentine shapes.

She tells them how to use the scissors and the paper. She also passes out paper punches and paint brushes and cups to each student.

p. 14  
Cont.

ON: The art teacher circulates around the students after she demonstrates the lesson. The Arabic children start right in on the project.

10:15

ON: Waleed Al. seems to look over at his neighbor often while he cuts his paper hearts. Hiam seems to get right into this activity. She works on her own at her desk, cutting out the valentines. Waleed As. has spent the last two minutes looking around the room at others. He has lots of papers on his desk where he has started to cut the valentines.

10:20

MN: T<sup>1</sup> shares with me information about the conference that she attended all day yesterday. She's been talking to me about the conference all morning since I came into the room.

10:25

MN: The art teacher comes over and tells me to observe certain children as they work on this art project. The art teacher comments to me, "Did you hear someone say that they were going to make a ghost?" (Waleed Al. asked this question.) Then she says, "I know some of these kids don't understand when I'm giving directions."

TN: The art teacher told me later that she tries to consistently simplify her lessons to this class because it has so many foreign students in it. She also said that she does a lot of demonstrating of the activities and repeating the directions as she demonstrates how to do an art activity. She said that she has noticed that the Arabic foreign students in this class are usually very quiet in the beginning. They never ask questions but sit and wait for someone to come and help them do the activity if they do not understand. She also said that she tries to speak very slowly when she works with the foreign youngsters. The art teacher stated that their fine-motor skills at this level are not quite developed and that the children do not seem to be used to, or familiar with, working with scissors and paint brushes. Therefore, she has to do a lot of pre-teaching about the proper use of these things and then hope that they will get practice in the classroom later. The art teacher noted that often the foreign youngsters will sit and watch their neighbors work before they attempt a project. I would assume that because their vocabulary is not fully developed that this is part of the reason why the foreign limited-English student is reluctant to ask questions about how to do an art activity. The art teacher stated that they seem to be interested and willing to participate but it seems quite new to them and,

p. 15

therefore, she finds herself spending a great deal more time demonstrating how to do something and, therefore, her projects take longer to accomplish when she comes to the classroom.

p. 15  
Cont.

MN: I must remember to ask T<sup>1</sup> what she sees and thinks about this subject.

TN: The art teacher also stated that she had noted a lot of progress and growth on the foreign students' part since she first started coming to the class in September, 1979. She noted some involvement on the part of Arabic students who had formerly done nothing but just sit through the whole art period. This seems to indicate their lack of comprehending and understanding of the communications when they were first learning English.

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Project Meetings With Teachers--Thursday, 2/7/80--3:30 P.M.

p. 16

Present at meeting: T<sup>1</sup>, T<sup>3</sup>, T<sup>4</sup>, T<sup>5</sup>, and Jessie J. Fry

This was our third project meeting since the study began on January 7, 1980. T<sup>2</sup> was absent because of a prior commitment.

I asked the members of the group, or my informants, if they had any comments, concerns, or things to share about the study thus far. T<sup>4</sup> stated that she was still nervous when I came in but that she's nervous when anyone is in her room watching and she has not learned to get over it yet. She said that it's fine that I come in but she still had or has that feeling that she's not ready or prepared for what they want to see.

I then informed them about the audio and video taping that I thought might be a good idea to collect data. They all agreed that it was a good idea. I passed out permission slips (copies included) for them to read, think about, and sign. Everyone was very willing to participate and sign the forms right then. I told them that I had sent home permission slips with the children in the study also and that I should be getting those back soon.

Next, we talked about the interview questions I planned to ask the children. They gave me some suggestions about the kinds of things the children would be able to talk about and remember. They also reassured me that the children would be extremely pleased to go to lunch with me and to participate in the interview and to not be afraid to talk constantly. The teachers seemed to feel that the children are all very much at ease with me because of my experiences with them. They thought it would be excellent to offer playing the tape back to the children. They also commented that these children are very much used to using the tape recorder in class.

We also discussed plans for me to observe the children next week in music and art classes with the special area teachers. This I scheduled specifically in my book to observe and to get some data.

p. 16  
Cont.

We concluded our meeting for today at 4:00 P.M. because of other meetings scheduled for tonight and because there were no other items to discuss.

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Room 4--First Grade--Teacher<sup>1</sup>--2/4/80

p. 17

9:30

MN: When I get to the classroom, T<sup>1</sup> tells me that this morning the three Arabic boys--Waleed Al., Waleed As., and Khalid--will be working with the reading helping teacher and the reading teacher aide. Hiam and Layla are staying in the room to work on board work that the whole class will be doing.

9:35

ON: In the conference room where the three boys are sitting at a big table with the reading aide and the reading helping teacher, the exercise is matching word cards with a worksheet that has the same words.

TN: This is a continuation of the experience chart stories that the reading coordinator did with the Arabic students last week in the classroom. This was the follow-up exercise. The worksheets have the stories written on them that they read in class last week. Each child is given a set of cards with the words in the sentences. The cards are kept on circular rings and each boy has a set of his own on which to practice.

9:43

ON: Khalid and Waleed As. read orally from the paper in front of them with the help of the RHT and the RHT aide. At the end of the session, both the RHT and the RHT aide praise the students for doing very well today. The RHT aide takes them back to the classroom and picks up the girls.

TN: The RHT wanted to break up the group to make it smaller. The girls and boys together were having problems with discipline. Also, the RHT aide will be able to work better by herself at a later date with the small grouping.

9:47

ON: The three girls come in the room and start to sit down at the places and read from the worksheet orally. Layla reads by herself with no mistakes. Hiam takes her turn and reads with help from the RHT. Layla reads the next sentence. She points with her fingers to each word as she reads aloud. The RHT aide says,

"Very good," after each sentence. The RHT aide says, "You guys are great."

*p. 17  
Cont.*

9:50

MN: Then the RHT tells Layla to practice her words while the RHT aide works with Mona and the RHT works with Hiam. They flash the cards to these two girls separately. Layla tries to help Hiam and the RHT instructs her to be quiet and let Hiam do it herself.

9:55

ON: The RHT works with Hiam and goes very slowly over the sentences. He underlines the words she has read two times. Hiam asks, "Why you put lines under words?" The RHT says, "because you've read these twice." Then the RHT goes over to help Mona read the same page. As Mona reads, she constantly looks up with her eyes at the other two girls. The RHT aide continues to work on the flash cards with Layla.

10:01

ON: T<sup>1</sup> comes into the room. The RHT aide says, "They are doing very good." Layla shouts, "I've read them all." She reads each sentence as T<sup>1</sup> observes over her shoulder and says, "very good," after each sentence.

10:02

MN: I was called to the office.

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10:15

TN: In talking with the RHT, he informed me that this exercise involves having the children do work on building sight-word vocabulary and providing them an experience of what you can think you can say and put into a context. Stories that they can make up themselves have meaning to them. Later on, they will work on categorizing the words.

10:21

MN: I follow the students to ESL class. T<sup>4</sup> has several items on the table for the students to identify. All of them are food or grocery items. She has the students tell what each item is.

ON: The children respond in Arabic as she holds up a green pepper. Then, T<sup>4</sup> asks them, "What is this in English?"

ON: T<sup>4</sup> says that for the good helpers, they will be able to play with these afterwards. The children then become quiet and sit properly in their seats. Layla is very talkative in this group. She gets out of her seat often to grab some of the items as T<sup>4</sup> talks about them. She shouts, "We got some of them from Kroger." Layla continues to talk out of turn as T<sup>4</sup> talks about the foods.

MN: T<sup>4</sup> says, "We will make cookies after you learn how to count things from the store."



10:30

ON: Walid As. has moved to the floor, closer to the box of foods.

*p. 18  
Cont.*

10:31

ON: T<sup>4</sup> has each student practice coming up to the table and stating what they like. Each child must say, "I would like \_\_\_\_\_ (butter, milk, chips, etc.)."

Layla comes up and says, "What is that?" T<sup>4</sup> says, "I can't tell you."

TN: The children must remember what the name of the item is and they must say, "I would like \_\_\_\_\_."

T<sup>4</sup> asks the children to practice saying to each other, "What would you like?" All the children say, "What would you like?" together, and then each child comes to the table and says, "I would like \_\_\_\_\_."

TN: This is an exercise that permits the other children to help each other to remember the phrase, "What would you like?"

ON: Kahlid gets up and says, "What you like?" T<sup>4</sup> and the class join in to correct him and say, "What would you like?"

ON: Another student from Brazil in the group gets up and says, "I do like." T<sup>4</sup> corrects him..."I would like."

Kahlid says, "I take cookies." T<sup>4</sup> says, "I would like crackers ...not cookies."

T<sup>4</sup> says, "It's time to stop. Remember to bring in old boxes and cans after your mother uses them tonight when cooking." The children talk to each other in English as they gather up the items and put them back in the box.

T<sup>4</sup> gives each child a star on their star card as they line up. *p. 19*

TN: T<sup>4</sup> tells me that whenever they give her the name of an item in their language, it is because they have not been introduced to this food item by her previously so they can't give an English name. Most of the time, they remember the English word and speak in English.

11:15

MN: I'm sitting behind the kids at another table. I am in the bilingual Arabic classroom with T<sup>5</sup>, the bilingual Arabic teacher aide. T<sup>1</sup>'s whole Arabic group are here together. T<sup>5</sup> is speaking in Arabic to the children. They answer in Arabic. He writes on the blackboard in Arabic from right to left. (This is cultural.)

11:19<sup>5</sup>

ON: T<sup>5</sup> puts Waleed and Khalid's names on the board and he gives them one point each. The children start to shout. T<sup>5</sup> speaks in English and says, "Raise your hands." Then he puts the following words on the board in English: cat, hat, car, baby.

p. 19  
Cont.

The children speak in Arabic, using loud voices. T<sup>5</sup> tells Hiam and Layla to sit down (they are up, out of their seats). He goes over to Hiam and sits her down. Then he sits Mona down and says, "This is a chair." Hiam is up out of her seat. She tells T<sup>5</sup>, "I don't have an 'I' in my name." He says, "This is one point."

11:24

ON: Khalid says, "Let's make a rule...whoever shouts, loses his turn." T<sup>5</sup> says that this is a good rule. Things quiet down.

An Arabic student brings in a picture postcard. T<sup>5</sup> says, "Thank you very much." Then he speaks in Arabic to the kids about the postcard and asks them to read what is written on the card. Then he writes on the blackboard in Arabic.

T<sup>5</sup> puts an Arabic word on the board and helps them to pronounce the word in Arabic. He calls on Layla but she does not answer. Someone says, "She is mad; she didn't get a turn." Layla has her head down on the table and refuses to answer T<sup>5</sup>.

ON: T<sup>5</sup> continues to put words on the board and gives points to different kids. Khalid says, "I want to know how the Americans get in Saudi Arabia." T<sup>5</sup> calls on Waleed Al. and helps him pronounce (in Arabic) the word. The others also try to help him. Waleed As. slaps Khalid N. on the head. Then Layla starts to cry and T<sup>5</sup> says, "What's wrong?" The others say that Waleed As. hit her on the head. T<sup>5</sup> gives a little lecture in English about not hitting girls. He tells them that boys should be nice to girls and to treat them with respect. Layla keeps her head down. The rest of the group continues to guess at the words put on the board. They give the English word and the Arabic word.

11:41

ON: T<sup>5</sup> says to Khalid..."Is this the way you sit at home?" T<sup>5</sup> tells him to sit down in his seat.

1:43

ON: The children argue with T<sup>5</sup> about the points he gives to the different kids in the group. T<sup>5</sup> says, "We will do another game." He gets large flash cards in Arabic and says for them to tell him the English translation.

p. 20

As the children answer, they stand up in their seats and shout together the answer and wave their hands in his face. Some of the children (Khalid, Khalid N., and Walid) lean on the table or stand up in their chairs.

Walid begins to whine when he cannot pronounce an Arabic word. T<sup>5</sup> smiles and says in English..."again." Then Walid goes off and gets a book from a shelf in the room. T<sup>5</sup> says, "What's wrong with you...sit down." He takes the book away. Mona tries to guess a word. T<sup>5</sup> says for her to sit down. She becomes quiet and puts her head down. T<sup>5</sup> goes over to the boys and gets an answer from Waleed As.

p. 20  
Cont.

Khalid says, "Who wins?" T<sup>5</sup> says, "You do." Khalid jumps up and down and hugs another student. They line up to go back to their rooms as T<sup>5</sup> counts the number of cards and says how many each person had. When he gets to Mona, he says, "...and Mona has none; she is sad."

11:55

MN: (Back in Room 4)

The children take their seats and begin to work on their board work. It was already introduced to them this A.M. by T<sup>1</sup>.

12:00

ON: Waleed As., Waleed Al., and Khalid Al. talk back and forth to each other at their seats. Their seats are near each other. They settle down and attend to copying the board work onto their papers. Hiam and Mona both raise their hands for help. Hiam wants to know what color to color her flower. She says, "I need help, I need help...hurry." Hiam finishes her paper and puts it in the basket. She gets scratch paper and takes it to her seat and writes on it.

12:05

ON: T<sup>1</sup> says, "Let's all take your seats and get ready for lunch. She says that she's going to count to five and hope we're ready in our seats. Everyone gets to their seats and waits for T<sup>1</sup>.

12:08

ON: T<sup>1</sup> dismisses them for lunch by calling different rows that are ready. "Khalid's row, Mona's row is next, Matthew's row; the other two rows aren't ready yet, we'll let Layla and Hiam go since they were ready and then Vashille, since he's the only one in his row."

1:15

MN: T<sup>1</sup> needed to confer with me regarding some problem students in her classroom. We also talked about the Arabic students and some of the frustrations T<sup>1</sup> is having in trying to teach them. T<sup>1</sup> feels that she doesn't have their parents' support.

p. 21

The class is in gym with the gym teacher. I will plan to observe this activity on another date.

1:40

MN: Back in the classroom 4. T<sup>1</sup> says that she'd like to pass out math books first before everyone gets their drinks. She calls rows to get drinks and circulates with 101A aide around the room.

1:45

ON: T<sup>1</sup> calls back to the table Hiam, Waleed Al., Mona, Jean, and Layla. She passes out logo blocks to each child, and they practice counting.

TN: These are manipulative blocks that the children can pull apart and put together to make the number that T<sup>1</sup> calls.

ON: Layla shouts out the answers two times and T<sup>1</sup> tells her "shhh... not so loud." T<sup>1</sup> asks Waleed Al. to count by tens. He starts and gets to 20 and then Mona and Layla start giving the answers.

1:55

MN: T<sup>1</sup> has them hand in their logo blocks and instructs them to go back and work in their books.

1:58

ON: Hiam starts to work in her book on counting the number of objects on one page and circling the correct answer. She gets up and goes to borrow an eraser from Mona. Mona is receiving help from the 101A aide. Hiam returns eraser.

MN: T<sup>1</sup> tells me that this is a very hard concept, even for the American kids. Time for recess.

Children are dismissed to get coats to go outside. Khalid Al. is still working in his book. T<sup>1</sup> tells him again to put the work away and line up. T<sup>1</sup> comes over and again tells me that this is a hard concept for the children. Walid As. comes over and says that Layla is trying to kiss him. T<sup>1</sup> tells him to go back and tell Layla that he doesn't like that.

2:05

ON: I can hear the children putting on their things and speaking in English to each other.

