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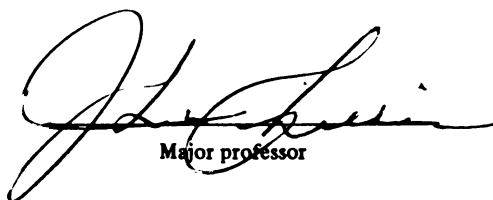
A Study of the Effectiveness of an In-Service
Model for Elementary Classroom Teachers of
English as a Second Language Students

presented by

Louise C. Tolbert

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of the requirements for

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A STUDY OF THE EFFECTIVENESS OF AN IN-SERVICE MODEL
FOR ELEMENTARY CLASSROOM TEACHERS OF ENGLISH
AS A SECOND LANGUAGE STUDENTS

By

Louise C. Tolbert

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ABSTRACT

A STUDY OF THE EFFECTIVENESS OF AN IN-SERVICE MODEL FOR ELEMENTARY CLASSROOM TEACHERS OF ENGLISH AS A SECOND LANGUAGE STUDENTS

By

Louise C. Tolbert

The Problem

The purpose of this study was to prepare and test the effectiveness of an in-service training model for elementary classroom teachers, of students of English as a second language. In addition, a relationship was established between what those in the field presently teaching English as a second language deem significant topics for an in-service program, and the effectiveness of training given on those topics.

The Method

The design of the research was basically a descriptive one. Data was obtained through the use of surveys, evaluation forms, questionnaires, classroom observations and personal interviews with the participants. Analysis of the data was accomplished with cross tabulations involving three variables: the responses on a survey as reported by professionals currently in the field of ESL, the responses of the participants on the first evaluation of the in-service training and the responses on the follow-up evaluation. A Chi square test was employed.

The Findings

Results of the study indicate that:

1. The participants did employ the strategies taught in component one of the in-service training.
2. The participants did increase their understanding of the situation of the ESL students and did gain information through the in-service which would assist them in coping with these students in their elementary classrooms.
3. The participants were able to identify the components of the in-service presentation most valuable to them.
4. There is a relationship between what professionals currently teaching in the field of English as a second language deem significant topics for an in-service program and the effectiveness of training given on those topics.

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It is important to recognize first, the assistance of my committee chairman, Dr. John Phillips, who waited many years for me to come to the decision to prepare this dissertation. His understanding, guidance and support throughout the experience is very much appreciated.

To Dr. Mel Buschman, Dr. Charles Jackson and Dr. George Sherman, my committee members, who never gave up hope during my absence, welcomed me back to the United States, and provided encouragement, I am very grateful.

I wish to express deep gratitude to the school district of Bloomfield Hills, Michigan, for permitting me to conduct the study there, and especially to Mr. Jack Molloy, Director of Staff Development, and Mr. Paul Gwinn, Director of Elementary Education. To the Bloomfield Hills' professional staff members who participated in the study and to the GERT teachers who worked with them, and with me, I am very appreciative. Dr. Duane Sheldon provided more assistance than he could realize, without ever expecting a thank you.

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Ms. Dana Jelsch, my typist, deserves an award for her cheerful acceptance of illegible copy and her willingness to correct over and over.

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CHAPTER I

THE PROBLEM

Introduction

Elementary classroom teachers have always been expected to assume the role of expert in many fields, and to guide the learning of their students in several subject areas. As health education, career awareness, sex education, ethnic studies, and the like, found their way into the school curriculum, the elementary classroom teachers began to explore these content areas and, ultimately, to teach lessons associated with each of them.

Many of these same teachers, whose versatility, at present, may be challenged to the limit, are now facing in their elementary classrooms, students from non-English speaking countries. These ESL (English as a second language) pupils must be taught English, as well as the content area subjects. The students must also have guidance and assistance with adapting to a new school, in a new environment.

Teaching, Herbert Kohl tells us, "is a matter of knowing who you are and what the children need."¹ It is generally not so difficult for an elementary teacher to determine the needs of his students, but the problems arise when the teacher attempts to meet those needs. For many teachers, meeting the needs of children who cannot communicate with them in a common language becomes an overwhelming task.

¹ Herbert Kohl, On Teaching (New York: Schocken Books, 1976, p. 25.

"No environment for children can accommodate to the needs for children's growth and development without an equal emphasis on an adult-centered process which also allows for the continued growth of these adults."² The teachers must develop their knowledge of how to work with ESL students and this can be accomplished, in part, by in-service training. "The more one knows and can do, the easier teaching will be."³ This quote most certainly can be applied to teaching ESL students. With the aid of in-service training, elementary classroom teachers can begin to develop an understanding of the problems faced by their ESL students, and can gain knowledge regarding how to instruct these students in English and other subjects. Teachers can also learn how to effectively prepare these students and their parents for the particular school situation and can generally learn to cope with the special problems these children bring to the elementary classroom.

Importance of the Problem

Most teachers carry within themselves a reality that can be a nagging, painful, burden. This is composed of myths, overidealized notions about what a teacher should be like, how a teacher should behave, what a teacher should be feeling or not feeling. They may bind or strangle the teacher in a rigid web of painful self-evaluation...⁴

Elementary classroom teachers have not been trained to teach ESL students, but, nevertheless, are evaluating themselves on the basis of

²Peter Knoblock and Arnold P. Goldstein, The Lonely Teacher (Boston: Allyn and Bacon, 1971), p. 11

³Kohl, p. 31.

⁴Herbert H. Greenberg, Teaching With Feeling (Toronto: Macmillan, 1969), p. 24.

their performance with these children. They are experiencing feelings of frustration, incompetence, fright and failure and, often, are unable to cope with teaching the ESL students in their classroom. Experienced elementary classroom teachers are depending on their success of the past to see them through the new, trying situation with which they are faced. Their years of teaching could have a good influence on helping them to make current decisions regarding their ESL students. On the other hand, they may be reverting to methods previously used with children experiencing completely different learning needs from those of the ESL child. The results of this could severely hamper the progress of the non-English speaker. At the same time, teachers just beginning in the profession, have no knowledge of working with ESL students, but neither do they have classroom experience to assist them in decision making regarding these "new challenge" children. De Cuir wrote that, "Teachers make the crucial difference as to whether the education of the student succeeds."⁵ If one believes his statement, then one must realize the importance of providing special training for the elementary classroom teachers who are being given the responsibility of educating ESL children.

We in the education profession cannot permit a child to experience failure or boredom due to the inability of a teacher. We cannot be complacent while the practices of a classroom teacher may be causing a child to develop feelings of inadequacy, or while a potentially capable student is being lost. We, who profess to be dedicated to doing our best for children, must realize that "...change

⁵George De Cuir, "Passages In Teaching," English Journal, 70, No. 8 (1981), p. 35.

and renewal of a teacher are constantly necessary."⁶ Therefore, we must be willing, for the sake of the students and the teachers, to provide training which will enable teachers to more effectively cope with educating their ESL students.

Statement of the Problem

The purpose of this study is to prepare a model to be used for in-service training of elementary classroom teachers of English as a second language students. Further, the study attempts to test the effectiveness of the model in a medium-sized suburban school district.

Specific questions to be answered by this study are:

1. Did the teachers participating in the in-service gain information that enabled them to better cope with the ESL students in their classrooms?
2. Did the teachers participating in the in-service learn how to better prepare the ESL students and their parents for the particular school situation?
3. Did the teachers participating in the in-service gain information that enabled them to establish a classroom atmosphere conducive to learning on the part of the ESL students?
4. Did the teachers participating in the in-service learn how to assist the ESL students with mastering the language of English?

⁶Gilbert Highet, The Immortal Profession (New York: Weybridge and Talley, 1976), p. 75.

5. Did the teachers participating in the in-service learn a variety of classroom activities in which ESL students can participate?

Statement of Hypotheses

The following hypotheses are tested in the study:

1. Teachers who participate in the in-service program will, afterward, employ the teaching strategies taught during the in-service.
2. Teachers who participate in the in-service program will increase their understanding of the situation of the ESL students and will gain information to assist them to more effectively cope with these students in their classrooms.
3. Teachers who participate in the in-service program will be able to identify, from the following list of program components, which will be most personally beneficial to them.
 - a) Understanding the needs and backgrounds of ESL students and coping with these students in the classroom
 - b) Preparing the ESL students and their parents for the particular school situation
 - c) Establishing a classroom atmosphere conducive to learning for the ESL students
 - d) Helping the ESL students to learn the language of English
 - e) Organizing classroom activities in which the ESL students can participate with the total class

4. There is a relationship between what professionals currently teaching in the field of English as a Second Language deem significant topics for an in-service program and the effectiveness of training given on these topics.

Definition of Terms

The following are defined operationally for the purpose of this study:

Bi-lingual Education. An instructional program which uses two languages simultaneously for the instruction, one of which is English.

Culture. The customs, habits, traditions, mores, values, beliefs, and language of a particular group of people.

Elementary Classroom Teachers. All teachers of students in grades K-6 who instruct in the self-contained classroom.

ESL. English as a second language for native speakers of other languages temporarily residing in the United States or for immigrants to the United States.

In-service Education. Planned activities carrying no university credit, which are designed for the professional improvement of school staff members who are directly responsible for instruction.

Multi-cultural Education. An instructional program which attempts to examine the linguistic, intellectual, and cultural strengths of the participants who come from various cultural backgrounds

and further encourages these participants to recognize and respect the unique qualities of people of other cultures.

Limitations

In addition to the fact that the in-service model was devised for use with teachers in one particular district, there are some other limitations to the study. They are as follows:

Replication

Depending on the effectiveness of the in-service presentation, results could differ considerably.

Depending on whether the teachers receive the in-service training during release time or during their own time, the results could differ.

Generalizations

Depending on the particular school district testing the model, results could differ considerably, since teachers can vary widely in educational background, attitude and professional performance.

Depending on the particular school district testing the model, results could differ due to the amount of additional individual help ESL students receive from a trained ESL teacher or other resource person.

Depending on the particular classroom compositions in the district testing the model, results may differ due to the size of the ESL student population in each classroom and the variety of cultural and language backgrounds they represent.

Depending on whether the district testing the model has a certified ESL teacher who can act as consultant to the participants, results may differ.

Depending on the particular school district testing the model, results may differ due to the attitudes of teachers toward various cultures and the teachers' own degrees of ethnocentricity.

Significance of the Study

We, in the United States, are now living in a culturally pluralistic society. School districts across the country, which once served only American students of similar backgrounds, are becoming multi-cultural. People around the world are becoming increasingly mobile as the value of the American dollar changes in relation to the currencies of other countries, and transportation costs become more feasible for the masses. Multi-national corporations, institutions of higher learning, and government agencies, are posting employees with non-English-speaking dependents in communities which were previously composed, almost exclusively, of English-speaking American citizens. The Supreme Court ruled in 1974, in the case of *Lau vs Nichols*, that:

...where inability to speak and understand the English language excludes national origin-majority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency, in order to open its instructional program to these students.

Elementary classroom teachers, with no training to teach English as a second language, are facing increasing numbers of students who must receive such instruction. Even if there is a qualified ESL

instructor in the school, that professional may only take the students for a small percentage of the instructional time allotted each day, therefore, the responsibility lies with the classroom teacher.

In order to provide effective instruction for these ESL students, to cope with the situation their presence creates, and to continue to affirm the democratic process and to uphold humanistic ideals, teachers need the basic knowledge and practical assistance, such as that presented in the in-service model of this study. The findings of this study will provide educational leaders with data which may be of assistance as they begin to assess the needs of their elementary classroom teachers. In addition, it is possible that current ethnocentric attitudes held by many elementary classroom teachers and school administrators may be altered, and specific action may be taken to improve the school situation for ESL students.