MN: I leave to check on things in the office.

2:22

ON: The children come back in and continue to work in their math books. T<sup>1</sup> and the 101A aide circulate around the room answering questions. Hiam carries on a discussion and argument at her desk with an American student (John), sitting next to her. John goes to T<sup>1</sup> to tell her that Hiam has his book. T<sup>1</sup> tells him to go back and ask Hiam to give it to him. John tries to go into Hiam's desk to get a crayon. The two of them argue over this matter until the 101A aide comes over to talk to Hiam. T<sup>1</sup> goes to the front of the room and says, "Open em," close 'em, put 'em in my lap." T<sup>1</sup> moves her hands and arms as the poem indicates.

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PROJECT MEETING--Thursday, 1/31/80--3:45 P.M.

p. 23

Present: T<sup>1</sup>, T<sup>2</sup>, T<sup>4</sup>, and Jessie J. Fry

T<sup>4</sup> said that Waleed Al. doesn't want to come to ESL at 11:30 so she will probably change him back to the first group. She's thinking about it.

WE need to get T<sup>5</sup>'s schedule straight. Everyone is confused about when he comes to them.

We need to decide whether to teach English or reading and English and Arabic both at the same time.

It's not right to expect kids to read in English when they can't even speak English.

T<sup>1</sup> thinks that the first graders need to have language experience approach to reading. T<sup>2</sup> says, "I think it should be all of the first year students from foreign language groups."

T<sup>4</sup> says that she could take more in her room but she thought the teachers wanted the E.L. kids to stay in the room and not be pulled out so much for English lessons.

T<sup>4</sup> will be visiting Red Cedar's ESL program next Thursday and will let us know what they are doing.

T<sup>2</sup> said that we are all ready for a change because we think that what we've been doing for our Arabic youngsters isn't working.

T<sup>1</sup> said, "The Arabic students don't want to learn English or our curriculum, so why should we force it upon them? Maybe they should, or could, just form their own school."

T<sup>2</sup> said, "It's not that we don't want them here because I think they add a lot to the classroom, but I'm not sure that the way we're teaching them is correct, or the best approach. It is very frustrating and after five years, it hasn't gotten better."

T<sup>4</sup> said that since our numbers of Arabic students have increased so much and that since the parents seem to not be cooperative with the school, it makes it very hard.

T<sup>1</sup> said that she thought the attitude of the parents has changed greatly and that the Arabic parents want their kids only to learn Arabic and not English.

The teachers went back and forth on this discussion about the Arabic students and how we are attempting to teach them English.

Perhaps our stress should not be on reading but teaching English language development just as T<sup>4</sup> does in the ESL classes. T<sup>4</sup> said that this would be an approach we could use. I suggested we not try to solve the problem but talk about how each of us saw different solutions.

p. 23  
Cont.

We talked about setting up a special meeting next Thursday evening where all the staff would come and we would pursue this further. Everyone agreed, and I suggested that we invite two administrative personnel so that they could know our concerns and frustrations and offer suggestions.

p. 24

As time went on, the teachers knew that they were not addressing the real purpose of this scheduled meeting time and apologized, but said that they needed to let me know their feelings and wanted to talk to me, but that there had not been time.

I had a few questions about the observations I made this week, and T<sup>2</sup> tried to answer them very quickly because she had to leave--her ride was waiting.

I needed to know what changes she had made in her curriculum program today that she referred to when asking the children how they felt about the way class went today.

Also, I wanted to know why she added a new student to Lobna's table group. There was no particular reason, other than she just rearranged desks and the Indonesian student ended up sitting at Lobna's and Suzana's table.

I asked T<sup>1</sup> why she did the finger plays, and she stated, "to develop understanding and comprehension of parts of the body and to learn the rhythms" and also that the children did better when they did a group activity where everyone was doing the same thing.

T<sup>1</sup> also commented that she had some questions about the way the Reading Coordinator did the experience chart exercise with the Arabic students. She said that she would find out more and let me know, but that she thought the RC should have had more of a variety in the vocabulary make-up of the sentences.

Again, I asked each teacher to remember to try and save the papers done by the students I am observing.

I thanked the teachers very much for staying so long and for giving their time, and I also told them how much I enjoy being in their rooms and that I'm learning a lot and that they have been, and are being, very helpful.

T<sup>1</sup> and T<sup>2</sup> commented that they have things written in their journals but still have some things to add and will bring them in next week.

T<sup>4</sup> asked if I wanted her to keep a journal. I said that it would be helpful and appreciated.

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Cont.

We ended our meeting at 5:05 P.M.

T<sup>1</sup> said, "This is all very interesting and we're all so busy and involved; we've got so much to do."

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11:35

TN: RHT goes to look for some old books for T<sup>1</sup> to use with this group. They are picture books by Scott-Foresman. They are good to use in having the children make up stories.

p. 26

11:45

ON: Hiam and Layla are still at the reading table working on their new books. T<sup>1</sup> asks the children to take their seats on the carpet. She repeats this twice. The RC leaves and says she'll see T<sup>1</sup> tomorrow.

Things get quiet for the first time since I've been in the room.

T<sup>1</sup> begins to read a story to the group on the carpet. The two room aides are sitting on the carpet in the back of the room. Khalid and Waleed As. sit together in the first row in front of T<sup>1</sup>. Hiam and Layla sit together in the second row of students. Waleed Al. sits on his knees near a group of American children.

11:53

ON: T<sup>1</sup> asks them if they know how to hiccup. They all make hiccup-like noises. Waleed Al. continues making these sounds long after T<sup>1</sup> asks them to stop...until she calls his name...and asks him to stop, please. Waleed Al. moves to another spot and faces T<sup>1</sup> as she continues to read. All eyes and attention seem to be on T<sup>1</sup> now as she reads the story.

Jean is sitting in the middle of the group, but upon a chair.

11:58

ON: Waleed Al. turns away from the group and starts to play with the file cabinets.

Hiam has now moved over next to the 101A MSU aide and holds her hand.

Layla has moved back beside the Arabic LCC student aide.

Mona gets up to go to the bathroom. When she returns, she sits near the 101A MSU aide.

T<sup>1</sup> continues the story about the lion and his hiccups, a story about how to scare a lion to make him stop hiccupping.

Mona leans on the 101A aide.

*p. 26  
Cont.*

T<sup>1</sup> ends the story and starts to do another finger play and rhyme.

Some of the children do it with her, and others try.

T<sup>1</sup> does another rhyming exercise where children all stand up and touch different parts of their body.

Example: "Hands on shoulders,  
Hands on knees,  
Hands on nose,  
Hands on head."

They repeat this exercise as they sing the words.

12:10

TN: The Arabic students seem to enjoy this exercise along with the others. None of the children seem to know the words very well but they seem to all try to do the exercises and watch T<sup>1</sup> as she demonstrates the motions. *p. 27*

Purpose: This is to help build understanding and quick recall of body parts and in group exercises like this, all of the children participate and learn together from observing each other.

T<sup>1</sup> then asks if anyone wants to share anything.

They dismiss for lunch.

I go to the office and lunch.

1:50

MN: I return to the classroom; the children are working at their desks on math in workbook.

ON: Layla is working at her desk in her book on addition and number facts. She uses her fingers to add and subtract as she writes the answers in her workbook.

1:55

ON: T<sup>1</sup> has to call the names of three children to line up who did not do so when she first said "line up for recess and put your coats on quietly." She calls Khalid, Layla, and Waleed Al.

1:57

ON: The custodian comes into the room with a clock. (Their clock has been gone for three months.) The children clap and say, "Oh, a watch, a watch." *p. 28*

T<sup>1</sup> says to me that it took him three seconds to put that clock up and we've been without one for I don't know how long.



T<sup>1</sup> goes outside with those children who are ready.

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Cont.

The 101A student aide helps the others get dressed and encourages them to hurry. Layla has a new snowsuit and mittens.

MN: I recall last week talking to her mother about her not being properly dressed for this cold weather and having no buttons on her coat. Mother said that she (Layla) cut them off and that often Layla just doesn't want to put on all her winter outer wear before leaving for school.

I offered to give her the name of a place in the Village where she could get used clothing free, and the mother refused this, saying that they don't like to borrow and that they can provide for her.

2:05

ON: All the children are outside now for recess.

2:20

ON: The children return from recess and get settled in their seats and start working in their math workbooks.

2:26

ON: T<sup>1</sup> tells the children to put mathbooks, pencils, and crayons away. Someone says, "It's time for the move." Hiam takes out her reading assignment book she was given this morning. The 101A aide says to her, "Put that away." Hiam says, "I just want to do one page." T<sup>1</sup> starts to ask if there are any children who need lunch envelopes or an order blank to order special books that they talked about yesterday.

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T<sup>1</sup> says, "How many enjoyed what you did this morning?" Everyone raises their hands. Then Lobna looks around and then raises her hand. This was in regard to changing the curriculum program.

p. 33

TN: Lobna really just seems to copy what others are doing. No changes were made in the program of instruction for Lobna and Suzana since they are not in a basal textbook. They are being taught reading and language through the language experience chart approach. T<sup>2</sup> uses vocabulary flash cards and tries to teach them the basic Dolch word list. She makes up stories about the girls because this is what they are familiar with and they will tend to remember the stories from one day to the next, and, likewise, the new vocabulary. The word cards they make up are for their practice and repetition of the exercise and activity learned in the directed teaching lesson. They practice the sentences to build on handwriting skills and grammar structure.

2:05

ON: T<sup>2</sup> says that the south side isn't ready yet, so we have time for a quick game of three-up. Lobna, Sinan, and Jamie are chosen. Lobna touches an American girl (Heather, the same girl she was helping at the reading table) correct her paper. Heather guessed correctly that Lobna picked her. Nashwa gets selected and she touches Lobna. Lobna correctly guesses her (Nashwa) as the one who touched her. Lobna gets another turn.

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Cont.

2:13

ON: T<sup>2</sup> says, "OK, that is all for now. Please pick up your coats and line up for lunch. Suzana is still at her seat. She is working on the vocabulary cards now. No one else is finishing up their work.

MN: I go to the coat room to observe Lobna. She has her coat on and has already gone to her real seat on the south side of the room to be dismissed by the student teacher.

2:15

MN: I come back to the room; the children are in team meeting. T<sup>3</sup> tells me that Lobna, Suzana, Oriel, and Ricardo are with T<sup>4</sup> at ESL. I go to observe them in the ESL room.

2:22

ON: The children are all sitting around a table with T<sup>4</sup>. She gives them picture cards and asks each one to tell a story about the picture. The pictures are: airplane, ship, train, and police car. T<sup>4</sup> asks them questions about the pictures and the children are very silly today. They giggle at everything being said. T<sup>4</sup> says, "I think we need to get out the star cards today. Florencia is the one who gets a star today." Ricardo tells his story. Oriel and Suzana talk out of turn while he is talking. T<sup>4</sup> says, "We need to listen as people talk. You want people to listen to you as you talk, so you need to listen also."

2:32

ON: T<sup>4</sup> says, "We are going to have to stop now and we didn't get to Lobna and Florencia. We'll start with you two tomorrow." Lobna sighs and puts her head down and says, "Why does Florencia get two stars?" T<sup>4</sup> says, "Because she listened and wasn't giggling. You [Lobna] get a star for being good in the end."

MN:

T<sup>4</sup> asked me if Suzana is silly and acts up like that in the other class or is it just here? I said to her that she seems to be the same way in the team room. T<sup>4</sup> said, "Suzana wasn't like that last year. She was quiet, shy, and withdrawn. Now she is very talkative and rude and unattentive."

p. 34

1:40

MN: I get back to the team room. Lobna is at her real seat in the back of the room, sitting next to Nashwa. They are working on math in math books at their seats.

1:45

ON: They are working in different books. The 101A student aide is working with Lobna. Nashwa said to the 101A aide, "She needs help [Lobna]." Nashwa then continues with her own work. T<sup>5</sup> enters the room and asks for Nader and Nashwa to come work with him. Lobna says, "Can I come?" He replies, "I only need to work with these children today." Lobna continues her work in the math book.

1:50

ON: Lobna tries to erase something off her desk. She stops, then works again in her book.

1:53

ON: She stops to put her head down on her desk and then puts it up again. She looks over at me and puts her hand and elbow on the desk and leans her head on them as she looks around the room.

1:55

ON: Gail, student teacher, says, "Time for recess," as she blinks off the lights. Lobna continues to work. Then, suddenly, she closes her book and goes to the other side of the room.

2:25

MN: The children all come in from recess and gather for team meeting on the carpet and on the sofa. They really come in quietly and get settled down. T<sup>3</sup> reviews the two things she wants people to remember when their special guest comes: "Be polite and be good listeners."

2:27

MN: The guest has not arrived, so T<sup>3</sup> tells them that they can share for a while. The student teacher comes over to help supervise. T<sup>3</sup> goes to take care of a hurt child.

2:30

ON: Nashwa is sitting on sofa and Lobna is on the carpet in front of her. Lobna puts her head on Nashwa's lap. The student teacher talks about an article Hysaan brought in on Martin Luther King. Others share news.

2:37

MN: A parent arrives. He introduces himself and says that the children may call him Mark or Mr. H. Someone asks him about the gold teeth in the front of his mouth. This starts some more questions and comments about braces and gold teeth. Then he tells them why he has come to visit the class.

MN: They are going to be taking pictures of children being safe in the classroom. He's going to show small groups how to take pictures. They will put them together and show other classes the project. He asks them to think of words to go along with the pictures they are to make about being safe. He asks how many people have recorded on tape before. Most of the kids raise their hands.

2:45

ON: The parent leads a discussion with the children on being safe and practicing safety. He calls on various students who share an experience they had about something happening to them or someone they knew who had an accident.

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Cont.

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T<sup>1</sup>'s Room--First Grade--Thursday, 1/24/80

p. 36

11:15

MN: Sitting at the teacher's desk in the middle of the room near the students and near the reading group table. The Arabic students return to the room from ESL class with T<sup>4</sup>. T<sup>5</sup> is working outside the classroom with Waleed Al., Waleed As., and Khalid Al.

Layla is working at her seat in the room. I move outside the room to observe T<sup>5</sup> working with the Arabic students. T<sup>1</sup> has a new LCC student helper in the room working with all of the children. She is an Arabic parent (of a student in another class).

11:20

ON: T<sup>5</sup> is working at a table in the old library area. The three boys are standing up to the table in front of their chairs, writing in Arabic on writing paper. T<sup>5</sup> moves over as he speaks in Arabic to Waleed Al. He asks him what is the name of his father in Arabic; then he says to me, "He doesn't know the name of his father." Waleed Al. says in English, "I know, I know." T<sup>5</sup> helps him sit down in his seat. The other two boys are on their knees in the chairs.

11:27

ON: T<sup>5</sup> picks up some word cards with Arabic writing and speaks to the boys in Arabic and then in English. They are to read the Arabic word and give the English translation.

TN: Bilingual education suggests using both the mother language and the second language in helping our bilingual pupils learn two languages. The boys count the number of cards that they have obtained. They are given a card upon correctly saying the English word. Khalid answers out of turn for the other two boys when they do not answer for a second or two. T<sup>5</sup> tells Khalid to "be quiet." T<sup>5</sup> uses the sounding out each letter from the beginning of the word to help the boys in pronouncing the words.

TN: This same technique is used in our culture for teaching vocabulary--a letter sound recognition skill. T<sup>5</sup> gives them clues in Arabic about the words. Khalid leans on the table several times as he attempts each word. Then he sits on the table. (I'll find out later if he's always so aggressive and enthused.) Waleed As. is working on a paper on and off during

this time. He is also sitting on his legs on the chair. (I will find out later.) The boys are using loud voices in giving their answers to T<sup>5</sup>. (Sometimes they are shouting out the answers.)

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Cont.

11:42

ON: Khalid shouts in English, "I'm winning." T<sup>5</sup> smiles as the boys seem to be very excited about trying to guess each word. They are waving their arms, up on edges of their chairs, and have their eyes focused on him. Khalid is standing on his chair and then climbs to the table as he counts the number of cards he has. He asks, "Who won?" T<sup>5</sup> says, "You have eight cards--you win."

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11:43

ON: He dashes off to the classroom. The other two boys follow. Waleed Al. is saying something in Arabic.

TN: T<sup>5</sup> afterwards said that this was a fun exercise for them...that he usually does this to get them excited about the words. He has seen the American teachers do this in reading skills lessons. T<sup>5</sup> stated that Waleed As. was practicing writing his name, his father's name, and the family name in Arabic. I asked T<sup>5</sup> why he didn't have them write the mother's name. He said it was because they carry the father's first name and the last name always. Example: Their name, the father's first name, then the last name. (Example: Jessie Zack Storey)

T<sup>5</sup> further explained that many have the same last and first names in their country and there are many families here like that, and this is a way of distinguishing the different children from each other.

T<sup>5</sup> said that the children always get excited when he makes a game of the learning activity as he did with the cards.

11:50

MN: Back in Room 4. I take my place at the teacher's desk. Then I have a full view of all of the students and I'm near the reading group table where T<sup>1</sup> is working with small group.

ON: The three Arabic boys are in the room. Waleed As. is working in his workbook at his seat. Waleed Al. is looking at the pictures on the bulletin board. Waleed Al. goes to get Waleed As. to join him walking around the room. They speak in Arabic to each other.

Khalid is walking around from desk to desk, speaking to different children. He stops at Layla's desk and says, "I'm way past that page." (Khalid likes to brag and to be first.) Layla starts putting away her papers. Hiam has put her papers in a folder and goes to Layla's desk. She then goes to put her folder in the plastic trays.

11:57

ON: T<sup>1</sup> says, "It's time for a story." Most of the children join her on the rug in another corner of the room. Hiam says something (I can't hear) to T<sup>1</sup> and then gets a Kleenex and joins Layla at the desk of an American white girl who is getting help from the LCC student helper (Arabic). Hiam goes to the door and admits a small boy into the room.

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Cont.

The Arabic helper speaks in Arabic to the boy and he sits in an empty seat. (I don't know who this is.) The American white girl finishes her workbook.

p. 38

12:00

ON: The Arabic student aide comes to me and says, "Good-bye; it is 12 o'clock and I must go at 12." T<sup>1</sup> calls Layla and Hiam to join the story group. She says, "You should have been with us." Another American white girl is finishing her seatwork at her desk--copying from the chart in the front of the room. A black boy is sitting at his desk. (I think he is being punished.)

12:03

MN: I move over closer to the story group to observe. I can hear T<sup>1</sup> reading but I can't see them.

12:04

ON: T<sup>1</sup> asks me for the time. Then she says, "We have time for another story. T<sup>1</sup> stops reading to tell Layla to leave Jean alone (he is a hyperactive child--diagnosed and on medication--and he is from Chile). Layla continues to try to tie his shoes. Khalid sits Indian style. Waleed As. and Waleed Al. are wiggling and up on their knees. T<sup>1</sup> tells the children to take a book with them down to the lunchroom.

TN: It will be inside recess, and the gym is too small for everyone to play and eat there.

Then she comes over and says, "It's hard for the children to know how to act around Jean."

12:14

ON: The Arabic students speak in English to each other at the book shelf and each gets a book as they chat with one another. T<sup>1</sup> calls their names to line up as she gives them their lunch envelopes. T<sup>1</sup> tells the children to quiet down about three times. T<sup>1</sup> says, "We are ready to go." T<sup>1</sup> says to me that she is leaving a child in the room to finish his work. Then she says, "Vashille [the black boy] is having one of his days." He slowly joins the group at the end of the line. T<sup>1</sup> takes the group down to the lunchroom.

1:20

MN: Back in Room 4 after lunch, and after doing office catch-up work. The children are all in their seats at their desk, working on a

math assignment. There are 16 (total) students in the class today (1 black boy, 1 Korean boy, 1 Portuguese boy, 2 Arabic girls, 3 Arabic boys, 4 American white girls, 4 American white boys).

p. 38  
Cont.

1:27

MN: The superintendent and a board of education member come to the building. I leave to show them around the building. They came to see the new library addition and the handicap ramp in the gym.

\*\*\*\*\*

1:35

ON: Back in Room 4. The children are all on the carpet area with T<sup>1</sup>. They are having a discussion on plastics (science)-- discussing what's different and what's alike. I sit on carpet in back of the room. T<sup>1</sup> calls on various children to answer what is plastic around the room. T<sup>1</sup> gets a note from a student and says to the student, "Yes...I think we'll go out for recess; it's nice outside now."

p. 39

1:40

ON: Khalid, Waleed Al., and Waleed As. are all sitting, focusing on T<sup>1</sup>. Hiam and Layla are together...also near the back of the group. Waleed Al. moves back to join Hiam and Layla. Khalid stays up in front of T<sup>1</sup> and next to Waleed As. T<sup>1</sup> calls Jean to stay in the room. (I wonder why she lets him wander around the room during this time.)

TN: T<sup>1</sup> would need to spend all her time and attention on Jean if she didn't ignore him. The other students are used to him at this point. They know he has a special problem.

1:45

ON: Walid and Khalid playfully touch each other's hands as they raise their arms to answer questions about discussion. Khalid says..."This one," pointing to his shoe. T<sup>1</sup> says, "Show everyone what you are talking about [soles]." He doesn't say what it is. T<sup>1</sup> says the word.

MN: Substitute secretary comes to ask me about sending a child home-- emergency at home.

1:50

ON: T<sup>1</sup> starts a rhyming exercise, using her hands and saying a verse. The children all mimic her.

TN: These are "finger plays" (auditory and fine-motor-skills development).

ON: Then T<sup>1</sup> says, "Does anyone else have a poem or song that they would like to do? Someone answers, "The Itsy Bitsie Spider." They do this with their fingers. The Arabic children try to

say the words but do not succeed and try to do the finger exercise in the air.

*p. 39  
Cont.*

1:55

ON: T<sup>1</sup> dismisses the children by the color of clothing they are wearing to get coats on to go outside for recess. All of the Arabic children have snowsuits, coats, boots and gloves...except Layla. Layla has a coat, but it is too small for her and has no buttons.

MN: There is a note on my desk to try and call her parents because several times now she has come to school not properly dressed for the cold weather (Layla). The kids all go outside for recess.

2:37

MN: Back in Room 4, after recess is over and after taking care of several business matters at the office. The children are having art activity. T<sup>1</sup> is at the carpet area trying to settle a fighting situation that occurred at recess.

*p. 40*

2:41

ON: Hiam is working on her knees at her desk. She is pasting colored tissue paper onto a cut-out snowman figure.

Layla and an American white girl are working together at Layla's desk on the art project.

Walid As. is working with an American white girl at their desks that have been pushed together.

T<sup>1</sup> says, "Does everybody have a partner? Does anybody else need paste?" American student (MSU helper--Sp. Ed.) comes in to circulate around the room to help the students. Waleed Al. is paired up with American white boy to do the art assignment.

TN: The paired grouping is to teach working together and sharing materials.

ON: T<sup>1</sup> takes a pair of scissors from Waleed Al. and says, "We don't need scissors; everything has been cut for you." She takes scissors from Waleed Al.

2:48

ON: Khalid is up walking around the room with pieces of tissue in his hand. He then returns to his seat to paste tissue on snowman. Then he leaves and goes over to Waleed As.'s desk, then returns to his seat. T<sup>1</sup> says again, "Put your scissors away; everything is cut." Hiam comes up to T<sup>1</sup> and shows her snowman made with cut tissue. T<sup>1</sup> says, "Add more tissue and make it stick out." Hiam returns to her seat; she has almost covered her snowman with white tissue.



2:52

ON: Hiam goes up to T<sup>1</sup> again to show her art work. T<sup>1</sup> says, "That's better; add some more." T<sup>1</sup> continues to circulate around the room.

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Cont.

TN: Hiam needs a lot of attention and praise, and often seeks this from T<sup>1</sup>.

ON: T<sup>1</sup> says, "Look at Khalid's; it's very nice."

ON: T<sup>1</sup> talks to student helper at sink area. She says, "I wish they would listen more." Student helper goes back over to Jean to help him with art project. Students can get up to go get more colors of tissue squares that are located on carpet area in a pile.

p. 41

2:58

ON: T<sup>1</sup> goes over to Hiam. Hiam has taken out her scissors and some construction paper. T<sup>1</sup> says, "You are not to have this paper. T<sup>1</sup> takes these items from Hiam. Hiam goes back to the carpet area and gets some different colored pieces of tissue and returns to her seat. Khalid comes up to T<sup>1</sup>. T<sup>1</sup> says, "All finished?" Khalid says, "Yes." T<sup>1</sup> says, "Let's staple it up with all the other 'frosty friends' on the bulletin board." Hiam watches as T<sup>1</sup> does this. Khalid goes to clean up his desk; then, he walks around the room. T<sup>1</sup> says, "Khalid, would you like to help the others?"

3:05

ON: Hiam finishes her art and goes to get paper to make a book. Khalid is still walking around with his paper in his hand for a book. Waleed Al. wipes his desk off repeatedly...over and over...for about one minute. Then he tosses his paper away and sits sideways in his seat.

3:08

ON: Layla and her American white girl partner have not cleaned up their art papers. They continue to work at their desks. All the others start cleaning-up process. T<sup>1</sup> says, "Clean up everything and take your seats."

3:11

ON: Hiam starts writing on the paper she got to make a book. T<sup>1</sup> starts cleaning some of the desks as she calls names of students who are ready to go get their coats. T<sup>1</sup> goes over to Layla and her partner and says, "You've got to stop." They continue. T<sup>1</sup> says to me, "Sometimes I get frustrated...I really do." T<sup>1</sup> tries to quiet the children..."Shhhhhh." They are all putting on coats on the carpet area, except Layla. Jean continues to crawl around the floor, making strange, animal-like noises and sounds. (I think he's trying to be a dog.) T<sup>1</sup> says, "Enough...now get ready," and puts her hands on her hips. He stops and stomps out to coat room.

3:15

MN: I leave for the office. I have a parent waiting. They are leaving the country and want to say "Good-bye."

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Cont.

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SECOND PROJECT MEETING--1/24/80

p. 42

3:54 P.M. meeting with project teachers.

Present: T<sup>1</sup>, T<sup>2</sup>, T<sup>3</sup>, T<sup>5</sup>, and Jessie J. Fry

I asked the group if they had any questions about what I was observing.

I think everyone is getting pretty comfortable with the project and my observing now.

We all talked about the Arabic students and whether or not they are aware of my observing them in the class.

We all agreed that I have kind of blended into the classroom and the children really don't pay any attention to me.

Teachers said that they have pretty much been acting like themselves and very normal (not necessarily on good behavior because I am in the room). Even T<sup>5</sup> agreed, while I observed his working with the three boys (Arabic).

We discussed whether or not I was sitting in good spots in the rooms. No one had any problems.

I clarified some things in my notes about the math assignment and the contracts T<sup>2</sup> has set up. (See Tuesday, January 22, fieldnotes.)

T<sup>5</sup> shared some things he is doing with the Arabic kids. These were things I have already observed in my fieldnotes.

He will continue to operate, either in the classrooms or outside the classroom, with the Arabic students.

He also agreed to confer with parents and give suggestions where teachers have concerns about what to do with the Arabic students during the day.

T<sup>1</sup>, T<sup>2</sup>, and T<sup>3</sup> said that they were still working on writing up the background information on the selected-observed students. This is information pertaining to the English-proficiency and academic behavior and levels of the students and how they were functioning when they arrived in September and October of 1979. I was on leave during that time and unable to take fieldnotes.

This informant information should be quite useful. I told the teachers that there was no rush on turning it in to me. This relieved their minds.

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Cont.

We had no further points to discuss, so we dismissed at 4:25 P.M.

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ON: T<sup>3</sup> says, "I still have some really good 'waiters.' Thank you; you're doing a nice job." T<sup>2</sup> says to student, "Maybe you need to move the pillow out of the way." p. 44

9:50

ON: T<sup>2</sup> says, "My people can begin handwriting back at their seats. Student goes to T<sup>3</sup> and says, "No." He goes back to his place in the group on the sofa. Some students get their folders from their boxes. T<sup>2</sup> calls some more students from the group. T<sup>3</sup> says, "I like the way these people are getting their handwriting. (Half the group are at their seats now. The others are still in group positions.) T<sup>3</sup> calls some more students to go to their seats.

ON: T<sup>2</sup> and T<sup>3</sup> talk to each other in whispers. They giggle as they look at me, frantically trying to write all of this activity down.

9:55

ON: T<sup>2</sup> goes back over to aide and talks about the correcting of the papers. I don't know exactly what she is saying. (I think she is trying to see who handed in what papers--math work from previous day.) T<sup>3</sup> is still calling students and waiting for some to get ready for the group on the floor. There are about seven children left. There are 47 children in the class. Lobna is one who has not been called. I noticed that she was once on the floor; she has now moved to the sofa.

9:58

MN: I make a face at all this "getting-started activity." They look at me and laugh. The children have all been dismissed to different sides of the room now. T<sup>3</sup> goes to the south side and starts passing out paper.

10:00

MN: What happened? I was interrupted by the office assistant, who needed to know if an aide could sub for a teacher who got sick. I responded.

ON: The room lights went off. The children lined up. I didn't hear T<sup>2</sup> tell them that it was time for music. The north side went into the gym for music.

10:03

ON: The supervisor for the E.I.P. program comes into the room and starts to chat with T<sup>3</sup> about the student teacher. T<sup>2</sup> comes

over to me and says, "Would you like to go to the gym and hear the music?" I leave to go to the gym. p. 44  
Cont.

10:08

MN: I pick up a chair from gym storage room and say "Hello" to the gym teacher. Children are in the gym. They all stand in a straight line on gym floor. The music teacher is doing an activity with them, involving hopping.

The music teachers say, "Don't talk. Sit down. We'll play in a minute." p. 46

10:28

ON: Student gets up (black boy) and music instructor says, "Where are you going?" Student sits down. Music teacher has a chart and he points to certain instruments to play as he points to pictures on chart. Music teacher says, "Let's start listening--we only play together." They play a tune, Yankee Doodle, as some sing and others play. Nashwa has no instrument, so she moves up very close to music teacher. Music teacher says, "Give an instrument to someone who doesn't have one. They exchange. Lobna has sticks now. Nashwa has triangle. The music teacher plays piano (Yankee Doodle) while they play and sing. Half of the children have moved to the steps now, closer to music teacher. Suzana has sticks. Her brother has no instrument. Very few children are singing, one or two American children. Music instructor dismisses the group. He says, "You must earn your way out of here." Two students answer. He questions them again. They give answers.