Overview of Chapters II Through V

A review of the literature related to major issues addressed in this study is provided in Chapter II. It will focus on the topics of in-service educational programs, the teaching of English as a second language and multi-cultural education.

A description of the population and the research method utilized in this study are presented in Chapter III. The methods used for collecting and analyzing the data are also discussed. The instruments are included for examination.

The results of the chosen methodology and an analysis of the results are reported in Chapter IV.

In Chapter V, a summary and conclusion is offered. Emphasis is on results obtained and the contribution made by these results. Suggestions for further study and reflections on the current study are explained.

CHAPTER II

REVIEW OF THE LITERATURE

In planning the design of the research, the investigator endeavored to review the pertinent literature in these general areas: instruction in English as a second language, in-service training for public school teachers and multi-cultural educational programs.

Because this study involves elementary classroom teachers rather than specialists teaching English as a second language, the attempt was made to investigate the less technical, but more general and practical information published in the area of teaching English as a second language.

General information regarding in-service programs was reviewed. Concentration in this area was given to investigating in-service programs which included a presentation of material, followed by a test covering the content and by a classroom observation which provided evidence of the contents' application. An attempt was made to locate research on in-service programs in the area of English as a second language. Almost without exception, these programs had been conducted in other countries and did not parallel the one in this study.

Multi-cultural education had some consideration in the review of the literature due to the fact that it is, of course, closely related to education in English as a second language.

In reviewing the literature on ESL, the researcher first consulted the writings of Charles Fries, founder of the English Language Institute at the University of Michigan. He claims that a student has learned the English language when he has, with a limited vocabulary, mastered the sound system and made the structural devices matters of automatic habit.⁷

How does a child arrive at the point of learning of which Charles Fries speaks? It all begins on the first day the student is in the English-speaking classroom. The impact made then, and the feelings he harbors at the end of that all-important day can have great influence over the rate at which a student masters the English language, and his success in learning it.

Frymier lists the differences in children as age, previous experience, intelligence, motivation, emotion/personality, creativity, sociability, verbal expression, auditory perception, visual perception, motor perception and topical interests.⁸ In addition to these, when referring to ESL students, one must bear in mind all the cultural differences that exist. A teacher is faced with considering all of these factors on each child's first day. Bradford tells us, however, that on the initial day, the teacher should not ignore differences, but should exercise care so as not to bring individual differences too sharply into focus.⁹ Much is written about the feelings of insecurity

⁷Charles Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: University of Michigan Press, 1945), p. 9.

⁸Jack Frymier, "The Annehurst System: Built on Recognition that People Are Different," Phi Delta Kappan, 61, No. 10 (1980), p. 682.

⁹J. H. Bradford, "Fresh Thoughts on the First E.F.L. Lesson," ELT Journal, 35, No. 3 (1981), p. 240.

experienced by the ESL student, especially at the beginning of his experience. Therefore, one would conclude that a wise teacher postpones capitalizing on differences of background and culture. Donen speaks directly to the importance of the first lesson for the ESL student and states that the student must pass favorable judgment on the first lesson so that he has the proper receptive attitude for learning the language.¹⁰

The individualization of instruction for the English as a second language student, receives much attention in the literature. Finocchiaro makes reference to the fact that working with learners of ESL who have varying ability levels, and who learn at different rates, can be very taxing on the teacher.¹¹ Pauncz warns ESL teachers that there is a tendency to teach too rapidly. She encourages more individualization and more attention to the rate of teaching.¹² The need for creating a good classroom atmosphere from the first lesson onward, receives much support in the literature.

The literature offers a wide variety of ideas for creating the proper classroom atmosphere. Salend suggests a treasure hunt game to orient the student,¹³ while Preece gives suggestions for creating a

¹⁰ Ericka Donen, "First English Lesson," ELT Journal, 33, No. 2 (1979), p. 93.

¹¹ Mary Finocchiaro, "Teaching Learners of Various Ability Levels," ELT Journal, 33, No. 1 (1978), p. 11

¹² Elizabeth Pauncz, "How to Laugh in English--Ideas for Teaching Children," ELT Journal, 34, No. 3 (1980), p. 208.

¹³ Spencer Salend, "The Treasure Hunt Game: A Strategy for Assimilating New Students Into the Mainstream of the School Culture," Education Unlimited, 3, No. 1 (1981), p. 45.

feeling of belonging on the part of the student.¹⁴ DeWeaver stresses the fact that sensitive teachers know how to work with concerned parents and community members as well as the child himself. She sees everyone cooperating in order to help the ESL child adjust.¹⁵

Krashen, who has done an abundance of research in second language acquisition, has demonstrated the fact that adults and older children in general, initially acquire the second language faster than young children. He claims this is due to the fact that they proceed through the early stages of syntactic and morphological development at a faster rate. Krashen states, however, that young children acquiring a second language will usually be superior in terms of ultimate attainment.¹⁶ A trust in Krashen's theory demands that the elementary teacher create, as nearly as possible, the ideal learning atmosphere for the ESL student. Ellis supports this by stating that teachers must "...provide a linguistic environment that corresponds as closely as possible to the authentic communicative settings in which the learner finds him or her self."¹⁷ Burstall supports this in a discussion of foreign language learning by saying, "The acquisition of foreign language skills and the development of attitudes of foreign language learning during later years may be influenced by the learner's initial

¹⁴ Betty Preece, "Do You Understand? More and More," Delta Kappa Gamma Bulletin, 43, No. 1 (1981), p. 21.

¹⁵ Mary Finocchiaro, Teaching English as a Second Language (New York: Harper and Row, 1969), p. 23.

¹⁶ Stephen Krashen, Michael Long and Robin Scarcella, "Age Rate and Eventual Attainment in Second Language," Tesol Quarterly, 13, No. 4 (1979), p. 580.

¹⁷ Rod Ellis, "Informal and Formal Approaches to Communicative Language Teaching," ELT Journal, 36, No. 2 (1982), p. 74.

and formative experience of success or failure in the language learning situation."¹⁸

What to teach and when to teach it receives much attention in all the literature written on teaching English as a second language. The authors reviewed generally agree that survival language must come first. Preistorff, who is one of these believers, points out that, "...it is the immediacy of the situation which demands this."¹⁹ An elementary classroom teacher, regardless of his lack of expertise in ESL, can surely teach what is required to survive. The order of what to teach subsequently changes from one reading to another, but the basic content includes the following:

- Words that compose common greetings.
- English names for letters of the alphabet.
- Family terminology.
- Words associated with the monetary system.
- Cardinal and ordinal number words.
- Names of days, months, seasons.
- Vocabulary necessary for telling time.
- Useful words for describing weather.
- Parts of the body.
- Terms for food and clothing.
- Shopping terms.
- Language needed to use the telephone.
- Common words used as signs and labels.
- Names of household furnishings and appliances.

¹⁸ Clare Burnstall, "Factors Affecting Foreign Language Learning: A Consideration of Some Recent Research Findings," Language Teaching and Linguistics, 8 (1975), p. 17.

¹⁹ Don K. Preistorff, "Teaching ESL: A Note Against The Authorities," English Journal, 70, No. 3 (1981), p. 86.

Words for medical and emergency situations.

Terms for various professions and occupations.

Chomsky reminds us that Humbolt, in 1836, said "One cannot really teach language but can only present the conditions under which it will develop spontaneously in the mind, in its own way."²⁰ Perhaps Humbolt realized then, as Preece does today, that the acceptance of the ESL student by others in his class contributes significantly to the amount of language he learns.²¹ The classmates, in their daily interactions with the English as a second language student, are responsible for much of his language learning.

There is definite agreement in the literature that understanding and speaking must come first, with reading and writing following, in that order. Understanding, it goes without saying, does not commence unless there is the beginning of a basic vocabulary. On that topic Richards states, "A child does not really know a word until he can state it syntactically, semantically and pragmatically."²² The teaching of vocabulary is a subject well covered by Burroughs. He points out that in the world beyond school, students will never meet a context-free word. We must help them, therefore, to learn that context, not a dictionary, determines word meaning.²³ In the same vein, Stibbs warns teachers of the English language of the need to focus on the function of words. He claims if this is not done,

²⁰Noam Chomsky, Aspects of the Theory of Syntax (Cambridge: MIT Press, 1965), p. 51.

²¹Preece, p. 21.

²²J. C. Richards, "The Roles of Vocabulary Testing," TESOL Quarterly, 10, No. 1 (1980), p. 79.

²³Robert S. Burroughs, "Vocabulary Study and Context, or How I Learned to Stop Worrying About Word Lists," English Journal, 71, No. 2 (1982), p. 55.

we will produce students with an English vocabulary who never speak the language well enough to use it in everyday life.²⁴

Daley refers to the necessity of a utilitarian vocabulary and suggests that to enhance the teaching of language one should use pictures.²⁵ Many other authors, including Sarkar, concur with his belief.²⁶

From the figures given in a variety of sources one concludes that an English as a second language student is considered quite competent when he has approximately 5000 English words in his vocabulary.

The importance of encouraging questioning was stressed in conjunction with content to be taught. Both Cacha and Abbott were very specific concerning this topic but it appeared in most of the readings on content and method. "Inquiry is fundamental to education in the mother tongue, therefore it is surely important for a pupil who is using the medium of a second language," wrote Abbott, in 1980.²⁷ Cacha warns the practitioner that the formality of hand raising can inhibit students and suggests encouraging spontaneity.²⁸ Not just

²⁴ Andrew Stibbs, Assessing Children's Language: Guidelines for Teaching (London: Ward Lock Educational, 1980), p. 435.

²⁵ F. Pat Daley, "Lap the Language Gap: A Starter Kit for Kids Who Don't Speak English," Instructor, 89 (1979), p. 122.

²⁶ S. Sarkar, "The Use of Pictures in Teaching English as a Second Language," ELT Journal, 32 (1978), p. 178.

²⁷ Gerry Abbott, "Teaching the Learner to Ask for Information," TESOL Quarterly, 1, No. 1 (1980), p. 14.

²⁸ Frances Cacha, "Managing Questions for Student Participation," Clearing House, 54, No. 6 (1981), p. 263.

questioning on the part of the students, but how a teacher questions properly was also treated in the literature. Brinton emphasized especially the need for a teacher to frequently test comprehension through questions.²⁹ Rephrasing questions in different ways was frequently stated as a necessary technique to use in teaching ESL.

The need for arranging questions in logical sequence and for stating them clearly was discussed by Cacha.³⁰ Suggestions for classroom activities were present in every reading which dealt with teaching English as a second language. These ranged from using joke telling in the classroom³¹ to drama activities as described in Paulston's collection of roleplays.³² Numerous workable ideas were discovered by the researcher and many were incorporated in the in-service model.

The need for activities that focus on the day to day functions of language was stressed by Widdowson, but was also an important point in several of the sources reviewed.³³

Teaching ESL children demands much contact with students' parents, and the literature provided much information on effective

²⁹ Donna Brinton and William Gaskill, "Using News Broadcasts in the ESL/EFL Classroom," Tesol Quarterly, 12, No. 4 (1978).

³⁰ Cacha, p. 263.

³¹ Susan Trachtenberg, "Joke Telling as a Tool in ESL," TESOL Quarterly, 13, No. 1 (1979), p. 92.