10:33

ON: They line up on the stage and leave the gym. (Questions: What part was the wood instrument and what part was the beat? Answer: Beat and rhythm--only two children answered, American third graders in the group. Note: Mixed group--some 1, 2, 3 graders in team.)

10:37

ON: Back in the room, T<sup>2</sup> is having a discussion with the class that has come back from the gym. T<sup>2</sup> is talking about what to do if she's busy and someone has to go to the bathroom. She responds, "If it's an emergency, just go, if you see that I'm busy." T<sup>2</sup> goes to T<sup>3</sup> and says, "weird morning." (I don't know what she means.) Check later. (Different because of lesson with parent and music with the music teacher.) Students are at their seats working on various board work and chart work.

10:40

ON: Suzana raises hand. T<sup>2</sup> says, "Suzana?" Suzana asks if she could go to the bathroom. T<sup>2</sup> says, "Yes." T<sup>2</sup> goes to James (black student), who is separated from the group, and she gives him directions to stay in his seat and to finish his work. (She speaks with firm manner.)

T<sup>2</sup> tells another student, Jamie (black student), to stay in his seat and to do his work. Lobna and Suzana are called up to reading group.

p. 47

10:43

ON: I'm near Curtis's table; he notices me writing and says something like "You are writing for this classroom today." I say, "Yes," and move away, closer to reading group to hear responses. T<sup>2</sup> reviews a chart with the two girls. Lobna sits with her hand on her face. She comes to me and asks, "Is Hysaan (a black student in this class) your son?" I asked her to repeat as I couldn't understand her. She repeated her question, and I responded, "No." She said, "Ms Golde's?" and I said "Yes." Then she leaves the table and goes to recess with the class. All the children leave their places and go to the coat room and then outside.

ON: A parent talks with T<sup>2</sup> about leaving to get her son (in this room) a lunch. T<sup>2</sup> says that there is something in the refrigerator-- "Help yourself." The parent comes over to me and says, "I see you have been here all morning. I was going to enlist your help with the plants." I say that I'm taking notes on the class and smile. T<sup>2</sup> has a visitor come into the room and talk about making a presentation to the class.

10:50

MN: I go to the office to check on things.

ON: T<sup>2</sup> calls James over to her and thanks him for not interrupting and for waiting to see her about his paper. (He is being punished for running and fighting in the hall on the way back from the gym-music class). I missed this because I was talking to the music teacher about my taking notes on the class today.

10:55-

11:08

MN: Office work. Sub-secretary--Checking out procedures for enrolling new students, foreign.

BACK IN ROOM 10

11:10

ON: Suzana and Lobna are at the reading group table with T<sup>2</sup>. They are sounding out vocabulary word cards. Lobna has pronounced 16 words so far and she has them all laid out in front of her on the table. Suzana has 14 word cards in front of her on the table. Suzana stands beside her chair during the whole period. Lobna sits in her chair and watches T<sup>2</sup>. T<sup>2</sup> has them listen to words to see if they sound the same.

11:15

ON: Suzana sits in chair with knees up to table.

MN: Office substitute secretary comes to me with a problem regarding a memo she is typing for me.

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11:18

ON: Suzana is sitting with legs on floor, in chair. The girls take turns answering if they have a word that begins with a certain sound. T<sup>2</sup> forms sound with her mouth. Then the girls pick up cards and match whether or not they have other words like the beginning of the card held by each girl. T<sup>2</sup> says, "Who can read the rest of their cards?" They do this simultaneously while T<sup>2</sup> listens.

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Cont.

11:22

ON: T<sup>2</sup> says to Suzana, "Show Lobna the ones you are having trouble with." T<sup>2</sup> waits for Suzana to respond until she figures it out after a few seconds. T<sup>2</sup> says, "Collect your cards; you did very well today with your words. Do you know how many words you read today?" T<sup>2</sup> then informs them, "You did 40 words and that's very good." Suzana falls off her chair; she is not hurt. They take turns reading the chart. Suzana reads and Lobna reads.

11:25

ON: T<sup>2</sup> sends them back to their seats and says, "Finish your seatwork; you did very well today."

11:27

MN: Office comes to me with a certification letter for me to sign for a parent and says that she must leave early today--no babysitter.

11:27

MN: I move closer to Lobna and Suzana's cluster, or table, in the room. T<sup>2</sup> circulates and helps a few students. T<sup>2</sup> leaves the room and says to teacher aide (American) to watch the room a minute. Two children follow her, Nashwa and Lisa.

11:29

ON: Suzana is standing at her desk and leaning on the table, rocking with one leg on her chair. Lobna is sitting with both feet on the floor under her desk and is writing on her paper.

MN: I must remember to collect papers if I can of student work (seatwork).

CHART 3

ON: On weekends Lobna goes to her friend's house. She plays. On the weekend, Suzana has friends come over to her house. Sometimes she works and sometimes she plays.

11:32

ON: Lobna says to Suzana, "What are you doing...you copy this?" (She points to the chart.) Suzana puts her folder up in front of her paper to make a shield to cover from Lobna's view. She then puts on lipstick-chapstick and plays with the chapstick. The whole time she is standing at her desk. She plays with part of the chapstick; she has broken off a piece. Lobna continues to copy seatwork chart.

11:37

ON: Suzana takes tissue and wipes chapstick off. Suzana leans on desk, one foot on chair, and starts to write. Lobna gets up to get pencil eraser (I think from Oriel, Suzana's brother, who is located at same table but he has gone to reading group with T<sup>2</sup>).

ON: Suzana immediately gets up and says, "No," and takes pencil from Lobna.

ON: Lobna goes over to white American teacher aide for a pencil, and I hear aide say, "Get one from your table." Lobna says, "I did," but then I can't hear.

11:39

ON: Lobna is back at her seat, copying chart.

MN: I must find out from T<sup>2</sup> why they are placed together in seating arrangement.

11:40

ON: Oriel returns to table. Suzana speaks in Portuguese to him, giving him back his pencil. Oriel says, in English, "I don't care if she uses my pencil; do you need it?" Lobna shakes her head "no." After some discussion with the black student, Jamie, at the table,

11:45

ON: T<sup>2</sup> says, "Lobna, please get busy." Lobna has just asked Oriel, "Please can I use your eraser?" Then Suzana asks, "Can I use your eraser?" Then the student being punished (James, a black student) comes and takes pencil and uses it...then returns it and starts playing with library pass located on wall near him.

11:45

ON: James knocks over his chair. T<sup>2</sup> and I look up. Jamie (black student) at table makes noises to himself and gets up to sharpen pencil. Suzana sucks thumb off and on during the time that she's not talking.

11:46

ON: Oriel gets up to sharpen pencil.

11:47

ON: Suzana gets up to sharpen her pencil. Lobna works on her paper at her seat. James and Jamie go to pencil sharpener and start playing around with each other and Suzana.

11:47

ON: T<sup>2</sup> gets up from reading group and goes over to them and says, "Do you know what time it is? Then you don't have time to start playing around. Get busy." Suzana stands on her chair and leans on the desk.

11:51

MN: A teacher from Room 1, 1st grade, comes to me and says that she has a problem. New student from Kuwait might be misplaced--has high skills--maybe needs to be in 2nd grade. I said, "No, she has been in an American school in Colorado up until June, 1979...and in Kuwait since then. By age and birth-date, she is correctly placed. Assess her and work with her where she is." Remember to recheck birth certificate information and talk further with this teacher about this new student.

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*Cont.*

11:54

ON: James is back at the table group--riding on back of his chair, sitting on knees. Suzana goes over to Lobna and takes two of her papers, then puts them back. She leans on Lobna's desk, watching what is happening. Nashwa is at Lobna's desk and she is trying to help her, gives her answers relating to problems.

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11:56

MN: I can't hear what is being said at the desk.

ON: Suzana is still at Lobna's desk.

11:57

ON: Nashwa leaves and returns to Lobna's desk. Lobna says, "How about this one?" Nashwa answers, "House."

MN: Teacher comes to me sick and wants to go home. Get a sub for her and confer with my substitute secretary today.

ON: Lobna leaves her desk and goes to Nashwa's table desk. She plays with Nashwa--pats her on the bottom; then, she returns to her own desk.

12:00

ON: Suzana then goes back to her desk...sits and looks over at me. Lobna turns in her papers at the basket and returns to her seat.

12:02

ON: T<sup>2</sup> turns off lights and says, "Suzana, you continue working." All heads are down except Jamie and Oriel and Suzana. They are working at their desks. Nashwa and Lisa are also still working at their desks. Nashwa and Lisa are also still working at their seats. T<sup>3</sup> comes over to T<sup>2</sup> and starts talking about a student.

MN: I can't hear all of what they are saying.

ON: T<sup>2</sup> is at the board, marking stars at reading groups listed.

MN: These are for good workers at their table desks.

ON: T<sup>2</sup> says, "You were good workers even though it was a broken-up morning."



12:07

ON: T<sup>2</sup> dismisses the whole group to get coats and line up for lunch. Suzana and James stay at seats. A black student (Nicole) is passing out lunch envelopes. Suzana goes around and replaces the envelopes at each desk in her group. Then she goes over to counter to work (near the charts on the cabinet).

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Cont.

12:12

ON: Another sits in her seat (Suzana's)...I don't know why...and then T<sup>2</sup> says, "Those not finished with their work should go to the counter to work. James and Suzana are at the counter working."

12:13

MN: Office aide comes to me again--"Sorry to interrupt but on these new students, do I check previous school records, even though they've been in Kuwait?" I answer "Yes." (Must show office aide how to fill out these forms.)

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12:15

ON: T<sup>2</sup> says, "James, you were a good leader." The students are all lined up on this side of the room and leave at the same time as the south side of the room.

12:17

ON: T<sup>2</sup> says, "Time to go to lunch, Mrs. Fry--let's go, James... Suzana, I'll tell the lunchroom people that you will be late." T<sup>2</sup> leaves the room.

12:25

MN: Extra information--Teachers' input after class:

1. Team meeting = sharing time--change my notes to reflect "team time" where I say "group meeting."
2. Reading groups are combined at clusters on T<sup>2</sup>'s side. T<sup>3</sup>'s are randomly placed for reading.
3. There are real seats and math seats and reading seats.
4. Combined grades are mixed in the room at seats and in various groupings (gr. level-wise).

9:15

MN: Attendance was taken and then a parent was introduced to talk about plants with the whole group. This was an extra activity for the day...not normally done in the morning.

1:35

MN: Back in the team room.

It is math time. The students on both sides of the room are all working on individual math contracts set up at the beginning of the week. (Later, add more information regarding contracts.)

1:40

ON: T<sup>2</sup> calls Lobna up for a check of the work she has been doing so far. Students sitting at table with me say that she (me)

is writing down things about our room for her boss. (I ignore their comments.) T<sup>2</sup> works with Lobna individually. She corrects her paper and says that she has done a good job on her work pages. They review the math book assignment. T<sup>2</sup> says, "Very good, the only problem is that you need to put your name on your paper." Lobna takes paper and writes her name.

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Cont.

1:44

ON: She then returns to her seat (Lobna) next to Nashwa. They are now on the south side of the room in different seats.

1:45

MN: I move over closer to Lobna and Nashwa to hear what they are saying. I pretend that I'm noticing the plant center. I take a seat behind the girls at a table in the kitchen area that is empty.

ON: Nashwa says to Lobna, "That is easy." Nashwa works out of a third grade level math book. Lobna says, "Is this right?" and shows Nashwa her paper. Lobna (a third grader) works out of a second grade book. She sits at her seat and copies from her math book.

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1:50

ON: Lobna asks Nashwa another question (but in a low voice that I cannot hear). Nashwa says, "Go ask T<sup>2</sup>; she'll help you." Lobna goes to T<sup>2</sup> and returns to her seat. She looks around the room and plays with her pencil in her mouth. Nashwa says, "Gosh, I got to do this whole page." Lobna just looks at her. Nashwa continues to work. Lobna says, "What about this one?" Nashwa (seeming to ignore her) does not respond.

1:55

ON: T<sup>2</sup> calls Nashwa up to the front table to review her assignment. Nashwa says, "Coming." T<sup>2</sup> says, "Thank you."

1:56

ON: Lobna leaves her seat to go into the coat room. When she returns, she says to Nashwa, "It's time for recess?" Nashwa does not respond but looks at her worksheet. Lobna leans on Nashwa's desk. Nashwa says, "Lobna, get on your own desk, OK?" Lobna does not respond. Lobna says, "That's easy." (in response to the worksheet). Nashwa gently pushes Lobna's hair behind her face.

1:59

ON: The lights go off. T<sup>2</sup> says that it's time for recess. Lobna says, "It's cold; let's ask teacher not to go out, OK?" Nashwa doesn't answer. Lobna comments to me... "It's cold," and I respond, "Yes, it is."

2:03

ON: Some other children come over to me and say, "Mrs. Fry, what are you doing?" I say, "I'm doing my work in here, OK?" They

respond, "OK." T<sup>2</sup> says, "You people should all be outside.  
One child sees T<sup>3</sup> getting ready to make popcorn and says,  
"Ummmmmm."

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Cont.

2:04

MN: I leave and go to 5th grade room for evaluation observation. T<sup>2</sup>  
is working with an American white boy student on his math con-  
tract. T<sup>3</sup> tells rest of stragglers in the room to go outside  
and closes the door. Then she finishes getting the popcorn  
popper ready.

In ROOM 11--5th grade class visitation:

Note: This is making me more observant of student behavior and  
teacher behavior with the students in my role as principal; I  
hope I'm keeping the two roles straight.

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Teachers have a meeting with me at 3:45 P.M. (1/22/80) regarding: p. 56  
Concerns About Teaching the Arabic Students

Questions:

1. What should take priority...teach English or have students learn Arabic first?
2. Lower-grade teachers are experiencing more difficulties than the upper-level teachers.
3. Some teachers feel we should be teaching the native tongue or language as well.
4. Some feel that this is what bilingual education is all about.
5. How should we have our bilingual Arabic aide work or be working with the Arabic students?
6. Some teachers feel we are neglecting our low-achieving American students because we are spending so much time with the foreign or Arabic students. (Note: Arabic is the largest number of foreign limited-English-speaking youngsters in our school.)
7. Some feel that the Arabic school, after the regular school, is not a good idea for our first and second grade Arabic students.
8. Some feel that we should have a pull-out program like Red Cedar school. There they put all the foreign students together in the morning in the whole school and teach them English. In the afternoon, the children go back to the regular classroom. The ESL teacher teaches this English class to the foreign limited-English-speaking students in the morning.

9. Teachers talk about different solutions to the problem. p. 56
10. Discussing what are our expectations of the foreign non-English student. Cont.
11. Why are we teaching reading to Arabic students who have no language base in English?
12. Bilingual help is not being spread equally among the classrooms because of aide time.
13. Some parents are not appreciating the things that we do for their children.
14. At early level, teachers expect different things of the American students than the foreign students.

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January 15, 9:35 A.M.--T<sup>1</sup>--Room 4--First Grade

p. 58

MN: When I walked into the room this A.M., T<sup>1</sup> explained that they were way behind schedule today and apologized. I said, "That's OK...I'm running late also." We had both just finished a staff meeting that ran until 9:15 A.M. and then T<sup>1</sup> had an ELEA meeting of about five minutes right afterwards.

ON: T<sup>1</sup> was doing boardwork exercises with the children. Letter recognition and beginning letters...the same exercises.

Example: A - alligator	B - balloon	C - cat
apple	bat	carrot
axe	banana	cast
 D - dog	E - elephant	F - fairy
duck	ear	fence
dig	elf	fish

ON: They also had a sentence chart as in other days to do for seat-work.

ON: T<sup>1</sup> introduced another new 101A MSU helper.

ON: Then T<sup>1</sup> called reading Group 1. Mona had been absent on Monday. T<sup>1</sup> asked how she was and said we would review for her the vocabulary cards. Then T<sup>1</sup> needed to call the names of some of the students working at their seats to get them settled down.

MN: The group at the reading table--Khalid Al., Mona, and Hiam.

- ON: The children orally read each word card together as T<sup>1</sup> flashed them. The children then read their books out loud together as they have before, using a marker to keep their place. p. 58  
Cont.
- ON: Then T<sup>1</sup> says, "Let's let Mona read by herself." Hiam tries to help her. T<sup>1</sup> gives her clues to beginning sound with her mouth. Then, she encourages her... "That's right...go ahead." She keeps telling Khalid to be quiet and let Mona have a turn. Mona reads one word at a time.
- ON: Hiam then reads at first slowly...and one word at a time...in a questioning manner...not sure of words.
- MN: T<sup>1</sup> gets a note from a fifth grade student. She stops to tell me that they will meet after school for Arts Proposal Committee and that everything costs so much. I agree.
- ON: T<sup>1</sup> proceeds with the reading group. She stops to settle down certain children and raises her voice a little...calling, "John and Mathew." It was starting to get a little noisy back at their seats.
- ON: They get very quiet.
- MN: T<sup>1</sup> says, "I wish you would watch Matthew a little; he does very little work."
- ON: I look up at him. She shows me his paper from yesterday...three lines done all A.M. He's looking at me; then fumbles with...
- MN: I am interrupted by a teacher (new intern teacher). She says that she has a problem...serious problem with a student in her class. They are in the office. I leave to deal with this situation. T<sup>1</sup> is talking to the class about being very noisy this morning. p. 59
- MN: It is 10:12 A.M.  
It seems a student in the 2/3 combination room got mad and bit another student with whom he was playing chess when he was supposed to be doing his math...which he refused to do as requested by his teacher. He threw his papers down across the floor and stormed out. These are the things the teacher is telling me as we walk down the hall.
- MN: Several interruptions later, after settling the problem with the biting incident...two parents came in to see me about two other incidents.

My secretary had payroll papers for me to sign before mail pickup. Another had arm injury from fall on playground. A teacher who was absent from staff meeting came in to find out what she had missed.

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*Cont.*

11:30

- MN: I am in ESL Room with T<sup>4</sup> and the following group of students: Nader--Room 10, Waleed Al. --(Specific students to watch), Mohammed, Alireza, Mauricio, and Walid I., all from other rooms. They came in late, about 10 minutes.
- ON: T<sup>4</sup> begins working in picture books with them. The students each take turns playing teacher and making up and asking questions of their fellow students about the pictures in the book.
- TN: This group is very limited in English language development, compared to others in the school.
- ON: It is made up of all (6) boys. They are all Arabic, except one boy from Uruguay.
- ON: T<sup>4</sup> plans to give them a test. She has problems with one student--Alireza. She puts her arms around him and says, "Please sit still and listen; you are being very rude today." He kept getting up out of his seat and saying, "I can't do it."
- ON: He tosses his pencil down; then T<sup>4</sup> goes on. He picks up the pencil. She states to me, "You can see how these kids would have trouble in a regular classroom."
- ON: She goes over to help someone else having trouble understanding what to mark as she read: "Is this a table or a marker?" They all start to settle down a little.
- ON: Nader says, "Speak English to another student."
- ON: Alireza gets up out of his seat and then returns. At the end of the test, they all correct their own papers. Alireza has done his book and T<sup>4</sup> uses his book to point to the pictures as she reviews the test. Waleed Al. looks around at others and plays with his star card. He does not look at the book. He has missed only one and gets a happy face.
- ON: Nader is arguing with T<sup>4</sup> because he got one wrong but she catches him changing his answer and tells him that he can't do that because this is to help me know how to help you.
- MN: Someone needs to see me in the office; I don't have them scheduled, so I tell secretary to take the message since it was nothing urgent.

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ON: The students now are role playing...

"Is this your book?" (One student goes in closet)  
and another says, "Yes, thank you." The other  
student responds, "You are welcome."

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Cont.

ON: T<sup>4</sup> praises them highly on how well they do in this exercise.

ON: Class is over. T<sup>4</sup> says, "No star for you Alireza, and no star  
for you, Nader, because you tried to cheat."

ON: Nader whines and says, "No," but takes star card anyway. On the  
way out, he says, "I won't be here tomorrow (or something like  
that)." T<sup>4</sup> says that she cannot always understand him and he  
might be leaving the school sometime. She will talk to his  
teacher.

TN: T<sup>4</sup> says that this group is quite anxious when they come. She  
says that Alireza is always frowning and always has something  
wrong with him when he comes to class. She says to me that the  
problem will be (for me) that some of these kids will probably  
leave before I finish. I explain that I'm trying to write some-  
thing on different kids other than those I selected with the  
teachers in the beginning of last week.

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January 14, 1980--Room 4--T<sup>1</sup>--First Grade

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ON: T<sup>1</sup> introduces new 101A student (MSU) helper for the term. T<sup>1</sup>  
takes attendance and introduces boardwork--answer sentences with  
yes or no. They also do work in their Blue Books--write vocabu-  
lary words and make pictures of words starting with E, F, G.

ON: Student helper passes out paper. Students begin working quietly.  
Student 101A circulates. T<sup>1</sup> calls first reading group to table  
beside her desk in back of the room. Only two are present today,  
Hiam and Kalid. They review vocabulary cards correctly with T<sup>1</sup>  
as she flashes them to the children. They sit with good posture  
in their chairs. Then T<sup>1</sup> goes to the little chalk board and  
writes, "Nat is fat." Khalid reads correctly. Then Hiam reads,  
"Is Nat fat?" She does this correctly. They do two more sen-  
tences, taking turns.

ON: Then T<sup>1</sup> has them come to the board and circle word that starts  
with "M" with Hiam doing "very good," as T<sup>1</sup> tells her. Then  
Kalid circles correctly the words that begin with "F"...fat.  
The two children attend to this activity until they have cor-  
rectly circled all the words T<sup>1</sup> picks at random for them to iden-  
tify. Then she reviews the words by pointing to them and having  
them read each word. Then they take their places at the table  
and open their books to read some similar sentences.

- ON: T<sup>1</sup> reminds them which way to turn the page. Hiam at first starts to turn from left to right (as taught in Arabic). She said, "This way?" T<sup>1</sup> shows her how. They use their markers and read orally together the sentences. T<sup>1</sup> praises, "Good," and she helps with words at the beginning of each sentence. She asks questions about the sentences. p. 61  
Cont.
- ON: Kalid answers, "The cat sat on the carpet" (incorrect)...the word should be "mat," "The cat sat on the mat."
- MN: T<sup>1</sup> and I both laugh. The children stop for a second; then they go on.
- ON: They stop and mark their places. T<sup>1</sup> tells them to draw a picture of "a cat on a mat," later on and suggests that they review their word cards at their seats. Then they get out their workbooks. T<sup>1</sup> explains activities...what to color. (This is a correction exercise from last week.) She introduces another page that is similar...color the picture of the letters that are the same color. On another page, they identify pictures. T<sup>1</sup> tells them the ones that they don't know and explains what the picture is as she slowly pronounces the words again. She sends them back to their seats, calls the second reading group (Layla, Waleed Al., and Waleed As.).
- ON: T<sup>1</sup> uses a tachistoscope (word-chart device) to review words. It is made of a clown face.
- ON: She repeats the words after each child says them correctly and praises, "Good," after each. Waleed Al. has some difficulty as he pronounces the words. The other two seem to be able to answer first before him each time.
- ON: They sit correctly in their seats. Waleed Al. sits on one leg in the chair with the other leg hanging over the side and his elbows up on the table. Often he stands or leans on table beside his place at the table. p. 62
- ON: They read in their books. T<sup>1</sup> asks them questions about the pictures in the book. Walid Al. is playing with pages in back of his book while other two are answering T<sup>1</sup>'s questions about the story. T<sup>1</sup> stops to quiet the class. The other two Arabic students from first grade are working on their assignments quietly at their desks. Hiam comes up to T<sup>1</sup> and asks if she can move closer to the board. T<sup>1</sup> tells her "yes" and tells her to put her boots away in the coatroom. She comes back to the group at the table and asks T<sup>1</sup> where she can move her desk. T<sup>1</sup> tells her to move closer to some other student in the class (near the board).



- ON: T<sup>1</sup> continues with reading group. Taking turns to read sentences individually, 101A student takes initiative to help Hiam move her desk. Vashille is tapping his feet at his seat. T<sup>1</sup> calls his name. He stops. The reading group continues. T<sup>1</sup> says, "What kind of a noise or sound does a kitty make?" They all say "Meow." Then she tells them to put books away and go back to their seats. Then she asks me... "Are they making any progress?" p. 62  
Cont.
- ON: Layla comes up to T<sup>1</sup> and asks about their workbook assignment. She calls the two boys back to review the seatwork to be continued from last week.
- ON: Layla goes back to seat but falls onto the floor. T<sup>1</sup> says, "Are you all right, honey?" She gets up and goes out with T<sup>4</sup> to ESL class with the other Arabic students.

In ESL Room with T<sup>4</sup>

- MN: T<sup>4</sup> begins by having the students review their phone numbers. Students in the group (5): Hiam, Layla, Walid As., Khalid Al T., and Khalid E. Walid Al. has been moved from this group because he is behind the group somewhat and is not as attentive. T<sup>4</sup> will take him by himself starting this week.
- ON: The group review a picture chart and talk about each picture... taxi, boat, ship, bus, car.
- ON: They discuss each one separately. They speak in broken sentences and seem to be quite attentive to this exercise. Layla is very talkative in this class. Hiam is quiet. Khalid Al. is quite verbal, speaking out of turn, jumping out of his seat, trying to answer every question T<sup>4</sup> asks.
- ON: Then Mrs. D uses flash cards with pictures. First she asks (using a globe)--"How do you get from Michigan to Saudi Arabia?" They answer, "In a plane." Mrs. D.: "Can you go in a truck...a bike...a train...?" The children answer, "No." Then Khalid Al. states that he went to Indiana. Mrs. D. says "Yes, you can go anywhere in the U.S. in a car." She shows this on the globe. They review the cards and talk about them. p. 63
- ON: Hiam begins to talk about a story of something that happened in her country in a car...about a dog that could talk...but not a real dog. Mrs. D. looks at me in puzzlement. They go on with the cards, and she tells them they all will have a chance to tell a story.
- ON: Mrs. D. reminds them to wait a minute because they are forgetting to take turns to talk and listen to others. She must settle Layla and Khalid down because they keep interrupting with sounds

or stories of their own. Mrs. D. continues to explain pictures and they each tell their experiences about the picture. p. 63  
Cont.

- ON: The children keep making a sucking sound and shaking their heads. Mrs. D. looks at me and stops the class and says, "What is that for? Does that mean something in your language in your country?" They answer: Khalid says, "Yes, it means 'no,'" and he shakes his finger. Mrs. D. goes on and looks at her watch. We only have 5 minutes. "Let's settle down and listen."
- MN: She gives others a chance to tell their stories. She stops Layla for talking out of turn again.
- ON: Layla hangs her head and as Khalid continues to talk, she begins to raise her hand for permission to talk. Mrs. D. explains the dangers involved in riding on the back fender of a truck as Khalid states he did in his story. Mrs. D. ... "We have several pictures to go through and little time..." "Shhhh."
- ON: Mrs. D puts her hand on Khalid's shoulder to sit him down. By this time, he had moved his chair right next to hers in the circle.
- ON: They stop the lesson and Mrs. D. says, "We'll have to continue tomorrow." She begins to mark the stars on their star cards. She says, "I think everybody was equal today...you all talked too much...but I like to hear you talk." She then tells Layla to put sweater back in the lost and found at the end of the day.
- ON: Layla came to school in a sleeveless dress of cotton material.
- MN: Mrs. D. said afterwards that Walid As. will be coming with Nader at 11:30 A.M.
- TN: She also comments that they all seem to want to talk and tell about things they saw on TV or what happened to them. She said that they don't seem to have a chance to talk to an adult much so they really let loose in her class which is good, she feels, so she doesn't stop them too much.
- MN: She comments that they wear her out as she tries so much to listen to them.

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FIELDNOTES: Room 10, Team Room--June 4, 1980

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1:30 P.M.

- ON: Ahmed was not in the room when I came in to observe. T<sup>2</sup> sent a student to look for him. I left the room and found him in

the bilingual room with T<sup>5</sup>. T<sup>5</sup> said that Ahmed told him that it was OK for him to be there, finishing a picture he had started in the morning. T<sup>5</sup> sent him back to the room. T<sup>2</sup> told Ahmed to get his math folder out. He did and started working.

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Cont.

1:35

ON: Ahmed brought his math book up to T<sup>2</sup> for correction. T<sup>2</sup> said, "These are wrong...please count these blocks and divide by 9." He did, and she said, "Very good." She showed this to T<sup>3</sup>, and T<sup>3</sup> said, "Very good, Ahmed." T<sup>3</sup> said, "Can you read the sentences?" Ahmed said, "Yes." T<sup>2</sup> corrected his next page and said, "Are you happy about that?" Ahmed shook his head, and she assigned him more work pages and he left to take his seat.

1:40

ON: Ahmed gets up from his seat and goes toward T<sup>2</sup> (where box is located) for some more blocks to count, and then he goes back to his seat to work with the counters.

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MN: Make a note to tape Ahmed and his sister and Lobna together to find out how they like school and learning English. Ask T<sup>5</sup> to tape session on Thursday A.M.

1:48

ON: T<sup>2</sup> announces for class to stop working and to look over at her. She calls Ahmed's name and says, "Stop, Ahmed, and close your book." Then T<sup>2</sup> explains flash cards on division and what each child is to respond to her when she calls on them.

T<sup>2</sup> calls on Lobna and Lobna answers "4 divided by 4 equals 1." T<sup>2</sup> changes the rule--gives 10 seconds to answer, as she calls on students.

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Ahmed gets out of his seat to look at the plants in the back of the room. T<sup>2</sup> calls on Ahmed and he answers correctly, but it takes him longer and she says this to the class. Another student sits beside Ahmed with some popcorn. Ahmed makes a motion with his mouth and points to the bag on the desk. (I can't hear the response.) The American student doesn't share his popcorn.

As I am writing, Ahmed gets up again and leaves the room. He goes through the coatroom and to the other side of the class. T<sup>2</sup> notices and calls his name. He returns and she calls on him to answer a flash card. He responds, "2," and holds up his fingers. He sits on the back legs of his chair. As the other kids continue watching T<sup>2</sup> and answering, he turns around in his seat and looks out the window at the kids outside playing for recess.