³² Christina Bratt Paulston, et. al., Developing Communicative Competence: Roleplays in ESL (Pittsburgh: University Center for International Studies, 1975).

³³ H. G. Widdowson, Teaching Language As Communication (London: Oxford University Press, 1978), p. 23.

parent-teacher communication. Dorothy Rich, to sum up her comments on the topic, stated that healthy parent involvement in schools is a challenge that educators must face. She also pointed out that separate but complementary roles for parents and teachers must be defined.³⁴

Since ESL children often cannot communicate with the teacher, the parents must provide the link between teacher and student. Unless the teacher establishes good rapport with parents, this cannot be achieved.

Reviewing the literature on in-service prompted the investigator to concur with Nicholson, who stated in his 1975 study that the literature is "voluminous and haphazard."³⁵ To establish the answer to the question "What is in-service?," seemed an impossible task. It is the opinion of the researcher that the best definitions were the following, the first of which was offered by Fessler: "Inservice is the systematic linkage between identification of needs and implementation of desired change."³⁶ Roberts provided this definition, "Inservice is about improving practice so that children prosper. The personal

³⁴Dorothy Rich, "Building Good Home-School Relationships," Today's Education, 70, No. 1 (1981), p. 68.

³⁵Alexander Nicholson, Bruce Joyce, Donald Parker and Floyd Waterman, The Literature on Inservice Teacher Education: An Analytical Review. Report III of The Inservice Teacher Education Concepts Project (Syracuse: The National Dissemination Center, 1975), p. 4.

³⁶Ralph Fessler, "Moving from Needs Assessment to Implementation: Strategies for Planning and Staff Development," Educational Technology, 20, No. 6 (1980), p. 31.

horizons of teachers may be expanded enroute, but children's experience is what really matters."³⁷

Types of in-service models are described in most of the readings and each author seems to have his own estimate of how many types there are. According to Nicholson, in 1966 the National Education Association compiled a list of nineteen types and in 1973, Edelfelt reviewed several ERIC sources and said there were twenty types.³⁸ For the purposes of this study, the investigator attempted to focus on investigating in-service programs in which a presentation of content was followed by a test and then classroom observations, during which the application of the material could be observed. Kircher's research provided such information,³⁹ as did that of Bacon,⁴⁰ Fowler,⁴¹ and Fletcher.⁴²

³⁷Tessa Roberts, "Ideas Can be Dangerous or The Need for a Fully Articulated System of In Service Education," British Journal of In-Service Education, 7, No. 2 (1981), p. 93.

³⁸Nicholson, p. 5.

³⁹Shirley Kircher, The Effects of A Training Package on ESL Teachers in ABE Programs, (ERIC ED 110739).

⁴⁰Margaret Bacon, "An Investigation of the Effectiveness of a Secondary Reading In Service Program on Teachers' Knowledge, Attitude and Teaching Behavior," Dissertation, University of Massachusetts.

⁴¹Elizabeth Swason Fowler, "Evaluation of an In Service Program for Elementary School Teachers," (unpublished Doctoral dissertation, Catholic University of America, 1980).

⁴²Douglas Fletcher, "Effectiveness of A Master Teacher Inservice Program at Middle School Level in Changing Teacher Attitudes and Behavior Toward Students," D.A. (1979) 8009735 (University of San Francisco).

That in-service education must be planned in accordance with perceived needs of the participants, themselves, is stressed in the literature. Eye recommends a study of needs as the first of his nine steps in a staff development plan.⁴³ Waggoner, in a study involving 10,000 respondents, determined needs as her first step.⁴⁴ Cook states that the participants must be involved in the planning of in-service so their needs can be fully considered.⁴⁵ Viera used this statement to assess the need of Holyoke, Massachusetts, teachers: "At this moment, in order to do a better job in my classroom, I would need to...."⁴⁶

The primary purpose of in-service programs is "to enhance the morale, confidence and vitality of teachers and thereby of schools," Case contends.⁴⁷ If there is validity to this statement, it behooves the one planning an in-service to find out the needs of those teachers who will be involved.

⁴³G. Eye, L. Nitzer and R. Krey, Supervision of Instruction (New York: Harper and Row, 1971), p. 271.

⁴⁴Dorothy Waggoner, Resources To Meet The Educational Needs of Language Minorities; Teachers In Public Schools, (ERIC ED 174017).

⁴⁵Gillian Cook, "Editorial: Professional Development for English Educators: A Perceptual View of Preservice and Inservice Education," English Education, 13, No. 2 (1981), p. 67.

⁴⁶Silvia H. Viera, A Framework for the Training of Bilingual/ESL Teachers in the Schools of Holyoke (ERIC ED 130539).

⁴⁷James H. Case, "Inservice Ed.: Who Should Pay?" Journal of Education, 162, No. 1 (1951), p. 117.

Who should provide the in-service was a question investigated thoroughly by the researchers, Dilworth,⁴⁸ Joyce,⁴⁹ and Harris.⁵⁰ All explain the need for the presenter of the program to be a person very close to the local curriculum. Oliva states that using consultants from outside the school district is judged by teachers as one of the least important factors in change.⁵¹ The literature indicates that institutions of higher learning are playing a lesser role in in-service, as faculties today are composed mostly of older, more experienced, people who have completed their formal, educational training. The local school districts, for the most part, are planning and presenting their own in-service programs. Trohanis, although agreeing that programs should be on the local level, warns against a "cafeteria approach to inservice," which he claims is a real danger because programs organized by school districts, for themselves, are often a series of disparate experiences.⁵² To guard against this

⁴⁸ Collett Dilworth, "Inservice Education in English Curriculum and Instruction," English Education, 13, No. 2 (1981), p. 86.

⁴⁹ Bruce Joyce, "The Ecology of Professional Development," in World Yearbook of Education, 1980. Ed. E. Hagle and J. Megary. (New York: Nichols, 1981), p. 18.

⁵⁰ Ben M. Harris, Wailand Bessent, and Kenneth E. McIntyre, In Service Education: A Guide to Better Practice (Englewood Cliffs: Prentice-Hall, Inc., 1969), p. 15.

⁵¹ Peter Oliva, Supervision for Today's Schools (New York: Harper and Row, 1976).

⁵² Pascal Louis Trohanis, "Technical Assistance: An Innovative Approach to Building New Partnerships in Continuing and Inservice Education," Educational Technology, 20, No. 8 (1980), p. 34.

happening, Houston and Freeberg suggest an approach involving a collaboration between local school districts and institutions of higher learning.⁵³ In the state of New Hampshire this idea is not supported. An in-service model has been developed there which has no input from colleges or universities. The local districts develop their plans and the state agencies monitor them and offer supportive guidance.⁵⁴

Moffitt discusses the role of research as an integral part of in-service education. He stated the need for it, in terms of finding both new truths, and new and better ways of doing what needs to be done for the improvement of education.⁵⁵ The investigator reviewed numerous studies involving research done with in-service programs. Those found to be considerably interesting due to their orientation were by Clark, Meadows, Kircher, Ramierez and Davis. Clark, using the Likkert scale, had subjects rate nine components of the in-service programs.⁵⁶ In the research by Meadows, participants in a workshop

⁵³W. Houston and H. Breiberg, "Perceptive Motion, Blindman's Bluff and Inservice Education," Journal of Teacher Education, 30, No. 1 (1979), p. 8.

⁵⁴M. D. Andrew, "Statewide Inservice Without Colleges and Universities, New Hampshire's Quiet Move Toward Teachers' Control," Journal of Teacher Education, 32, No. 1 (1981), p. 26.

⁵⁵Clifford Moffitt, In Service Education for Teachers (Washington, D.C.: Center for Applied Research, 1963), p. 39.

⁵⁶Harold Mark Clark, "Teacher Attitude Toward Inservice Education: An Exploration," D.A. (1979), 7819016 (University of North Colorado).

rated the usefulness and knowledge gained.⁵⁷ Kircher⁵⁸ and Ramierez⁵⁹ both trained ESL teachers with specific techniques. Davis did a study involving the effects of a professional development program on classroom climate.⁶⁰ The studies found particularly applicable were those involving demonstrating the success of an in-service model, such as Fowler⁶¹ and Bacon⁶² did. The report on "Operation Conversion" by Terry Hull⁶³ was extremely enlightening due to the subject of the program he devised.

Becoming familiar with the various aspects of multi-cultural education is a necessity for teachers of ESL students. Blanco, stressing the need for multi-cultural education, says that the United States is not a melting pot but a linguistically and culturally pluralistic nation.⁶⁴ Gay, too, emphasizes the need for the teachers

⁵⁷Thomas C. Meadows, "The Effect of Selected Variables on Elementary Teachers' Ratings of Inservice Workshops," D.A. (1980), 7817681 (University of Texas, Austin).

⁵⁸Kircher, (entire work).

⁵⁹Arnulfo Ramierez and Neely Stromquist, "ESL Methodology and Student Language Learning in Bilingual Elementary Schools," TESOL Quarterly, 13, No. 2 (1979), p. 150.

⁶⁰Emerson Dall Davis, "The Effect of the Orange Unified School District's Thirty Hour Professional Development Program on Classroom Climate in High School," D.A. (1979), 8011038 (U.S. International University).

⁶¹Fowler, (entire work).

⁶²Bacon, (entire work).

⁶³Terry Hull, "From English and Language Arts to ESL," English Education, 13, No. 3 (1981), pp. 138-146.

⁶⁴George M. Blanco, "Competencies Needed By Bi-Lingual Education Teachers," Journal of Educational Leadership, 35, No. 2 (1977), p. 123.

to be educated concerning various cultures when she states, "It is necessary for the teacher of ESL students to systematically investigate the cultural background of the students in order to comprehend the impact such a background has on the way the child perceives the world."⁶⁵

Forsythe⁶⁶ and Stanton⁶⁷ discuss the need for preparing students to live in a multi-cultural, multi-lingual world.

Ratcliff informs us that the qualities that are the essence of good citizenship are the recognition of the values of diverse cultures and a strong sense of self worth. For a teacher to help a student develop these, he claims that the teacher must first understand himself, value his ethnicity and relate positively to other people, regardless of their ethnic background and social status.⁶⁸ A teacher could better accomplish the task if he, too, had experience with multi-cultural education.

⁶⁵Geneva Gay, "Ethnic Pluralism in Social Studies Education: Where to from Here?" Social Education, 44 (1980), p. 54.

⁶⁶Thomas Forsythe, "Soaking It Up In Milwaukee," American Education, 17, No. 6 (1981), pp. 21-25.

⁶⁷Helen V. Stanton, "Multi-cultural Education; A Challenge for Schools of Education," Viewpoints In Teaching and Learning, 57, No. 3, (1981), pp. 75-90.

⁶⁸Rosevelt Ratcliff, "Ethnicity in Citizenship Education," Educational Leadership, 38, No. 1 (1980), p. 50.

It is evident, according to the research of Barrows and his co-authors, the teacher training programs are not graduating people with knowledge of global perspectives.⁶⁹ These education majors he speaks of, who had the lowest scores in his tests, are representative of the teachers daily facing ESL children of multi-cultural backgrounds. Multi-cultural education can correct misconceptions held by the teacher and his students. This seems a dire necessity if one recalls an ancient quotation:

If one were to offer men to choose out of all the customs in the world such as seemed to them the best, they would examine the whole number, and end by preferring their own, so convinced are they that their own usages surpass those of all others. (Herodatus, The Persian Wars, Book III, Chapter 28)

It is important to note that in the state of Michigan alone, during the 1980-81 school year, there were children speaking fifty-four different languages, other than English, as their first language. That means a tremendous cultural mixture of students who are in the public schools. Table 1 indicates the number of limited-speaking-ability students in Michigan from 1975 to 1981.⁷⁰ All of these children represent different cultures with which the teachers must become familiar.