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T<sup>2</sup> goes around the room again and then calls on Ahmed to respond and he says the answer. She asks him to repeat the problem. He says, "Eight times one," and she says, "is"... and he says "eight." The boys at the table with him clap and smile. Ahmed smiles. They finish and T<sup>2</sup> dismisses for recess.

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Cont.

2:03

ON: Ahmed immediately goes outside before many of the rest of the kids.

2:10

ON: Out on playground--I noticed that Ahmed went to the swings and played on them the whole 15-minute period. He stopped two times to push an American child who was swinging next to him. I could not see.

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FIELDNOTES: Room 10--Team Room--June 3, 1980

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1:30

ON: Ahmed sat in barber's chair during team meeting. The rest of the children sat on the floor and on the sofa. Ahmed sat by himself and smiled as children received prizes. When the other children clapped, he did also. He chose not to sit near, or with, other Arabic-speaking youngsters in the class. Lobna had always helped him, but he didn't even sit near her. There were American children sitting all around him.

1:43

ON: The group separated and the south team met with T<sup>3</sup>, the north team with T<sup>2</sup>. T<sup>2</sup> discusses the math assignment for the group. She calls Ahmed, who had joined the wrong group. He goes to his cubbyhole and gets some paper and his book and then takes a seat on the wrong side of the room again. As I look for him, T<sup>2</sup> also notices he hasn't joined her class. She asked Lobna to go and tell Ahmed to come to this side of the room. Lobna goes to Ahmed and speaks in Arabic to him; he then follows her to T<sup>2</sup>'s side of the room. T<sup>2</sup> tells me that he is working on a math contract on his own. This requires little reading and no oral language, so he is working at his seat alone. The other week when I observed him in math, Lobna had to translate every word.

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T<sup>2</sup> was unaware that Ahmed had learned some words and phrases. She commented to me that he rarely speaks and rarely says anything to her on his own. I told T<sup>2</sup> that I had observed him for 1-1/2 hours this A.M. and I was impressed with his new vocabulary development. He had learned about 100 English words. She didn't realize this. I told her to ask him some things and say, "What is this?" as she points to objects. He answered correctly. She was surprised.

1:50

ON: Then T<sup>2</sup> worked with a few more students and later she asked Ahmed to show his work. He did and she responded. She went to his desk and explained how to add zero to various numbers. He had been doing it wrong.

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2:05

ON: I went over to take a look at Ahmed's math. I told him that they were correct, and that was "good." I said, "Show this to T<sup>2</sup>." T<sup>2</sup> corrected it and put a star on top and said, "This is very good," and she patted his arm. Ahmed smiled. She dismissed him to go out for recess. He smiles and looks at Lobna.

3:00

ON: I left the room to do a teacher evaluation with the P.E. teacher. When I returned, I came into the room. Ahmed came to me and said, "Hello." I said, "Hello...How are you?" and he answered, "Fine, thank you," very slowly and he smiled and went back to his seat. I praised him and patted his back.

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T<sup>3</sup> was in front of the room, making general announcements. He didn't really seem to understand everything she was saying because he wasn't really paying attention. He got up to go to his mailbox several times while she was talking.

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FIELDNOTES: Bilingual Room with T<sup>5</sup>--June 3, 1980

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10:15

ON: T<sup>5</sup> is teaching English phrases to a brother and sister who came two weeks ago and speak very little English. They are just learning English from T<sup>5</sup> and T<sup>4</sup> and their classroom teachers.

Ebtehol is in the kindergarten--5 years old

Ahmed is in the 3rd grade--8 years old

T<sup>5</sup> is speaking in Arabic and English as he talks to them.

Phrases they have learned:

1. What is your name?
2. What is your father's name?
3. How are you?
4. I am fine.
5. What is your address?
6. What is your telephone number?
7. When did you come to East Lansing?
8. How long have you been here?
9. What school did you go to last?

T<sup>5</sup> sits at a small table in front of the two students. He speaks in Arabic and in English. Both of the children can respond very well in English in short phrases. Example: "What

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is this?" Answer..."ball, book," etc. (As they look at a bilingual English/Arabic book with T<sup>5</sup>.)

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Cont.

T<sup>5</sup> has various student work displayed in the room. The students have written in English and Arabic.

As T<sup>5</sup> stops to talk to me, the two children speak to each other in Arabic. He tells them to "Shhhh...be quiet." They continue asking each other, "What is this?" and each gives a response in English.

T<sup>5</sup> makes a game of it and gives points for correct English answers.

Side II of tape--continuation of the small-group exercise of playing "fish." Ahmed is very nonverbal during this exercise, except for a few words in response to "Ahmed, do you have this?" The children are not very patient with him. The children are arguing with each other. T<sup>4</sup> seems to have difficulty controlling them. When T<sup>4</sup> works with him, she tries to get him to repeat after her the words in English. He responds, but in Arabic, as T<sup>4</sup> learns from the other Arabic students. Then, she tells them to say it in English.

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Report from T<sup>5</sup>--May 8, 1980

p. 90

Ahmed and Ebtehal came from Kuwait. Ahmed is eight years old and is in the third grade. Ebtehal is six years old and is in the kindergarten. Their English-language knowledge was zero when they arrived at Spartan Village with their parents a month ago.

My approach in teaching ESL for these bilingual children consists of two parts. The first part is to teach them the most urgent, or needed, phrases that they need in their new environment. The second part of the lesson is to teach them 10 to 15 new words in English, making use of illustrations and their mother language (Arabic) in achieving this goal.

Some of the greeting forms are: "Good morning, good afternoon, good night. How are you? I'm fine, thank you." Some of the first words in the illustrated book are: apple, apples, baby, bag, ball, balls.

The second lesson was planned to teach them some phrases of identification which would enable the bilingual children to answer questions about themselves. Some of these questions and answers are:

What is your name? My name is Ahmed. What is your father's name? My father's name is \_\_\_\_\_. What is your mother's

name? My mother's name is \_\_\_\_\_. What is your address?  
My address is \_\_\_\_\_. What is your telephone number? My  
telephone number is \_\_\_\_\_.

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The second part of the lesson was to teach them more new words (10 to 15) from the same mentioned book.

The third lesson is a continuation of identification. Some of these questions and answers are:

- Q. How old are you?
- A. I am eight years old (or six years old).
- Q. How many sisters do you have?
- A. I have one, two, or three sisters.
- Q. How many brothers do you have?
- A. I have one or two brothers.

The second part consists of more (10-15) new words. Some of these words are: bus, cake, cakes, cap, caps, car, cars.

A fourth lesson was based on directives such as: come here, sit down. This is your seat. Stand up, sit down, get in line, go to the door, go to the board, return to your seat, open the window, shut the door, please. Turn off the light, turn on the light.

Some of the new words are: cup, cups, dog, dogs, doll, dolls, drink, eat.

Within a period of four weeks, they learned about 100 to 200 English words in addition to the mentioned sentences and phrases.

As far as their pronunciation is concerned, they have particular difficulty in distinguishing between the letters "P" and "B" as there is no "P" in Arabic. Generally speaking, however, Arabic students have no difficulty in pronouncing the "P."

Another difficulty in pronunciation is the sound of "R" (which is rolled in Arabic). Also, distinguishing between "T" and "Th" and "S" and "Z."

I started, during the last two lessons, to teach Ahmed how to write and read what he wishes.

APPENDIX D

STUDENT INTERVIEWS (SI)



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TAPED INTERVIEW: Rabeah (RG) -- Grade 3--Room 8

p. 2

Interviewer: Jessie J. Fry (JF)

JF: Do you like Spartan Village School?

RG: Yes.

JF: Why? Tell me why you like Spartan Village School.

RG: Because we have been treated right.

JF: We? Who do you mean by "we"?

RG: All the children.

JF: All the children?

RG: Some...

JF: Explain to me what you mean by "treated me right"; what is "right"?

RG: We go outside on the right time...and...we do things on the right time...like...we have math in the morning...we have gym...

JF: Do you like that?

RG: Yes.

JF: You're from...?

RG: Iran.

JF: And..you have been here for...one year?

RG: A year and a half.

JF: When you came, could you speak any English at all?

RG: I could only say "Hello." (Rabeah is able to express her frustrations at not being able to speak English in the beginning. She

remained very quiet and kept to herself a lot, just as Lobna had stated she did at first...also before she learned to speak and understand English)

p. 2  
Cont.

JF: You could say "hello" in English?

RG: Yes.

JF: What was it like?

RG: I was really shy when I first came in this school. They gave me some tests to do. I thought..."What am I going to do?"

JF: Wait a minute...; who gave you these tests? Your classroom teacher or T<sup>4</sup>?

RG: The classroom teacher.

JF: The classroom teacher? She gave you tests in English to do... and you thought, "What am I going to do...I can't read that?" How did that make you feel inside?

RG: Oh...very shy. (For most foreign LE students, it takes about a half a year before they can really start to function in the English-speaking world.)

JF: Did you cry any?

p. 3

RG: No.

JF: Did you talk about it when you got home with your mother...and with your father?

RG: Yeah...I said..."God...I'm scared. Then, the next year, I wasn't anymore.

JF: It took you a whole year? Were you scared all of last year?

RG: No, not all year...just a little while.

JF: How do you think you started to learn some English?

RG: Well...like...my father had friends from America, you know; they came over and talked English; you know; and I talked to them; then I keep on learning English.

JF: You wanted to learn English really badly?

RG: Yes. (Rabeah's parents strongly encouraged her to learn English and apparently she was highly motivated on her own to learn so she wouldn't feel so shut out by her American or English-speaking peers.)

JF: What was the main reason why you wanted to learn English so badly? *p. 3*  
*Cont.*

RG: So...with other people from America...I wanted to learn English so I could talk to them.

JF: You wanted to talk with them?

RG: Uh huh.

JF: Why did you want to talk with them? Why didn't you think...  
"Well, I'll talk in my own language."

RG: Because they couldn't understand me. (Most of the non-English-speaking children quickly realize that the teachers and most of their peers can't speak their language.)

JF: Because we don't know your language...right?

RG: Uh huh.

JF: What about watching television? Did you do that?

RG: Yeah.

JF: What was that like...watching television and hearing these English-speaking people...and not really being able to understand?

RG: Well, first I learn how to speak English on television and next, I learn how to...and...they talk really fast. (TV watching is encouraged to promote learning and picking up the English language outside of school. Most of the children have TV.)

JF: Yes...just like I do...

RG: And I say, "What are they saying?" And they talked soooo fast ...so my father had to teach me a little, too.

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RG: Uh huh. *p. 9*

JF: That would make it easier, wouldn't it? Then you could speak Persian sometimes?

RG: Yeah.

JF: Do you ever speak Persian?

RG: Year...a lot of times. (Again, note the native language is carried on in the home to maintain native language, because the majority are only in this country on a temporary basis [as students at the university]).

*p. 9*  
*Cont.*

JF: At home?

RG: Yes.

JF: With your mother and dad?

RG: Yeah. When I go outside with my friends...I speak English.

JF: You speak English with your friends? (Reason to learn English is to be able to communicate with English peers.)

RG: Uh huh.

JF: Do you have any Persian friends?

RG: Yeah.

JF: Do you speak Persian with them, or do you speak English?

RG: Oh, I speak sometimes Persian, sometimes English.

JF: Which is more fun to do?

RG: Both.

JF: To do both?

RG: I want to learn another language, tyo. It will be hard to keep three.

JF: But you want to do this? Why? (Foreign students tend to view learning a new language as "fun," once they get into it.)

RG: Because it's fun.

JF: It is? To be able to talk those different languages...?

RG: To be able to talk to other people from other countries...and then I can understand things. (Another reason to be able to learn English as quickly as possible in the school setting.)

JF: It is important that you understand different people who don't speak the same...right?

RG: Uh huh.

JF: Did anyone ever make fun of you?

*p. 9  
Cont.*

RG: Yes...my father.

JF: Your father?

RG: The first time, you know, I couldn't turn on the TV...I forgot it...and he was laughing at me.

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TAPED INTERVIEW--Oriel (OC)

*p. 14*

JF: Do you ever ask somebody for help?

OC: No.

JF: Who do you plan with?

OC: My friends.

JF: Who are your friends?

OC: Ghazwan, Ray, Ricardo, James . . . . (Ghazwan is Arabic, Ray is American black, Ricardo is Portuguese and James Jones is American black. Apparently he plays with racially mixed groups of kids.)

JF: You have a lot of friends, don't you? They are all in the team room?

OC: Yeah.

JF: Do you have friends in other rooms?

OC: Yeah, some of them are in fourth grade.

JF: Do they talk to you?

OC: Yeah...a lot.

JF: Do they...what kinds of things do you do with them?

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OC: No...just after I could speak English, Inez...then I could talk to her.

JF: Inez?

OC: Yeah...she speaks Portuguese.

JF: And you could talk to her?

JF: So...did she enjoy talking to you?

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Cont.

OC: Yeah.

JF: And you spoke Portuguese?

OC: Yeah.

JF: That made you feel a little more comfortable?

OC: Yeah.

JF: I'll bet it was really strange...; everyone was speaking English around you, and you couldn't understand them.

What are some of the first things that you remember learning?

OC: (Response indistinguishable)

JF: I mean...like places to go...like learning to go the bathroom; where to go to get a drink...some of those things.

OC: Yeah...I can always go when some friends go with me.

JF: So, the teachers always had somebody go with you? Did you know that that was what that person was doing? And that was helpful to you? (Teachers usually assign a buddy to the foreign students when they enroll to help them get acquainted and to keep them from getting lost.)

OC: Yeah.

JF: Did you trust that person?

OC: Yeah.

JF: You trusted them? You didn't think they were your enemy, did you?

OC: Noooooooo.

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TAPED INTERVIEW--Suzana (SC) --Room 10--Teachers: T<sup>2</sup> and T<sup>3</sup>

p. 33

JF: Do you like Spartan Village School, Suzana?

SC: (No audible response)

JF: Why do you like Spartan Village School?

SC: It's fun...got a lotta games. (Much of the learning is centered on games to motivate the children. Language games, number games are used. Teachers try to introduce concepts in a game format so students don't freeze or clam up and to motivate them to try new things that may be difficult.)

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Cont.*

JF: What kinds of games are there?

SC: Checkers.

JF: Checkers?

SC: I forgot the others.

JF: What else do you do at Spartan Village?

SC: Work.

JF: What kind of work do you like?

SC: Math.

JF: Math? What kind of math? Are you good at math? Do you get good grades? Do you get a happy face or a star? What do you get?

SC: Ummmmmm...a big star.

JF: Every day?

SC: Uh huh.

JF: Good for you.

JF: Are the other children nice to you at Spartan Village?

SC: Yeah.

JF: All of the children? How are they nice to you? What do they do?

SC: They play with me a lot.

JF: They play with you a lot? Are these American children?

SC: Yeah.

JF: Do you play with foreign children too? (Mrs. \_\_\_\_\_, teacher aide in Spartan Village, heard this part of the interview on tape and commented that she thought Suzana didn't understand what I meant by "foreign." Mother says she plays with most kids.)

SC: No.

JF: No? Why don't you play with foreign children?

*p. 33  
Cont.*

SC: They won't play with me.

JF: Do you know why?

SC: Uh ugh.

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TAPED INTERVIEW--Hiam (HE)

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JF: Well, it is hard for you to know that if you don't know the English word for it...right? But, it might not be so hard if it were in Arabic.

HE: Arabic is harder than English. (The Arabic school is perceived as being harder by all the Arabic students questioned, when they compare it to American school.)

JF: It's harder than English...is that right? Do you learn Arabic here at school?

HE: A little bit.

JF: From whom?

HE: My teacher.

JF: Who is your teacher?

HE: That Arabic teacher...who teach me...(can't distinguish name).

JF: "Nathesta"? Is that in Arabic school?

HE: No...when I come from English school, I go to Arabic school.

JF: When you learn Arabic in Arabic school, that's hard?

YE: Yes.

JF: I see.

HE: Everything is hard for me in Arabic school.

JF: Everything is?

HE: Uh huh.

JF: Do you speak Arabic in that school?



HE: Uh huh.

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*Cont.*

JF: You never talk English?

HE: No...I talk English and a little Arabic, 'cause I don't know Arabic a lot.

JF: What? Didn't you know Arabic before you came here? What about at home?

HE: Because I know like our country talk another way, they don't say like Arabic say "no."

JF: Say that again. (I'm confused as to what Hiam is saying here; later, it is all put together for some interesting data.)

HE: We don't say "hosh" in our country...no...we say "dedik."

JF: "Dedik"? I just said Arabic, right?

HE: "Deeeeedik."

JF: Dedik.....no? (I'm trying to pronounce what I thought, at the time of the interview, was an Arabic word. Actually, it meant something else, as I found out later.)

HE: Deedach.

JF: It's hard for me.

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HE: It's not hard for me.

JF: Well, it's very hard for me, but I'll keep trying. What does that mean?

HE: House.

JF: House...and did you learn that in the Arabic school?

HE: No.

JF: You knew that before?

HE: Yes.

JF: Do you speak Arabic at home? (With your parents?)

HE: No...never.

JF: You speak English?

HE: No.

*p. 53*  
*Cont.*

JF: What do you speak?

HE: Like we talk.

JF: Like what.

HE: Like we talk in our country.

JF: How do you talk in your country? What language is that?

HE: "Swari."

JF: Swari? That's a little different Arabic...I didn't know that.

(Special Note: We checked that word (swari) with T<sup>5</sup>. He said that there is a dialect for a minority group in the Arab world and comes from Africa. Most people would know Swari, plus the other Arabic standard language.)

JF: But that's what you speak when you are at home? You don't speak English...or Arabic...you speak another language?

HE: Yes.

JF: All the time?

HE: Yes.

JF: Do you ever speak English with your mother and father?

HE: My father only 'cause my mother...she don't know how to read or how to teach somebody; she don't know nuttin...my mother.

JF: English...you mean? (Many of the Arabic mothers lack English proficiency, and when the children learn English, they are always correcting them, or speak for them, when they are around English speakers.)

HE: No...my mother...she don't know that.

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JF: Does she take English classes here?

HE: Yup.

JF: But...she hasn't learned enough yet...so you speak your language with her?

HE: That's why we can't speak Arabic or English 'cause my mother don't know English.

JF: She knows only what?

*p. 54*  
*Cont.*

HE: In our country what we talk.

JF: And that is...Libya?

HE: Yes.

JF: Would you like to speak Arabic or would you like to speak English in school?

HE: In here I like English. In Arabic school, I like to speak English. But...in my house, I got to speak Arabic 'cause... I mean...I gotta talk like we talk in our country.

JF: That's OK, though, isn't it?...that you talk both ways? Just think how smart you are going to be because you know different languages. It's easy for you?

HE: Yup.

JF: That's good. Do you get help in learning this other language in your Arabic school?

HE: Noooooooooo.

JF: You don't get any help?

HE: Just get help...my mother...when I was a baby...my mother and my father keep trying to help me learn some words like Swari...; then my mother and my father...then talking like we talk...our language, that they want me to learn. (I found out that the language to which Hiam refers is a slang dialect of Arabic. Hiam is afraid to let us know about this because her parents are ashamed of this language [information from T<sup>5</sup>]).

JF: Does T<sup>5</sup> speak your language?

HE: No....

JF: He doesn't...then what does he speak?

HE: He speak Arabic.

JF: Is there anybody in this school who speaks your language?

HE: No.

JF: Nobody at all? There are some students here from Libya.

HE: But they don't speak like we speak.

JF: Who do you mean? p. 54  
HE: Tarik; he's from Libya, but he doesn't speak like we speak. Cont.  
JF: What do you think he speaks? p. 55  
HE: Arabic.  
JF: And you don't speak Arabic?  
HE: No.  
JF: But you know Arabic...do you know how to speak Arabic?  
HE: Not like my teacher. (Hiam is referring to her Arabic school teacher.)  
JF: Can you understand your teacher?  
HE: No.  
JF: You can't understand her?  
HE: Sometimes I understand her, but sometimes I don't.  
JF: Why is it that you don't understand her? (This Arabic is just as foreign to her as English.)  
HE: Because sometimes they say hard words...and I can't understand it.  
JF: What do you do when you don't understand?  
HE: Just write a letter...I gotta write it...I don't gotta wait and wait and wait.  
JF: But when she's talking to you in Arabic...do you have trouble understanding her?  
HE: Uh huh...I keeps on telling her (asking her is what Hiam means here)...what it means...what it means?  
JF: And how does she answer you?  
HE: She tells me what that means.  
JF: Is there anybody in that class who speaks your language?  
HE: Noooooo.  
JF: Do they know that you talk another language...do they know that?

HE: Only the boy...he named Tarik...he knows that...but my teacher doesn't know that. p. 55  
Cont.

JF: She doesn't know that you speak another language?

HE: I don't wanna tell her.

JF: Why?

HE: My daddy doesn't wanna tell her and my mother doesn't wanna tell her. (T<sup>5</sup> says that they are ashamed.)

HE: YOU DON'T TELL HER. (HIAM IS EMPHATIC AS SHE TELLS INTERVIEWER THIS.)

JF: OK...I won't tell her, but I want to understand why. Why don't you want her to know that? Help me to understand that.

HE: 'Cause when she says, "Talk to me," she can't understand us.

JF: She can't?

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TAPED INTERVIEW--Nashwa (NK)

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NK: Sometimes they talk to me in English; but hardly ever do they talk to me in English.

JF: Tell me, Nashwa, why don't you answer back to them in Arabic?

NK: I don't really know Arabic and I can't...I try to answer in Arabic and I don't know how to say it. I have forgotten most of my Arabic and I can't speak hardly any. (She has been in our school for three years.)

JF: You can understand it, but you can't speak it?

NK: Uh huh. (This is not uncommon among our foreign students who have been here three or four years.)

JF: That's strange...I don't know...maybe it's not so strange. I went to a foreign country once and I learned a little bit. I first learned to understand the language before I could actually speak it myself. I was understanding more...just like you...than I could speak. What about the Arabic children who come here? Can you remember any times when you have spoken Arabic to them? I mean, the ones who could not speak any English?

NK: Well...one, when I came here.

JF: Well, you see we get a lot of kids here from Arabic countries who don't speak any English. p. 62  
Cont.

NK: Well, I tried to speak to them but when I came here, mostly I knew English but there were little things I didn't know...but ...I learned. I found some kids to speak to in Arabic when I first came here. I don't remember who because I used to be in another teacher's class and...T<sup>1</sup>'s class. (Difficult to recall very first experience of not being able to speak majority language.)

JF: Lobna speaks to you a lot in Arabic.

NK: In Arabic? Yeah...sometimes.

JF: Do you like that? (Speaking to another Arabic student in Arabic-- common communication.)

NK: Yeah...I like it. 'Cause it sounds queer to other people... and they don't know what we are saying.

JF: Is that fun?

NK: Yeah...'cause then I can talk to her anytime...privately...

JF: But, then you have to speak in Arabic. Do you speak in Arabic to her?

NK: Yeah...sometimes...and then she asks me..."What does that mean?"

JF: In English or Arabic?

NK: She talks to me in English lots of times.

JF: So...she is asking you for the English word? She doesn't quite know it?

NK: No...she doesn't know.

JF: You're in the team room...right?

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TAPED INTERVIEW--Waleed (WA)

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WA: Some are American.

JF: Do they play with you?

WA: Uh huh.

JF: Which children play with you?

WA: Walid and Tarik...that's all I know. (Note: He plays with other Arabic children, rather than with English children.) *p. 70  
Cont.*

JF: Nobody else? What about in the other classrooms? What about recess time? What about lunch time, or after school? Do those children play with you?

WA: Yeah...sometimes.

JF: No one else, though?  
What kinds of things do they do?

WA: Play with me. Sometimes they race.

JF: Do you talk to the children with whom you play?

WA: Uh huh.

JF: Do they talk to you?

WA: Uh huh.

JF: What are some of the things that you talk about? (Backpack tape on student might provide more clues to this question.)

WA: I say sometimes, "What are you playin'?" Sometimes I say, "Can I play?" Sometimes they say "Yes."

JF: Do you speak in Arabic when you are talking to them?

WA: Sometimes...but I don't speak in English before Arabic.

JF: What do you mean?

WA: I don't speak to English people in Arabic. (Wants to be accepted in this culture. One of the first acceptances is to learn the language.)

JF: You speak to them in English?

WA: Uh huh.

JF: Why?

WA: Because they might not know what I am sayin'. (The need to learn English is strong and very important in order to be able to communicate with the other children and adults who are not Arabic.)

JF: Unless they knew Arabic...right?

WA: Uh huh.

JF: That's true. That is very considerate of you...that you try real hard to learn English so that we'll understand what you are saying. p. 70  
Cont.

Do you remember how you felt when you first came to Spartan Village School?

JF: Why do you like T<sup>1</sup>'s class p. 72

WA: 'Cause it's fun over there.

JF: What kind of fun things do you do in that room? (Writing and making pictures to develop an understanding of what they are writing are interrelated in the classroom seatwork activity.)

WA: I write...draw things...play over there...sometimes we do math...that's all I know.

JF: What about in T<sup>4</sup>'s room? (ESL)

WA: We play store and then when it's time to go, she gives us stars.

JF: Why do you think that she plays store with you?

WA: Because she wants us to learn how to play store...when we go to real stores...money...and money...and that's how...(TN: For the past two weeks, T<sup>4</sup> has been having the students learn to play store to develop more vocabulary and concepts of buying, asking for things you want or need. Stars are given for good behavior in class.)

JF: That's good. Do you think that she is trying to help you? Does that help you when you go to the store? I mean, to the real store? Have you been there?

WA: Yeah.

JF: Did it help you by playing store here at school?

WA: Uh huh.

JF: Did you talk about that to your mother and father?

WA: Sometimes I tell them what I do over there...sometimes I don't.

JF: Which subjects do you like the best...all the classes that you go to here at school?

WA: What do you mean? (I don't think he understood the word "subjects.")



JF: Well...like math...or reading...or art...music...or social studies...those kinds of things. Which do you like the best ...or learning English with T<sup>4</sup>? p. 72  
Cont.

WA: Learning English with T<sup>4</sup>...and even doing math.

JF: Do you like that the best?

WA: Uh huh.

JF: Is there anything that you don't like to do? (Many of the children feel that American schools are much more flexible rather than all solid work such as in the Arabic structure.)

WA: No.

JF: Are there any things that are hard for you to do?

WA: No.

JF: Nothing is hard? Everything is easy? (If the subject matter is presented in a fun and practical way, students enjoy learning.)

WA: Some things is hard and when I tell 'em, they help me to do it. (Individual attention and materials presented on the student's level are important in making them feel good about learning and growing and continuing to seek teacher's help.)

JF: What was the first think that you learned in T<sup>4</sup>'s room?

WA: How to play store. (Waleed is still relating to the immediate task being learned in ESL class. It is, apparently, hard to reflect back to when he first came to Spartan Village school.) p. 73

JF: Do you remember what words you learned first, or what were the first pictures that she showed you?

WA: Pictures? I don't know.

JF: When she holds up some pictures now...do you know what all of them are? She has a bunch of pictures that she shows people.

WA: Uh huh.

JF: Do you know what the first ones were that you learned?

WA: But I don't remember. (This is understandable for young children --first graders--not to remember over a few months.)

JF: You can't remember? That's OK.

JF: Can you tell me anything that you do remember? Did you think that we talked really strange when you came here and we were speaking English and you didn't understand English? p. 73  
Cont.

WA: Uh huh.

JF: Tell me about that. What did you think about that?

WA: Well.... (This was very hard for Waleed to express in words that I could understand.)

JF: Did you want to be back in your country again?

WA: I want to stay here and go to my country.

JF: You want to stay here and go to your country...both? Why?

WA: 'Cause I like them both.

JF: Why did you like them both, Waleed?

QA: Because I can know English and Arabic good. (NOTE: Wants to know English and Arabic. Must be a strong incentive. This provides the ability to relate and communicate in both worlds, or environments.)

JF: Is that important?

WA: Uh huh.

JF: Tell me...why is that so important?

WA: Because I can learn Arabic and English and if some people ask me in English, I can learn it. That's all I know.

JF: Well, that's learning quite a bit. Tell me this, Waleed, when do you speak Arabic? Do you ever speak Arabic? I have only heard you speak English.

WA: I speak Arabic with my mom...and my dad...sometimes English with my dad.

JF: But not with your mom? (Arabic seems to be spoken predominantly in the home, where everyone there can speak and understand the language and it is OK to speak because you are not different.)

WA: Yes.

JF: Does your mother speak English?

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WA: Uh huh...she goes to school but she speaks a little English.  
 (Adult ESL classes are taught at the church during the day  
 and some in the evening in Spartan Village school.)

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 Cont.

JF: Do you speak Arabic with your friends?

WA: Uh...yeah...sometimes.

JF: When? Is that when you are out in the Village? Do you speak Arabic with them then? Or...do you always practice speaking English?

WA: I speak Arabic with my Arabic friends and English with my English friends. (He seems to be aware of when and how to communicate best with various groups--in this case, peers--to be accepted.)

JF: I see...but, mostly at home, you speak Arabic; is that right?

WA: Uh huh.

JF: If you had your way, which would you like to do...all the time... here at school...would you like to speak English all the time... or would you like to speak Arabic all of the time?

WA: Both of them.

JF: You'd like to be able to talk in both languages?

WA: Uh huh. (Seems to be really sincere about being fluent in both languages and establishing bilingual status.)

JF: Right now, what do you talk the most?

WA: English. (I think this may be so because he feels he speaks English most of the time in school the majority of the day, communicating and relating to other--peers and teachers.)

JF: Mostly in English?

WA: Uh huh.

JF: You haven't forgotten your Arabic, though, have you?

WA: No.

JF: Who helps you keep up with your Arabic?

WA: My mother. (Mothers are usually in the home and tend to take ESL classes during the day while their husbands are here studying at the university.)

JF: Your mother? Not your father?

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Cont.

WA: Sometimes my father...I try to read it...and he says, "Right."

JF: That's very good. Well, you have been very helpful and you have answered my questions. I hope that maybe we can talk again sometime. Could we do that?

WA: Uh huh.

JF: Whenever you have something that you want to talk to me about, just let me know.

JF: Would you like to know what we have been saying? Maybe we can hear this if we have done this correctly. I will stop it now.