⁶⁹Thomas Barrows, John Clark, and Stephen Klein, "What Students Know About Their World," Change Magazine (1980), p. 10.

⁷⁰State of Michigan, 1980-81 Report on Bilingual Education, pp. 21-22.

TABLE 1
LESA* STUDENTS IN MICHIGAN

	Total of LESA Students	LESA Students in Groups of 20 or More Per Language
1975-76	12,689	Data not Available
1976-77	18,288	14,647
1977-78	31,709	21,601
1978-79	23,554	20,066
1979-80	24,498	20,797
1980-81	31,991	19,582

*LESA: Limited English-Speaking Ability

Summary

The literature offers a vast amount of information on in-service education programs, much of which was relevant. A void was evident in the specific area of in-service as related to this study. The problem, as perceived by the researcher seems to be commonplace in American schools abroad, but is still relatively new in the United States. In this country, bi-lingual educational programs are more common than English as a second language programs; hence, the need to prepare classroom teachers to work with ESL students has not yet been recognized. The state of Michigan, for example, has extensive reports available on all aspects of bi-lingual education in the state, but nothing concerning programs for ESL students or teachers of ESL.

Voluminous material is also available for the ESL specialist, much of which can be useful to the classroom teacher of ESL students.

Determining what information was practical enough in nature for a person with no formal training in ESL, proved to be somewhat difficult. But due to the nature of the population in this study and the familiarity of the researcher with the teachers involved, the task was not insurmountable.

Multi-cultural education appears to be not so extensively treated in the literature as yet. The emphasis is still on bi-lingual education, and, therefore, much of the literature has more of a bi-cultural emphasis. As the United States loses its long-lasting reputation as the "melting pot," more information will surely surface.

CHAPTER III

METHODS AND PROCEDURES

Introduction

It was the purpose of this study to determine the effectiveness of an in-service model for elementary classroom teachers of students of English as a second language. In addition, the significance of the model's components was determined and a correlation was established between that and the participants' evaluation.

The purpose of this chapter is to describe the population, research methodology, instrumentation, procedures used, and methods of data collection and data analysis.

Description of the Population

This study was restricted to a population of thirty elementary classroom teachers, representing all grades, kindergarten through sixth, in a mid-sized, suburban school district in southeastern Michigan. These teachers came from six of the eight elementary schools in the district, and were requested, by their principals, to attend the in-service. The reason stated for requiring their participation was the fact that each teacher had, in his classroom during the 1981-82 school year, at least one student of English as a second language.

Although the participants described above comprised an intact population, it is assumed that they are sufficiently similar to their

counterparts in other mid-sized suburban districts, who are experiencing the need for such in-service training.

Research Method

The design of the research was a descriptive one. Data were obtained through the use of surveys, evaluation forms, questionnaires, classroom observations and personal interviews with the participants. There was a single group of thirty subjects who completed the in-service training and participated in the study.

Instrumentation

All of the instruments used in data collection for the study were prepared by the researcher to meet the particular needs of this study. They are displayed in the Appendices. They were developed by the researcher on the basis of knowledge gained through extensive course work, readings, and teaching experience in the area of English as a second language.

The first instrument utilized in the study was the survey regarding topics to be included in the in-service program. After it was reviewed by professionals in the field of ESL, all subsequent instruments were based on its contents.

Procedures

The initial step in planning the in-service model was to determine the components of the program. Dilworth made reference to the schedule one should set for a comprehensive in-service program and the researcher took his guidelines into consideration. These were that the classroom observation should take place within six weeks of the

training, and that the training sessions should be in the morning if they were half-day programs.⁷¹ Roberts stressed the need for monitoring the practice of techniques gained through in-service and her suggestion was accepted and incorporated into the program.⁷² The advice of Joyce, "that in-service should take place on site, should be relevant to the local agency and should be conducted by personnel very closely related to the needs of the teachers,"⁷³ was closely heeded by the researcher. The training was accomplished in an elementary school, was relevant to the needs of the district, which now has 225 students classified as ESL, and was conducted by the researcher, who is also a professional staff member in the district.

Additional information gained through the review of literature and personal knowledge of the researcher determined that the in-service program would consist of the following components:

Component One:

A three-hour lecture-discussion presentation followed by a question and answer period and a period for testing the classroom activities suggested, to be held from 8 a.m. to 1 p.m. Following the above, a questionnaire and an evaluation to be completed by all participants.

⁷¹Dilworth, p. 88.

⁷²Roberts, p. 95.

⁷³Bruce Joyce, Kathleen McNair, Richard Drag and Michael McKibbin, Interviews: Perceptions of Professionals and Policy Makers. Report II of The Inservice Teacher Education Concepts Project. (Syracuse: The National Dissemination Center, 1975), p. 49.

Component Two:

A letter sent to all participants encouraging them to utilize the activities suggested during the in-service and a copy of directions for the word games presented during the training.

Component Three:

A classroom observation and completed observation sheet for each participant followed by an interview with each participant to determine the extent of his employment of techniques gained during the in-service training.

Component Four:

Completed evaluation forms to determine if the participants' ratings of the effectiveness of the in-service presentation remained constant.

The above was accomplished over a period of two months in the middle of the academic year.

What the contents of the first component should be was determined by the researcher on the basis of knowledge gained through extensive course work, readings, and six years of teaching experience in the area of English as a second language. The director of staff development of the district involved was consulted to determine if the proposed content would meet the needs of the teachers who participated in the training.

The following is an outline of the material presented:

Outline of Information To Be Presented
In Component One Of The
In-service Program

- I. Coping with the English as a second language student in the self-contained classroom
 - A. Acceptance of
 1. Student as an individual
 2. Student's language
 3. Student's culture
 - B. Concentrating on strengths
 1. Life experiences
 2. Previous educational experience
 3. Logic
 4. Skills
 - C. Setting expectations
 1. Mother tongue is a block
 2. Cannot consider student disabled
 3. Concern for emotional adjustment
 4. Conscious regard for what student must accomplish and detriments he will encounter
- II. Preparation of English as a second language student and his/her parents for the particular school situation
 - A. Initial interview with focus on child and his/her background
 - B. Getting-acquainted meeting with focus on student getting to know other students and becoming familiar with school building
 - C. Parent orientation meeting
 1. The American system of education
 2. Procedures and practices of particular school
 3. Program of school
 4. School schedule
 5. Reporting and grading procedures
 6. Special services available
 7. Transportation to and from school
 8. Extra-curricular activities
 9. School calendar
 10. Special events

11. Parental role in school program
 12. Miscellaneous information such as attire for physical education class, contents of usual lunch, fads presently in vogue, appropriate book bag.
- III. Establishing a classroom atmosphere conducive for the English as a second language student
- A. Creating a healthy emotional environment in the classroom
 1. Recognize characteristics student displays as typical of English as a second language students
 2. Insure that atmosphere is tension free
 3. Create sympathetic atmosphere
 4. Organize buddy system
 5. Encourage communication
 6. Plan and execute proper first day
 - B. Creating an appropriate physical environment in the classroom
 1. Carefully plan seating of English as a second language student
 2. Make name tag recognizable to student
 3. Label necessary areas and items
 4. Demonstrate as you talk whenever possible
- IV. Understanding how the English as a second language student learns English
- A. Comprehension of spoken English progresses through five stages
 - B. Vocabulary statistics
 - C. Order of teaching conversational English lessons
 - D. Presentation, practice and production stages of the student
 - E. Primary and secondary skills to be learned
 - F. Brief overview of teaching methods used by English as a second language specialists
- V. Practical suggestions of a general nature to help classroom teachers cope
- A. Using books and materials
 - B. Using other school personnel
 - C. Taking advantage of all school facilities
 - D. Employing help of other students
 - E. Teaching with all available aids
 - F. Taking advantage of community resources
 - G. Commenting on and grading of student's work
 - H. Testing of English as a second language students

- VI. Suggestions for specific activities in which English as a second language students can participate with other students in the class
- A. Musical activities
 - B. Speaking activities
 - C. Writing activities
 - D. Reading activities
 - E. Classroom games
 - F. Playground activities

The instruments for components two and three of the program are included in the Appendix. The classroom observation portion of component three was not pre-arranged by the researcher. The participants knew only that the observation would be conducted during a specific month. In all cases it was possible to talk with the participant either before or after the observation.

The instrument for component four is included in the Appendix. It was sent to each participant and requested to be returned within one week.

Data Collection

The first step in data collection for this study was that of securing permission from the administration of the school district. When that was obtained, the next step was to review details of the in-service program with the director of staff development. Finally, arrangements had to be made with the director of elementary education and with the building principals to do the necessary classroom observations required by the study.

Prior to the preparation of the in-service model, a questionnaire was distributed to fifty Michigan members of TESOL (Teachers of English

to Speakers of Other Languages). Their names were chosen from the TESOL 1981-82 membership directory by virtue of the fact that the following was indicated next to the names:

Special Interest Groups

- A pre and elementary school
- B secondary
- C college or university

Level of Present Teaching

- 3 ESL elementary
- 4 ESL secondary
- 5 ESL college or university

A combination of at least one from the top group and one from the bottom was required to be chosen for participation in the study. The participants responded anonymously to the questionnaires, which requested them to rate, according to the Likkert scale of 1-5,⁷⁴ the significance of the five general topic areas for the in-service.

The in-service model was then prepared for presentation to the two groups, one of which had thirteen participants, and the other, seventeen. It was the desire of the district that the in-service be presented twice so the number of teachers absent from a given building at one time was not too large. The building administrators determined the groups on that basis.

⁷⁴Bruce W. Tuckman, *Conducting Educational Research* (New York: Harcourt Brace Jovanovich, 1972), pp. 156-159.

Following the in-service, an evaluation was completed by each participant on which he/she rated, on a scale of 1-5, the effectiveness of the presentation in each of the five topic areas. A questionnaire used to determine information gained in each of the five areas was also completed by the participants.

A classroom observation sheet was completed by the researcher during the visit to each participant's classroom. An informal interview regarding the participant's work with his/her ESL students, was held at that time.

An additional evaluation sheet was completed by the participants after a period of two months, in order to determine if their ratings of the effectiveness of the in-service had altered in any way during that time.

Data Analysis

The data analysis was accomplished through the use of the computer. Since the research data are in the form of frequency counts, a non-parametric test was required.⁷⁵ Therefore, a Chi square was employed. Cross tabulations were utilized to analyze the three variables which were the results of the survey, the first evaluation by participants and the second evaluation. A .05 level of significance was chosen in advance.

⁷⁵Walter Borg and Meredith Gall, Educational Research An Introduction (New York: Longman, 1979), p. 492.

Summary

Thirty elementary classroom teachers in a mid-sized suburban Michigan school district were requested by their principals to participate in an in-service program. The basis for the selection was that these teachers had ESL students in their classrooms.

The teachers participated in an in-service program, herein described. The data collection and research methods are also described along with the procedures utilized in conducting the study. The chapter concludes with a brief summation of the treatment of the data.

CHAPTER IV

RESULTS

Introduction

The central concern of this project was to study the effectiveness of an in-service model developed for teachers of students of English as a second language. A summary of the tested hypotheses follows:

1. Teachers who participate in the in-service program will, afterward, employ the teaching strategies taught during the in-service.
2. Teachers who participate in the in-service will increase their understanding of the situation of the ESL students and will gain information to assist them to more effectively cope with these students in their classrooms.
3. Teachers who participate in the in-service program will be able to identify, from the following list of components, which will be most personally beneficial to them.
 - a) Understanding the needs and backgrounds of the ESL students and coping with them in the classroom
 - b) Preparing the ESL students and their parents for the particular school situation
 - c) Establishing a classroom atmosphere conducive to learning for the ESL students

- d) Helping the ESL students to learn the language of English
 - e) Organizing classroom activities in which the ESL students can participate with the total class
4. There is a relationship between what professionals currently teaching in the field of English as a second language deem significant topics for an in-service program and the effectiveness of training given on those topics.

Results of Survey

The survey used to determine the significance of the topics for the in-service model is included as Appendix A.

There was a 74 percent response to the survey as thirty-seven out of fifty professionals returned the questionnaire. Data obtained through the survey is reported in Table 2. Responses of the thirty-seven professionals indicated that the topics chosen to be included in component one of the in-service were deemed significant by those presently in the field. The researcher was prepared to alter the list of general topics if the survey indicated that any one or more of those proposed would not be valuable enough for inclusion. An alteration was not considered necessary, thus, the five topics included in component one of the in-service program were:

1. Understanding the needs and backgrounds of the ESL students and coping with them in the classroom
2. Preparing the ESL students and their parents for particular school situation

3. Creating a classroom atmosphere conducive to learning on the part of the ESL students
4. Assisting the ESL students with learning the language of English
5. Planning activities in which ESL students can participate with the class

TABLE 2

MEAN SUMMATION, ORDER OF SIGNIFICANCE OF TOPICS IN
COMPONENT ONE OF IN-SERVICE MODEL ACCORDING
TO SURVEY

	Topic One - Coping with ESL Students	Topic Two - Preparing ESL Students & Parents	Topic Three - Conducive Class- room Atmosphere	Topic Four - Learning the English Language	Topic Five - Activities for ESL Students & Class
Not Important 1	0	0	0	0	0
Slightly Important 2	0	0	2	0	2
Important 3	7	8	4	6	3
Very Important 4	5	12	11	6	8
Extremely Important 5	25	17	20	25	24
Mean Summation	4.49	4.24	4.32	4.51	4.46
Order of Significance	2	5	4	1	3

The results of the survey in terms of order of significance of the topics are reported in Table 2. Anyone who has taught ESL students understands the necessity of having them develop a working vocabulary as quickly as possible, so that verbal interaction with others can commence. That topic was ranked first by those presently teaching ESL. Since it is a normal reaction for a teacher to feel frustrated when he cannot communicate with a student, it is understandable that he would wish practical suggestions for coping with the situation. The quality of humaneness inherent in most teachers would also enhance a person's desire to be able to do as much as possible for a student. Thus, that topic would also fall near the top of a rank order. In the case of the survey, it was second in the ranking. Practitioners seem to be always seeking for new ideas to provide a stimulating environment for their students and to prevent their own boredom, therefore, the topic concerning activities, ranked as number three, was also considered quite significant. It seems reasonable that professionals may feel they have adequate knowledge concerning creating an atmosphere conducive to learning. Since some topics had to be ranked as less significant than others, it is likely that those in the field of ESL would assume an experienced classroom teacher would be able to find success in this area. Since much of what one does with ESL students is general practice in an elementary classroom, it is no surprise that this area was ranked as second to last. The topic concerning helping a child and his parents adapt to the particular school situation received the lowest ranking, although still deemed significant. It is conceivable that some ESL teachers feel that the responsibility for this lies

with the counselor or administrator who completes the intake procedure with the parent and child. If this is not the case, it is the topic with the least significance when ranked with the other four, perhaps due to the fact that, if the teacher is utilizing all of his/her knowledge in the other areas, adaptation could automatically result.

Results of Questionnaire in Component One

Following the presentation described in component one of the model, the participants were requested to do an evaluation and a questionnaire. The questionnaire is included as Appendix B. Without exception, the participants followed the directions given and completed the request for information. There was variety in the responses on the questionnaire, but certain points occurred with regularity. Under the topic of creating a classroom atmosphere appropriate to learning, twenty-three of the thirty subjects made reference to the importance of proper classroom seating for an ESL student. No intentional emphasis was awarded that topic during the presentation, yet it apparently was deemed worth mentioning by the participants. Under the topic of "preparing the student and his/her parents for the particular school situation," three main points were covered in the presentation. These were as follows:

- A. Initial interview with focus on child and his or her background
- B. Getting acquainted meeting with focus on student getting to know other students and becoming familiar with the school building
- C. Parent orientation meeting

Twenty-two of the respondents to the questionnaire reported on the same one topic, leading the researcher to believe that the idea of having an ESL parent-student orientation meeting prior to the opening of school, was considered a worthwhile idea. No other comment or point of information given by the respondents occurred frequently enough to receive mention.

The completed questionnaires proved that the participants did increase their understanding of the situation of ESL students and did gain information to assist them with coping with these students in their elementary classrooms. Thus, hypothesis two was proven.

Results of Evaluation in Component One

The instrument used as the evaluation tool for component one is included as Appendix C. The participants were requested to anonymously complete the form after the presentation in component one of the in-service. The topics were presented in the exact order as on the survey completed by professionals. Instead of having to assess their importance, as was accomplished on the survey, the participants were asked to evaluate the in-service presentation on a scale of 1-5. Data obtained through the evaluation is reported in Table 3.

TABLE 3

MEAN SUMMATION, RANK ORDER OF TOPICS IN
COMPONENT ONE OF IN-SERVICE MODEL
ACCORDING TO FIRST EVALUATION

	Topic One - Coping with ESL Students	Topic Two - Preparing ESL Students & Parents	Topic Three - Conducive Class- room Atmosphere	Topic Four - Learning the English Language	Topic Five - Activities for ESL Students & Class
Strongly Disagree 1	0	0	0	0	0
Disagree 2	0	0	0	0	0
Undecided 3	0	1	1	0	0
Agree 4	13	13	16	16	13
Strongly Agree 5	17	16	13	14	17
Mean Summation	4.57	4.50	4.40	4.47	4.57
Rank Order	1	3	5	4	1

The results of the evaluation indicated acceptance of the third hypothesis which stated that the in-service participants would be able to determine which of the topics covered would be most beneficial, personally, to them.

Results of Classroom Observations

Since the teachers were not notified in advance that the observation would take place at a specific time, it was not possible to make special plans or preparation. Therefore, when the researcher observed the teacher employing the strategies learned during the in-service, the situation was not contrived. The observation was made to find evidence concerning the use of strategies taught in conjunction with the five topic areas covered in the presentation part of component one of the in-service. The instrument used to record observations is included as Appendix D.

The most difficult strategy to observe was that involving evidence that the students and parents had been prepared for the particular school situation. In the interview following the observation, the researcher quizzed the teachers in order to gain additional information in regard to this. The conversations with the ESL students and interviews with the classroom teachers aided the researcher in completing the observation reports. The particular district employs in each school, what is labeled as a GERT (General Education Resource) teacher. This person works individually with children having special needs, but not qualifying for help in the learning disabilities or special education programs. All of the ESL students of the classroom teachers participating in the study are assigned to the GERT teacher for various time periods ranging from 90 to 150 minutes per week. The GERT teachers in all the schools were available for discussion with the researcher. Additional information for completion of the observation forms was available through these professionals. They were especially informative in terms of explaining the assistance being

given the ESL students in regard to their learning of English. In all cases, their efforts in this area were coordinated with those of the classroom teacher so they could provide insight into the instruction being given. The researcher gleaned support for the hypothesis stating that the in-service participants were employing the strategies taught. The subjective observation forms completed for each participant are evidence of this. A descriptive summary of the results of those observations follows.

Summary of Results of Classroom Observations

The researcher, although preferring to observe interaction between the ESL student and his/her teacher, and between the ESL student and the classmates, also observed much individualized classroom time. This was beneficial, due to the fact that the ESL students often requested assistance and the observer could evaluate that particular type of interaction with the teacher or a classmate.

During all the observations, there was evidence that the teacher was coping with the ESL student and the situations created by his/her presence in the class. As would be expected, some teachers expressed more anxieties than others, particularly those experiencing their first ESL students. Only one of the participants was over-compensating for the limited English-speaking ability of the child. The particular teacher happens to be bi-lingual; with her second language being that of her student. In effect, she had created a bi-lingual program for a child in a district where ESL is offered, and no bi-lingual program is available or desired. The progress of the child in terms of English was being hampered, and this was obvious to everyone who came in contact

with both her and her sisters. The situation was remedied after much consultation with the teacher, principal, and other professionals who had experience working with the student.

The bringing of the culture of the child into focus was observed in fifteen of the classrooms. Evidence of this ranged from having a poster of a student's country hanging in the room to inviting a student's mother to demonstrate the preparation of ethnic food.

Most of the participants discussed the fact that the ESL student demanded extra attention; the researcher did not observe evidence in any classroom, nor did the researcher hear comments indicating that the teacher could not cope, or was not willing to cope, with this extra burden.

The fact that the students and their parents were prepared for the particular school situation was determined mainly through the interviews with the participants. All but one of them could discuss in detail evidence of the preparation. Even a teacher who had been on a maternity leave when the ESL student arrived, spoke of the telephone contact she had with the ESL student's parents during the beginning of his experience.

The teachers observed were establishing a classroom atmosphere conducive to learning on the part of the ESL students. Seating arrangements were discussed by the researcher, and in all cases the teacher spoke of the ESL child being in a particular location due to information gained during the in-service. In most of the classrooms, bi-lingual dictionaries and/or low-level dictionaries were in evidence and available for the use of the ESL students.

Since the district in the study has an abundance of mother volunteers, it was not surprising to learn that in eight of the classrooms where observations were made, the ESL children receive individualized help from such a person. All of the ESL students in the classrooms of the participants also are going to the GERT (General Education Resource Teacher) teacher for extra assistance. The amount of time spent with this professional varies from child to child depending on need and the schedule of the particular teacher. During every observation, the researcher deemed the atmosphere to be tension-free and relaxed, which were characteristics of a conducive environment as described in the in-service. The fact that there was an observer in the classroom could, of course, have contributed to this fact, but it seemed to be a natural rather than contrived atmosphere in all of the classrooms.

There was evidence that the classroom teachers observed were exerting effort to assist the ESL children to learn the English language. This ranged from having labels on classroom objects and using low-level materials, all the way to totally individualized programs employing specially made worksheets and regular materials rewritten to suit the limited English ability. In at least half of the classrooms, the researcher observed other students who were assisting with the teaching of English to their ESL classmates.

Many of the observations were accomplished during the time period around Valentine's Day, therefore, the researcher had an opportunity to observe classroom activities which had little or no significance for ESL students. In only one situation was the ESL student not functioning

as an informed and involved participant in the holiday activity. During activity periods when the ESL students needed additional direction in order to participate, it was always given by the teacher or a classmate. There was no observation of a classroom activity in which the ESL student could not participate, at least in a modified fashion. In one primary situation, great effort was being exerted to teach an ESL child a song by rote, because she could not, yet, read the English words. During nine of the observations, the researcher discovered evidence that the ESL student was involved in classroom helping tasks and was able to competently perform his/her responsibility.