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TAPED SESSION--Lobna (L)--2/12/80

p. 78

JF: I am really glad that you decided to come up and spend some more time with me. The questions that I am going to ask you... I would like to have you think about them a little bit and answer as best you can. OK? It will be about the times when you first came to Spartan Village School and if you can remember some of the times before you came to Spartan Village School, you can tell me that, too; just tell me whatever you want to tell me. Do you like Spartan Village School?

L: Yes.

JF: Why?

L: Because it's a beautiful school. They teach us English.

JF: Who are "they"?

L: The teachers.

JF: The teachers?

L: T<sup>2</sup> and T<sup>3</sup>.

JF: Anybody else?

L: The kids I play with in recess.

JF: Are the children nice to you...the other kids? (Other than Arabic-speaking children.)

L: Uh huh.

JF: How are they nice to you?

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Cont.

L: A little bit... (rest of response not distinguishable).

JF: Are these like...do you mean that the other children...not Arabic children? Do you mean American kids or some of the other foreign kids? (I think Lobna is at a loss for words to express herself as she begins to mumble here.)

L: I don't play with Arabic children because when I play with the Arabic children, then I don't learn any English...so...I have to play with English children. (Note how she perceives herself learning English.)

JF: Why do you have to play with English children? Who told you that?

L: My daddy, 'cause when I speak English kids...I speak English.

JF: Oh, I see...; your dad told you that...; he told you not to play with Arabic kids? Then you would learn to speak English?

L: Nashwa...from Sudan...she speak like us (meaning in Arabic) but she don't know how she talk. (Nashwa has been here three years and speaks fluent English and very little Arabic, to my knowledge. I'll find out more when I interview her.)

JF: Tell me...how does she talk? I don't understand that.

L: Nashwa...and EVERYBODY.

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JF: Everybody in the whole room or the whole school? Which?

L: Nashwa...(Arabic girl from Sudan)...and Rachel (American girl) ...and everybody.

JF: Rachel?

L: Everybody...in the team room.

JF: Is Nashwa your best friend?

L: Yes, she is my BEST friend.

JF: Does she go to Arabic school with you?

L: I call her up and say, "You want to go to Arabic school?" I tell her, "If you don't want to go to Arabic school..." If she say, "No," I say, "If you don't want to go to Arabic school, I won't go."

JF: And you don't have to go then? Your mother and your father...  
they don't care? *p. 80*  
*Cont.*

L: No.

JF: And Nashwa's mother and father...don't they care?

L: Nashwa's mother is teacher. (Nashwa's mother is one of three Arabic teachers in the Libyan school that is operated for two hours after our English or day school.)

JF: That's what I thought. So...I thought she had to come.

L: Sometimes (response unclear).

JF: What was that?

L: In fourth grade...girls...no boys.

JF: In our school?

L: No...in Arabic school.

JF: In Arabic school...no boys at all?

L: Uh uh...but 3rd grade and 4th grade...no boys...in 2nd grade, one boy and 1st grade, two boys.

JF: But none in the 4th grade?

L: Right.

JF: Is this the one in the team room? The boy who moved?

L: Who?

JF: The one who moved?

L: No.

L: He not move. He don't want to come to Arab school again.  
Just English in 4th grade (this part unclear). Everyday  
he come to T<sup>4</sup>. *p. 81*

JF: Do you remember how you felt when you first came to Spartan Village School?

L: Good.

JF: Good?

- L: First when I come, I don't speak to nobody...in recess...I don't speak to nobody...I don't know English. (This is confirmed by evidence about which teachers have commented and noted about the NES child.) *p. 81*  
*Cont.*
- JF: So you went off by yourself?
- L: I just sit by myself and watch the kids and now when I speak English, I just play with everybody. (I can remember seeing children do this a lot out on the playground when they first come here and don't speak English.)
- JF: How long do you think that that took before you learned to speak English?
- L: A few days.
- JF: Just a few days...and this was out in Colorado, you say? Did you sit by yourself...or swing by yourself?
- L: I play by myself and sometime the teachers come out and play with me.
- JF: The teachers would play with you?
- L: Uh huh.
- JF: Did any of the children come up and play with you?
- L: Sometimes children come up and I can not speak English...and ...I just close my eyes. (A form of withdrawal from communicating verbally with peers.)
- JF: Did you cry?
- L: No...I don't cry.
- JF: Did you feel sad?
- L: No...I felt good.
- JF: You felt good? Did anybody make you feel good when you first came here?
- L: Uh huh.
- JF: Who?
- L: Nashwa.
- JF: In the team room?

L: Yes...because when she is seeing me...she is playing with me  
...everyday. *p. 81*  
*Cont.*

JF: But, when you came here, you could speak some English?

L: Yes. (I didn't realize that Lobna had attended school in Colorado in June before entering here in September.)

JF: Oh...it's longer than one minute. You just think that it is  
one minute. *p. 86*

L: Uh huh. When we play, she say time to go.

JF: When do you speak Arabic? Do you ever speak Arabic in school?

L: In school I speak English...a little Arabic to my mom.

JF: Your mom speaks a little English, doesn't she?

L: Sure...a little bit. (Her mother attends ESL classes for adults during the day.)

JF: So, when you go home, you speak English. What about at night at Arabic school?

L: We speak English. They don't care.

JF: You may talk English?

L: Uh huh.

JF: You don't talk Arabic at all?

L: No. I talk English; they ask Arabic...I say, "I don't know."

JF: But you do know.

L: No.

JF: You don't?

L: They talk Libya and I don't talk Libya. They talk different than us. I don't know what it is called...I don't know.

JF: What about with T<sup>5</sup>? (I will check into whether or not there are different dialects in the Arabic language spoken in the Libyan school.)

L: English.

JF: All the time?



L: Uh huh. (Can't understand this response.)

*p. 86*  
*Cont.*

JF: Can you say it in Arabic, too?

L: (Can't understand response.)

JF: Would you like to speak Arabic or English (when you are here at school) if you had your wish?

L: English.

JF: You would?

L: Yes.

JF: Do you think that it is easy to learn English?

## APPENDIX E

### TEACHER INTERVIEWS (TI)

Note: To help protect confidentiality, only a few pages are shown as examples taken from the taped teacher interview notes.)

## APPENDIX E

### TEACHER INTERVIEWS (TI)

- JF: That's interesting because I think that came out when I was talking with the children too and when I asked them who their friends were, a lot of them would say that they had a lot of friends in other foreign language groups too and these were close friends. *p. 6*  
*Cont.*
- T<sup>4</sup>: Normally, they...I think the older children seem to stick together with their own group and I don't know whether that is just a coincidence. The children I am thinking of now, the Indonesian boys that I have, are very close. *p. 7*
- JF: When you see them...when you go to get them from their classrooms, when they speak to their friends, are they speaking in their native tongue or are they speaking in English? Or, in class, do they speak to each other in their native tongue?
- T<sup>4</sup>: Except for the beginning of the year, everybody speaks in English, if they can at all. At the beginning of the year, this is a big problem with the Arabic children. They speak only Arabic to each other and the younger children do that somewhat when they are alone.
- JF: Do you mean without a teacher?
- T<sup>4</sup>: Yes...when they are talking by themselves...but that did not happen at all the first two years that I was here. I am not sure if it has something to do with the changing attitude of the parents, or if it just happened that we had a lot of young new Arabic-speaking children, all thrown in together, in the classroom and I tend to think that that might be the reason. We have about six or seven in the team room and none of them could speak English and they might have already been friends before they came here.
- JF: What surprised me about that team room situation was that a couple of them had been in American schools before but the team room teachers said that they did not speak English at the beginning of the year.
- T<sup>4</sup>: They spoke English for me when they came in. They worked as translators...Lobna especially. She didn't like to speak English but she thought that it was really neat that she could translate and she spoke most of the time in Arabic. When

somebody wanted to tell me something and they couldn't do it, she couldn't speak very well, but she could tell me enough so that she could tell me what they meant and when I asked them something, she would quickly tell them in Arabic.

*p. 7  
Cont.*

JF: So, you knew that she was understanding you....

T<sup>4</sup>: And Mona also...but they were part of that group that talked Arabic all the time to each other when they first came in and I think that I mentioned before that I decided to give them some sort of token at the beginning of the year, five or ten tokens; every time they spoke Arabic, they would return one to me and at the end of the hour, they could have as many stars as they had tokens left, and it was such a frustrating experience for them and I really felt kind of bad about it because some of them would just give up right at the beginning of the class and they would say, "I'm giving back all of the tokens because then I can talk Arabic."

JF: What was your purpose in doing that? Were you trying to squelch...trying to completely keep them from speaking in their own native language...ever?

T<sup>4</sup>: Well, no...I wasn't really sure of what I was doing. I didn't want them to get the idea that Arabic was bad or that they should be ashamed of speaking Arabic and I kept trying to make them understand that it was OK to speak Arabic to each other, but to me, they had to try to speak English.

JF: Why was it necessary for them to speak English to you? Did they understand that you were not trying to put their language down?

*p. 8*

T<sup>4</sup>: It is hard to know how much they could understand. Most of them in that group could speak and understand a little bit. Lima was one of those kids...and Hiam...all of those kids could not, except for Nader, they were not complete beginners.

JF: They were limited-English speaking?

T<sup>4</sup>: They were very limited but they could say a few things in English and I wanted them to understand that in order to talk or communicate with their teacher, that they had to try, to make some kind of effort to speak in English.

JF: You mean, and not fall back on their native tongue?

T<sup>4</sup>: If they tried and couldn't say it, then I would let them explain in Arabic to Lobna. She was better and she would tell me, but it was just that I wanted them to make an attempt. It was a very frustrating thing for them at first and then,

gradually, they would say things like, "You don't need to give me any tokens today...and I am not going to talk Arabic."

*p. 8  
Cont.*

JF: Did they say that?

T<sup>4</sup>: Well, I would hand the tokens to them and they would shake their heads and say, "No Arabic today."

JF: That's amazing.

T<sup>4</sup>: So...it got to be less of a problem, but it was really hard for me because I thought that maybe I was doing the wrong thing, and I'm still not sure about that for you must convince a child that his/her language is nothing to be ashamed of and at the same point, try to get him/her not to use it. So, I think that we have to try very hard in this school, after they learn English, to reinforce that their culture is good and that their language is good and that is, perhaps, why the songs are working out.

JF: That leads then to another thought; we have to try, in this school, "we" meaning myself and the teachers, so that we don't foster that type of feeling that their language is not important.

Are there more things that you think we should be doing as a staff in this school to promote that? Do you think that we are over-emphasizing learning English and not giving proper attention to the fact that their predominant language....

T<sup>4</sup>: Well, I think that we are doing a good job here but I don't think that we can forget that this is an American school. We are teaching in English and we are teaching American subjects and that people who bring their children to this country, and to this school, expect that, then they are wrong...and not that we are doing anything wrong and I think that we can always do more cultural awareness, experiments...and that these things are helpful, especially to our American children who are going to live in a world and have to begin to be sensitive to other cultures and other races of people; so, I don't think that we should cut out what we do now.

Maybe we should increase what we do, but, as far as the language, I don't think that that is our responsibility. We can have language experiences due to the diversity in this school; they are excellent and we can use them to the fullest extent.

*p. 9*

JF: Do you think that we are doing enough for their retention of their native tongue...in the sense that they will soon be returning to their country?

- T<sup>4</sup>: No, I don't think that we are, but, I don't think that we can do any more than we do without splitting the day in half and giving up something, and I think that that is a decision that we have to make.
- JF: Are there any types of interactions that you see among the children? Do you get into some aggressive types of interaction between the ethnic groups?
- T<sup>4</sup>: I don't think that it is because of their groups that they get into fights; I think that that is the way they solve things that they are very quick to criticize verbally, or resort to fighting...that might be because they are limited in their verbalization, but we have a lot of acting out--a lot more than you would in a school of just one culture.
- JF: Do you feel that the foreign children tend to withdraw or keep to themselves in the beginning, before they learn the language, or is it a barrier to them in interacting with others?
- T<sup>4</sup>: I don't really know because I don't ever see them all together; I only see the foreign children when they are separate from the rest of their rooms and it doesn't seem like that happens but I am not really sure. They don't seem to have any trouble making friends when they are in my room.
- JF: So, in general, they make friends just like any other kids?
- T<sup>4</sup>: I have had kindergarten children who don't speak the same language at all...and they are best buddies. I had a Japanese boy, a Spanish-speaking boy, and I can't remember the other one, and they just loved each other in my room. I never saw what they did when they went to their own rooms, but they talked to each other; I can't even explain it, because they didn't speak enough English to talk to one another, but they would play, and they would just sort of communicate, and somehow, there was not a problem, even though none of them spoke English and none of them spoke each other's language.
- JF: What type of play...was it nonverbal communication, I mean that they were engaged in?
- T<sup>4</sup>: Yes. Some of it was verbal, but it was just an easy-going friendship and it didn't seem to have anything to do with the fact that they were from different cultures.
- JF: What types of verbal communication would you say that you use with the children...specific techniques that you think that you use, either over-dramatizing the use of words (English words that you are teaching), doing a lot of gestures, or something like that?

p. 9  
Cont.

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TAPED INTERVIEW WITH T<sup>2</sup>--Team Room--3/10/80

p. 19

JF: In regard to working with English-speaking or Arabic-speaking students, do you work differently?

T<sup>2</sup>: I do work differently with the Arabic-speaking students than I do with the English-speaking students in many ways. I would say that I work differently with the Arabic-speaking students than I do with the other bilingual students.

JF: OK. Then, you can speak in general about...

T<sup>2</sup>: Foreign students?

JF: Right, if it applies to the Arabic students.

T<sup>2</sup>: The main difference that I see between the Arabic students and the other children is, basically, that they come from a language, or are used to a language, that is oriented from right to left, instead of from left to right. They don't use our alphabet so the other foreign children can make a quicker start into our alphabet and writing than they can, but the activities that I plan, I don't plan any differently for the Arabic children than for the, say, Brazilian student, or a Korean student, or an Indonesian student. Basically, at the beginning, I just work on language development and learning the letters of the alphabet in English. We have vocabulary words so that they can get ready to read. That's very different from what I would do with English-speaking students because they already know that ...even first graders.

JF: Is there a certain technique that you use because, for example, when a child first comes here and they do not speak any English at all...what are the things that you do, that you can relate to me, that you do right off the bat, that you don't normally do with someone who already speaks English?

T<sup>2</sup>: I think that I take more care with the foreign student to see that they know all the places in the school...the gym...and who the teachers are, and I make more of an effort to place them with a buddy who can show them more important emergency-type things, physical things. I probably spend more time smiling and a fellow teacher's old phrase, "hugging and pointing," for they can't understand. With an American child, I can be more subtle by the way that I'm acting to welcome them into the class, whereas the foreign child wouldn't pick up on that as much.

JF: Let's back up regarding your fellow teacher's old phrase, for I have used that a lot, too. Did you learn that specifically from her...and when you came here as a new teacher, or did something else occur to make you more aware of that style of teaching?

*p. 19*  
*Cont.*

T<sup>2</sup>: I think that that is instinctive in working with foreign children. She coined a phrase for something that we all do. It wasn't a particular technique. It's just that we must be more tactful with people who don't speak the language. If they don't understand the words, we have to do more touching and pointing.

JF: So you would say that you have gained this through experience?

T<sup>2</sup>: Yes. I think I was pretty sensitive to that problem already, for at several different points in my life, I lived with a situation.....



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