Results of Evaluation in Component Four

The information used as the evaluation tool for component four is included as Appendix E. The participants were requested to anonymously complete the form and return it through the mail. The topics to which the participants were to respond were presented in the exact order as on the survey and the first evaluation form. With the exception of the wording of the statements to make them timely, the second evaluation was identical to the first. A letter accompanied it, which is included as Appendix F.

Prior to the request to the participants to complete the follow-up evaluation, two of them left teaching on short-term disability leaves. It was not possible, therefore, to obtain input from them. Four of the subjects failed to respond even after a second contact, by letter was made. An 80 percent response supplied the data for the second evaluation.

Among the evaluations returned was one with very low ratings of 2, 1, 2, 2 and, on the last topic, 4. There was no first evaluation with which to pair this, therefore, it was baffling. On the reverse side of the evaluation was a note stating that the in-service was very well done, but everything taught had already been part of the participant's knowledge. If this were true, the participant altered the results of the study by not indicating these opinions through the first evaluation. Data obtained through the evaluation is reported in Table 4. The attempt was to determine if the in-service had on-going value for the participants. By requesting that they list under each topic one idea presented, it was assumed the participants would be prompted to recall suggestions they had not yet employed.

It was of paramount importance that the participants in the project feel an on-going relationship with the researcher. Through the repeated contacts, it was anticipated that the subjects would feel a rapport was being established. With the exception of the less than 100 percent return on the second evaluation, all other evidence demonstrates the fact that this was achieved. The researcher was welcomed into the classrooms to do the observations, and was not denied the time requested for the interviews. Many contacts were made by the teachers outside of school hours to ask advice or to describe a classroom incident. Administrators of the teachers involved in the study expended the effort necessary to inform the researcher of comments regarding the in-service that the subjects had made to them.

TABLE 4

MEAN SUMMATION, RANK ORDER OF TOPICS IN
COMPONENT ONE OF IN-SERVICE MODEL
ACCORDING TO SECOND EVALUATION

	Topic One - Coping with ESL Students	Topic Two - Preparing ESL Students & Parents	Topic Three - Conducive Class- room Atmosphere	Topic Four - Learning the English Language	Topic Five - Activities for ESL Students & Class
Strongly Disagree 1	0	1	0	0	0
Disagree 2	1	-	2	3	0
Undecided 3	3	4	3	4	2
Agree 4	9	7	8	6	11
Strongly Agree 5	11	12	11	11	11
Mean Summation	4.25	4.21	4.17	4.04	4.33
Rank Order	2	3	4	5	1

The rank order of topics changed only slightly from evaluation one to evaluation two. Topic one was second as opposed to sharing first place as in the first evaluation. Topics two and five remained in the same order and three and four reversed their rank order from the first to the second evaluation.

According to Tuckman, it is not usually necessary to describe a statistical design in step-by-step detail when common statistical tests are used such as analysis of variance, t-tests, and correlation; simply naming the test and citing the source is sufficient.⁷⁵ The statistical procedures followed to test hypothesis four of this study are of this nature and will be described only briefly.⁷⁶

Cross tabulations were prepared to compare the responses completed by the professionals in the field who returned the survey with the responses of the first evaluation by the participants, and with the responses of the second evaluation done by the participants. Cross tabulations were also completed to compare the responses of the first evaluation done by the teachers with that of the second evaluation by the teachers. With the exception of the first item's comparison between the second evaluation by participants and the ratings it received by professionals in the field, none of the statistical analysis revealed a significant difference in response patterns. The aforementioned item, which was significant at less than the .05 level, was "As a result of the in-service I am better able to understand the needs and backgrounds of my ESL students and am better able to cope with them in the classroom."

The following tables demonstrate the percentages of responses on the three forms utilized to elicit reactions to the topics.

⁷⁵Tuckman, p. 303.

⁷⁶William C. Klecka, Norman H. Nie, and C. Hadlai Hull, SPSS Primer (New York: McGraw Hill, 1975), pp. 70-81.

TABLE 5

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND RESPONSES ON FIRST TEACHER EVALUATION FOR ITEM
INVOLVING UNDERSTANDING NEEDS AND BACKGROUNDS OF
ESL STUDENTS AND LEARNING TO COPE WITH THEM
IN CLASSROOM SETTING

Professionals	Participants First Evaluation		
	Agree - 4	Strongly Agree - 5	Total
Important 3	25.0 7.7 3.3	75.0 17.6 10.0	13.3
Very Important 4	50.0 15.4 6.7	50.0 11.8 6.7	13.3
Extremely Important 5	45.5 76.9 33.3	54.5 70.6 40.0	73.3
Total	43.3	56.7	100.0

Significance 0.7188

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The table indicates that 13.3 percent of the professionals rated the topic as important, while 13.3 percent rated it very important. Seventy-three point three percent of the professionals completing the survey rated the topic extremely important. On the first evaluation done by the participants, 43.3 percent of them agreed that the training in regard to the topic was effective, and 56.7 percent strongly agreed that it was effective. The Chi Square test indicated no

significant difference between the professionals' rating of importance and the participants' rating of effectiveness.

TABLE 6

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND RESPONSES ON THE SECOND TEACHER EVALUATION FOR ITEM
CONCERNING UNDERSTANDING NEEDS AND BACKGROUNDS OF ESL
STUDENTS AND LEARNING TO COPE WITH THEM IN
THE CLASSROOM SETTING

Professionals	Participants Second Evaluation				
	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Total
Important 3	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	100.0 27.3 12.5	12.5
Very Important 4	0.0 0.0 0.0	66.7 66.7 8.3	0.0 0.0 0.0	33.3 9.1 4.2	12.5
Extremely Important 5	5.6 100.0 4.2	5.6 33.3 4.2	50.0 100.0 37.5	38.9 63.6 29.2	75.0
Total	4.2	12.5	37.5	45.8	100.0
Significance 0.0337					

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The table indicates that 12.5 percent of the professionals rated the topic as important, while 12.5 percent rated it very important. The topic was rated as extremely important by 75 percent of the professionals completing the survey. On the second evaluation completed

by participants, 4.2 percent disagreed with the statement that training was effective, and 45.8 percent strongly agreed that it was effective. The Chi Square test indicates that the difference between the professionals' rating of the importance of the topic and the participants' rating of the effectiveness of the training in regard to this topic was significant at less than the .05 level.

TABLE 7

COMPARISON OF RESPONSES ON THE FIRST EVALUATION AND ON THE SECOND EVALUATION COMPLETED BY THE PARTICIPANTS FOR ITEM CONCERNING NEEDS AND BACKGROUNDS OF ESL STUDENTS AND LEARNING TO COPE WITH THEM IN THE CLASSROOM SETTING

First Evaluation	Participants Second Evaluation				
	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Total
Agree 4	8.3 100.0 4.2	8.3 33.3 4.2	41.7 55.6 20.8	41.7 45.5 20.8	50.0
Strongly Agree 5	0.0 0.0 0.0	16.7 66.7 8.3	33.3 44.4 16.7	50.0 54.5 25.0	50.0
Total	4.2	12.5	37.5	45.8	100.0
Significance 0.6741					

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The percentages indicate that on the first teacher evaluation 100 percent of the participants either agreed or strongly agreed that

the in-service training was effective in regard to the first topic covered in the presentation. On the second evaluation, 83.3 percent of the participants still agreed or strongly agreed that the training received in regard to learning to understand and cope with their ESL students was effective.

TABLE 8

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND RESPONSE ON FIRST EVALUATION FOR ITEM CONCERNING
HELPING THE ESL STUDENTS AND THEIR PARENTS ADAPT
TO THE NEW SCHOOL SITUATION

Professionals	Participants First Evaluation			Total
	Undecided 3	Agree 4	Strongly Agree 5	
Slightly Important	0.0	100.0	0.0	
2	0.0	7.7	0.0	
	0.0	3.3	0.0	3.3
Important	0.0	33.3	66.7	
3	0.0	15.4	25.0	
	0.0	6.7	13.3	20.0
Very Important	11.1	44.4	44.4	
4	100.0	30.8	25.0	
	3.3	13.3	13.3	30.0
Extremely Important	0.0	42.9	57.1	
5	0.0	46.2	50.0	
	0.0	20.0	26.7	46.7
Total	3.3	43.3	53.3	100.0

Significance 0.6603

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The table indicates that 3.3 percent of the professionals rated the topic as slightly important, while 20 percent rated it as important. Thirty percent of the professionals responding rated it as very important and 46.7 percent rated it as extremely important. On the first evaluation completed by participants, 3.3 percent were undecided concerning the effectiveness of the training on the topic, 43.3 percent agreed the training was effective, and 53.3 percent strongly agreed with its effectiveness.

The Chi Square test indicated no significant difference between the professionals' rating of importance and the participants' rating of effectiveness.

TABLE 9

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND RESPONSES ON THE SECOND EVALUATION FOR ITEM CONCERNING
HELPING THE ESL STUDENTS AND THEIR PARENTS
ADAPT TO THE NEW SCHOOL SITUATION

Professionals	Participants Second Evaluation				Total
	Disagree 1	Undecided 3	Agree 4	Strongly Agree 5	
Important 3	0.0 0.0 0.0	20.0 25.0 4.2	0.0 0.0 0.0	80.0 33.3 16.7	20.8
Very Important 4	0.0 0.0 0.0	28.6 50.0 8.3	14.3 14.3 4.2	57.1 33.3 16.7	29.2
Extremely Important 5	8.3 100.0 4.2	8.3 25.0 4.2	50.0 85.7 25.0	33.3 33.3 16.7	50.0
Total	4.2	16.7	29.2	50.0	100.0

Significance 0.2736

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The table indicates that 20.8 percent of the professionals rated the topic as important, 29.2 percent gave it a rating of very important, and 50 percent rated it as extremely important. On the second evaluation completed by participants, 4.2 percent disagreed with the statement that the training on the topic was effective and 16.7 percent were undecided as to the effectiveness of the training. Of the respondents, 29.2 percent agreed that the training was effective and 50 percent strongly agreed.

The Chi Square test indicated no significant difference between the professionals' rating of importance and the participants' rating of effectiveness.

TABLE 10

COMPARISON OF RESPONSES ON FIRST EVALUATION AND SECOND EVALUATION COMPLETED BY THE PARTICIPANTS FOR ITEM CONCERNING HELPING THE ESL STUDENTS AND THEIR PARENTS ADAPT TO THE NEW SCHOOL SITUATION

First Evaluation	Second Evaluation				Total
	Strongly Disagree 1	Undecided 3	Agree 4	Strongly Agree 5	
Undecided 3	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	100.0 8.3 4.2	4.2
Agree 4	9.1 100.0 4.2	9.1 25.0 4.2	27.3 42.9 12.5	54.5 50.0 25.0	45.8
Strongly Agree 5	0.0 0.0 0.0	25.0 75.0 12.5	33.3 57.1 16.7	41.7 41.7 20.8	50.0
Total	4.2	16.7	29.2	50.0	100.0
Significance 0.7683					

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The percentages indicate that on the first teacher evaluation 95.8 percent of the participants either agreed or strongly agreed that the in-service training was effective in regard to the second topic covered in the presentation. On the second evaluation, 79.2 percent still agreed or strongly agreed that the training received in regard to

helping the ESL students and their parents adapt to the new school situation was effective.

TABLE 11

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND RESPONSES ON THE FIRST TEACHER EVALUATION FOR ITEM
CONCERNING CREATING A CLASSROOM ATMOSPHERE
CONDUCTIVE TO LEARNING ON THE PART OF
THE ESL STUDENT

Professionals	Participants First Evaluation			
	Undecided 3	Agree 4	Strongly Agree 5	Total
Slightly Important 2	0.0 0.0 0.0	50.0 6.3 3.3	50.0 7.7 3.3	6.7
Important 3	0.0 0.0 0.0	0.0 0.0 0.0	100.0 7.7 3.3	3.3
Very Important 4	12.5 100.0 3.3	62.5 31.3 16.7	25.0 15.4 6.7	26.7
Extremely Important 5	0.0 0.0 0.0	52.6 62.5 33.3	47.4 69.2 30.0	63.3
Total	3.3	53.3	43.3	100.0
Significance 0.5608				

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The table indicates that 6.7 percent of the professionals rated the topic as slightly important, 3.3 percent rated it as important, 26.7 percent deemed the topic very important and 63.3 percent gave it an extremely important rating. The participants on their second evaluation rated as follows: 3.3 percent were undecided as to the effectiveness of the training regarding the topic, 53.3 percent agreed that it was effective, and 43.3 percent strongly agreed that the training was effective.

The Chi Square test indicated no significant difference between the professionals' rating of importance and the participants' rating of effectiveness.

TABLE 12

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND ON THE SECOND EVALUATION BY THE PARTICIPANTS FOR ITEM
CONCERNING CREATING A CLASSROOM ATMOSPHERE CONDUCTIVE
TO LEARNING ON THE PART OF THE ESL STUDENT

Professionals	Participants Second Evaluation				
	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Total
Slightly Important 2	50.0 33.3 4.2	0.0 0.0 0.0	0.0 0.0 0.0	50.0 9.1 4.2	8.3
Important 3	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	100.0 9.1 4.2	4.2
Very Important 4	16.7 33.3 4.2	0.0 0.0 0.0	16.7 12.5 4.2	66.7 36.4 16.7	25.0
Extremely Important 5	6.7 33.3 4.2	13.3 100.0 8.3	46.7 87.5 29.2	33.3 45.5 20.8	62.5
Total	12.5	8.3	33.3	45.8	100.0
Significance 0.5247					

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom numerals are total row combined with total column percentages.

The table indicates that 8.3 percent of the professionals rated the topic as slightly important and 4.2 percent rated it as important for inclusion in the in-service. Twenty-five percent of the professionals rated it as very important, while 62.5 percent rated it as extremely important. Among the participants in the second evaluation, 12.5 percent disagreed with the statement that the training on the

topic was effective, 33.3 percent of the participants agreed and 45.8 percent strongly agreed that the training on the topic was effective.

The Chi Square test indicated no significant difference between the professionals' ratings of importance and the participants' ratings of significance.

TABLE 13

COMPARISON OF RESPONSES ON FIRST TEACHER EVALUATION AND SECOND EVALUATION COMPLETED BY THE PARTICIPANTS FOR ITEMS CONCERNING CREATING A CLASSROOM ATMOSPHERE CONDUCTIVE TO LEARNING ON THE PART OF THE ESL STUDENT

First Evaluation	Second Evaluation				Total
	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	
Undecided 3	0.0 0.0 0.0	0.0 0.0 0.0	100.0 12.5 4.2	0.0 0.0 0.0	4.2
Agree 4	25.0 100.0 12.5	8.3 50.0 4.2	25.0 37.5 12.5	41.7 45.5 20.8	50.0
Strongly Agree 5	0.0 0.0 0.0	9.1 50.0 4.2	36.4 50.0 16.7	54.5 54.5 25.0	45.8
Total	12.5	8.3	33.3	45.8	100.0

Significance 0.4948

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The percentages indicate that on the first teacher evaluation 95.8 percent of the participants either agreed or strongly agreed that the in-service training was effective in regard to the third topic covered in the presentation. On the second evaluation, 79.1 percent of the participants still agreed or strongly agreed that the training received in regard to creating a classroom atmosphere conducive to learning on the part of the ESL students was effective.

TABLE 14

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND ON THE FIRST EVALUATION COMPLETED BY THE
PARTICIPANTS FOR THE ITEM CONCERNING
HELPING THE ESL STUDENTS TO LEARN
THE LANGUAGE OF ENGLISH

	Participants First Evaluation		
	Agree 4	Strongly Agree 5	Total
Professionals			
Important	0.0	100.0	
3	0.0	7.1	
	0.0	3.3	3.3
Very Important	60.0	40.0	
4	18.8	14.3	
	10.0	6.7	16.7
Extremely Important	54.2	45.8	
5	81.3	78.6	
	43.3	36.7	80.0
Total	53.3	46.7	100.0

Significance 0.5383

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom numerals are total row combined with total column percentages.

The table indicates that 3.3 percent of the professionals rated the topic as slightly important, while 16.7 percent rated it as very important and 80 percent rated it as extremely important. The participants on the first evaluation rated the effectiveness of the training regarding the topics as follows: 53.3 percent agreed that it was effective training and 46.7 percent strongly agreed that it was.

The Chi Square test indicated no significant difference between the professionals' ratings of importance and the participants' ratings of significance.

TABLE 15

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND ON THE SECOND EVALUATION COMPLETED BY THE PARTICIPANTS
CONCERNING HELPING THE ESL STUDENTS TO LEARN THE
LANGUAGE OF ENGLISH

Professionals	Participants Second Evaluation				Total
	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	
Important 3	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	100.0 9.1 4.2	4.2
Extremely Important 5	13.0 100.0 12.5	17.4 100.0 16.7	26.1 100.0 25.0	43.5 90.9 41.7	95.8
Total	12.5	16.7	25.0	45.8	100.0
Significance 0.22107					

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom numerals are total row combined with total column percentages.

The table indicates that 4.2 percent of the professionals who completed the survey rated the topic as important, and 95.8 percent rated the topic extremely important in terms of inclusion in an in-service program. Concerning the statement that the training on the topic was effective, 12.5 percent of the participants disagreed and 16.7 percent were undecided regarding the effectiveness. Twenty-five

percent agreed and 45.8 percent strongly agreed that the training given the participants was effective.

The Chi Square test indicated no significant difference between the professionals' ratings of importance and the participants's ratings of effectiveness.

TABLE 16

COMPARISON OF RESPONSES ON FIRST EVALUATION AND SECOND EVALUATION COMPLETED BY PARTICIPANTS CONCERNING THE TOPIC OF HELPING THE ESL STUDENTS TO LEARN THE LANGUAGE OF ENGLISH

First Evaluation	Second Evaluation				Total
	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	
Undecided 3	0.0 0.0 0.0	0.0 0.0 0.0	100.0 12.5 4.2	0.0 0.0 0.0	4.2
Agree 4	25.0 100.0 12.5	8.3 50.0 4.2	25.0 37.5 12.5	41.7 45.5 20.8	50.0
Strongly 5	0.0 0.0 0.0	9.1 50.0 4.2	36.4 50.0 16.7	54.5 54.5 25.0	45.8
Total	12.5	8.3	33.3	45.8	100.0
Significance 0.4948					

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The percentages indicate that on the first teacher evaluation 95.8 percent of the participants either agreed or strongly agreed that the in-service training was effective in regard to the fourth topic covered in the presentation. On the second evaluation, 79.1 percent of the participants still agreed or strongly agreed that the training received in regard to helping the ESL students learn the language of English was effective.

TABLE 17

COMPARISON OF RESPONSES ON SURVEY DONE BY THE PROFESSIONALS
AND FIRST EVALUATION DONE BY THE PARTICIPANTS
CONCERNING THE TOPIC OF CLASSROOM ACTIVITIES
IN WHICH THE ESL STUDENTS CAN PARTICIPATE

	Participants First Evaluation		
	Agree 4	Strongly Agree 5	Total
Professionals			
Important	0.0	100.0	
3	0.0	5.9	
	0.0	3.3	3.3
Very Important	42.9	57.1	
4	23.1	23.5	
	10.0	13.3	23.3
Extremely Important	45.5	54.5	
5	76.9	70.6	
	33.3	40.0	73.3
Total	43.3	56.7	100.0
Significance 0.6684			

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom numerals are total row combined with total column percentages.

The table indicates that 3.3 percent of the professionals completing the survey rated the topic as important. It was rated very important by 23.3 percent, while 73.3 percent rated it as extremely important. The participants on the first evaluation used one of two ratings, agree and strongly agree. Forty-three point three percent of the participants agreed that the training concerning activities was effective, and 56.7 strongly agreed that it was.

The Chi Square test indicated no significant difference between the professionals' ratings of importance and the participants ratings of effectiveness.

TABLE 18

COMPARISON OF RESPONSES ON SURVEY COMPLETED BY PROFESSIONALS
AND ON SECOND EVALUATION COMPLETED BY PARTICIPANTS
CONCERNING THE TOPIC OF CLASSROOM ACTIVITIES
IN WHICH THE ESL STUDENT CAN PARTICIPATE

Professionals	Participants Second Evaluation			
	Undecided 3	Agree 4	Strongly Agree 5	Total
Important 3	0.0 0.0 0.0	0.0 0.0 0.0	100.0 9.1 4.2	4.2
Very Important 4	20.0 50.0 4.2	0.0 0.0 0.0	80.0 36.4 16.7	20.8
Extremely Important 5	5.6 50.0 4.2	61.1 100.0 45.8	33.3 54.5 25.0	75.0
Total	8.3	45.8	45.8	100.0

Significance 0.083

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom numerals are total row combined with total column percentages.

The table indicates that 4.2 percent of the professionals rated the topic as important, 20.8 percent rated it as very important, and 75 percent gave a rating of extremely important. On the participants' second evaluation, 8.3 percent were undecided about the effectiveness of the training, 45.8 percent agreed that the training was effective and 45.8 percent strongly agreed.

The Chi Square test indicated no significant difference between the professionals' ratings of importance and the participants' ratings of effectiveness.

TABLE 19

COMPARISON OF RESPONSES ON THE FIRST EVALUATION BY PARTICIPANTS
AND THE SECOND EVALUATION CONCERNING THE TOPIC OF
CLASSROOM ACTIVITIES IN WHICH THE ESL
STUDENT CAN PARTICIPATE

First Evaluation	Second Evaluation			Total
	Undecided 3	Agree 4	Strongly Agree 5	
Agree 4	9.1 50.0 4.2	54.5 54.5 25.0	36.4 36.4 16.7	45.8
Strongly Agree 5	7.7 50.0 4.2	38.5 45.5 20.8	53.8 63.3 29.2	54.2
Total	8.3	45.8	45.8	100.0
Significance 0.4002				

Note: The top numerals in each group of three represent individual row percentages. The middle numerals are individual column percentages and the bottom are total row combined with total column percentages.

The percentages indicate that on the first teacher evaluation 100 percent of the participants either agreed or strongly agreed that the in-service training was effective in regard to the fifth topic covered in the presentation. On the second evaluation 91.6 percent of the participants still agreed or strongly agreed that the training

received in regard to classroom activities in which the ESL student can participate was effective.

Reasons for Decline in Percentages

Finding no studies involving in-service programs where follow-up evaluations were used, the researcher could not determine whether the decline in percentages was to be expected. One plausible explanation involved the fact that there was an 80 percent response to the second evaluation and no way to determine how those who did not respond had rated the in-service on the first evaluation. It is conceivable that the non-respondents had given the in-service high ratings on the first evaluation. The fact that their evaluations were missing in the second set, could have substantially influenced the percentages. The one evaluation with very low ratings, for which there was no corresponding evaluation in the first set, also contributed to the decline in percentages. It is possible that the Hawthorne Effect⁷⁷ influenced the responses obtained through the first evaluation. Participants did approach the training with enthusiasm and did know they were participating in an experiment. The influence of the Hawthorne Effect can be expected to decrease as the novelty of the new method wears off. This, therefore, could account for the decline in percentages expressed in Tables 7, 10, 13, 16 and 19.

⁷⁷Walter R. Borg, Meredith D. Gall, Educational Research (New York: Longman, 1979), p. 14.

Summary

Proceeding from the purpose of the research, which was to prepare an in-service model and then determine the effectiveness of it, the researcher first conducted a survey to determine the content of the model. Information was then collected from the participants to determine how effective they considered the in-service training to be. Results of the study indicate that:

1. The participants in the study did employ the strategies taught during component one of the in-service, as evidenced by the classroom observations done by the researcher, and the results of the evaluations completed by the participants.
2. The participants did increase their understanding of the situation of the ESL students and did gain information through the in-service that would assist them in coping with these students, as evidenced by the questionnaires and evaluation forms they completed and by information they related to the researcher during the interviews.
3. The participants in the in-service were able to identify the components of the in-service presentation most valuable to them, as evidenced by the evaluation forms they completed.
4. There is a relationship between what professionals currently teaching in the field of English as a Second Language deem significant topics for an in-service program and the effectiveness of training given on those topics.
5. Although the participants rated the effectiveness of the in-service higher immediately after they participated than

they did two months later, the percentages indicated in the tables prove that the in-service was deemed effective in both evaluations.

CHAPTER V

SUMMARY AND CONCLUSIONS

We, in the United States, are now living in a culturally pluralistic society. School districts across the country, which once served only American students of similar backgrounds, are becoming multi-cultural. Elementary classroom teachers are expected, along with all their other duties, to provide instruction for children who speak languages other than English. These professionals are not specifically trained to teach non-English speaking students, but nevertheless, must accomplish the task.

It was the purpose of this study to prepare a model for in-service training for elementary classroom teachers of English as a second language students. Further, the effectiveness of the model was to be studied. To accomplish this, thirty elementary teachers from a mid-size suburban school district who participated in the study were trained by the researcher. They evaluated the effectiveness of the training, as did the researcher. The contents of the in-service model, although determined by the researcher, were deemed significant by professionals currently involved in the teaching of English as a second language in the state of Michigan.

The design of the research was basically a descriptive one. Data were obtained through the use of surveys, evaluation forms, questionnaires, classroom observations, and personal interviews with the participants.

Data analysis was accomplished through the use of a computer. Since the data were in the form of frequency counts, a Chi square test was employed. Cross tabulations were done to compare responses of the professionals in the field who completed the survey with the responses the participants recorded on the first evaluation. The professionals' responses were also compared with those of the participants on the second evaluation. The responses on the two evaluations were compared with each other. With the exception of one item in the analysis, which was significant at the at less than the .05 level, there was no significant difference between what the professionals said were important components of an in-service program for elementary classroom teachers of ESL students, and how the participants rated the instruction given in those areas of the in-service presentation. The aforementioned item read, "As a result of the in-service I am better able to understand the needs and backgrounds of my ESL students and am better able to cope with them in the classroom."

While preparing the model, the researcher followed the beliefs of Freeman, who claims that "Training deals with building specific teaching skills and addresses certain immediate needs."⁷⁸ In the case of the study involved, the skills to be developed were those

⁷⁸Donald Freeman, "Observing Teachers: Three Approaches to In-Service Training and Development," TESOL Quarterly, 16, No. 1 (1982) p. 21-22.

required of elementary classroom teachers desiring success with their ESL students. The needs of these people were certainly immediate since the students were already among those in their respective classrooms.

In one sense, the training of teachers to enable them to more effectively work with their ESL students is reminiscent of the proverb attributed to Confucius, which says, "To give a man a fish will feed him for a day, but to teach a man to fish, will allow him to feed himself for a lifetime."

A summary of the tested hypotheses follows:

1. Teachers who participate in the in-service program will, afterward, employ the teaching strategies taught during the in-service.
2. Teachers who participate in the in-service will increase their understanding of the situation of the ESL students and will gain information to assist them to more effectively cope with these students in their classrooms.
3. Teachers who participate in the in-service program will be able to identify, from the following list of components, which will be most personally beneficial to them.
 - a) Understanding the needs and backgrounds of the ESL students and coping with them in the classroom
 - b) Preparing the ESL students and their parents for the particular school situation
 - c) Establishing a classroom atmosphere conducive to learning for the ESL students

- d) Helping the ESL student to learn the language of English
 - e) Organizing classroom activities in which the ESL students can participate with the total class
4. There is a relationship between what professionals currently teaching in the field of English as a Second Language deem significant topics for an in-service program and the effectiveness of training given on those topics.

Conclusions

The following conclusions were drawn from the data and revealed through this study:

1. The belief held by many that in-service training is without value because what is learned is never put into practice, was not substantiated in this study. The participants were observed utilizing techniques and ideas demonstrated in the in-service presentation.
2. The accusations of some professionals in the field of ESL that classroom teachers are not attempting to learn how to work effectively with their non-English speaking students, was disproved in this study. The data gained from the instruments of the study substantiated the fact that participants did increase their understanding of the situation of the ESL students and did gain information which would enable them to cope with these students in their elementary classrooms.

3. The assumption that teachers with no training to work with ESL students could, after the in-service, identify the components of the training which were most beneficial to them was proved in this study. The participants twice evaluated the program components, elaborated on each of them in writing, displayed their partiality toward them during the observation, and discussed them with the researcher. Through their evaluative ratings, participants did assign a rank order value to the following components:
 - a) Understanding the needs and backgrounds of ESL students and coping with them in the classroom
 - b) Preparing the ESL students and their parents for the particular school situation
 - c) Establishing a classroom atmosphere conducive to learning for the ESL students
 - d) Helping the ESL students to learn the language of English
 - e) Organizing classroom activities in which the ESL students can participate with the total class
4. This study substantiated the fact that there is a relationship between what professionals currently teaching in the field of English as a Second Language deem significant topics for an in-service program and the effectiveness of training given on those topics.

5. The data regarding the first and second evaluations by the participants in the study substantiates the fact that the in-service training was, in the opinion of the participants, effective. Although there was a decline from the first to the second evaluation in the percentages of those who agreed or strongly agreed that the training regarding each topic of the presentation was effective, the percentages on the second evaluation remained relatively high.

TABLE 20
PERCENTAGES OF PARTICIPANTS RATING TOPICS AGREED OR
STRONGLY AGREED ON EVALUATIONS OF IN-SERVICE
TRAINING

Topic	Evaluation 1	Evaluation 2
1 Understanding needs and backgrounds and coping with ESL students in class	100 %	83.3%
2 Preparing ESL children and parents for particular school situation	95.8%	79.2%
3 Creating a classroom atmosphere conducive for learning for ESL students	95.8%	79.1%
4 Assisting ESL students with learning language of English	95.8%	79.1%
5 Planning activities ESL students can do with total class	100 %	91.6%

Implications

The results of this study should help administrators to develop an awareness of the need for in-service training for elementary classroom teachers of ESL students. In addition, the model described should provide some insight into determining the content for an in-service program. The findings of the study, hopefully, will provide makers of educational decisions with data supporting the fact that in-service training can be beneficial and can have sustained effects on a teaching staff.

While the results of this study are specific to the school district where the research was conducted, the findings, conclusions and implications could conceivably apply to other districts with a comparable ESL population and with a similar demography of the teaching staff.

The researcher found three major implications emerging from this particular study. First, there was the fact that prior to the in-service, classroom teachers felt that they were unprepared to teach their ESL students and were receiving no guidance to help them cope with the situation. Second, there was confirmation of the fact that no matter how much experience a teacher has, bringing ESL students into his classroom can cause frustration and concern. Third, there was the gratifying realization that no matter how overtaxed an elementary classroom teacher may have felt, he/she did respond to guidance and training in the area of ESL and did attempt to achieve some degree of proficiency in working with ESL students.

Concerning the first implication, there was much evidence among the comments and questions that arose from the participants to substantiate it. Since there was no ESL expert at the elementary level, the teachers involved had no one from whom to solicit advice. They made reference to the fact that the school district had no elementary counselors to consult and no building administrators who could give guidance in the area of working with ESL students. Short of reverting to their own resources, there was no assistance available for helping them learn to cope with ESL students in the classroom setting. For many, this was the first non-English speaking student and, for some, even communication with the parents was impossible. A course conducted by the local intermediate school district the previous year, had not been attended by any of the participants, since they had no ESL students at the time it was offered. This feeling of no support, and nowhere to seek it, created frustrations and feelings of inadequacy, which ultimately could have developed into problems for the participants.

Regarding the second implication, it was obvious from the observations and comments of the participants that long experience in teaching did not guarantee secure feelings about working with ESL students. The students posed a threat to all concerned, and every participant expressed anxiety about coping with the unknown. What to expect and how to prepare lessons, as well as how to find enough time for individual instruction, were dilemmas which seemed to plague the teachers involved.

In terms of the third implication, there was evidence for the fact that the subjects in this study were eager for guidance and

training, and were delighted to acquire some knowledge about teaching ESL students. Their voluntary participation in the in-service and their cooperation with the researcher were evidence of this. Some did, perhaps, view the teaching of these children as an extra burden, but also a new challenge. The personal contact many made with the researcher to get individual advice, and the reports of success, offered long after the study was completed, were obvious indications of the desire to learn on the part of the teachers involved. The exchanges of ideas and suggestions made among the participants, and the requests made for the researcher to provide reading materials on ESL and to conduct subsequent classroom observations, substantiated the third implication.

Recommendations for Further Study

Throughout the process of completing this study, a number of questions arose which generated recommendations for further investigation. Some of these questions were related to the limitations of the investigation, while others were prompted by thoughts of extending the scope of this research.

1. Replication of the study with a different person acting as in-service trainer might reveal the extent to which the effectiveness of the presentation governs the success of the training.
2. Replication of the study with the training performed during personal free time of the participants, rather than during school time, may reveal different ratings in terms of the effectiveness of the in-service program.

3. Replication of the study with an expanded population may reveal rather different results since data for this study were gathered from a relatively small population.
4. A similar study that involved a formal needs assessment prior to the in-service training of teachers of ESL students may reveal the need for a distinctly different in-service model.
5. A comparison study involving secondary teachers might reveal similar or distinctly different results from those of this study since it was limited to subjects teaching only at the elementary level.
6. A comparison study with teachers from a comparable school district may reveal findings about the attitude and professional commitment of a teaching staff.
7. A comparison study executed in a district with a considerably larger ESL student population may reveal different findings concerning the effectiveness of the in-service program.
8. A comparison study with a model which includes much more emphasis on training the classroom teachers to prepare English-speaking pupils to assist the ESL students, might prove that such a model is more effective than the one prepared for this study.

Reflections Upon the Study

In school districts where the ESL student population is becoming significantly large enough to warrant attention, educators are facing a situation previously not encountered, or simply ignored. Unless

teachers are given some training to help them better understand and cope with these non-English speaking students, frustration on the part of both teachers and children will result. A current major educational question involves how to provide an education that will not only meet each student's personal needs, but will also incorporate social realities, including the perpetuation of democratic ideals.

During the time the researcher has been involved with this study, she has become acutely aware of some of the negative feelings which exist toward non-American children in public schools. She has come to a better realization concerning the thinking of many people involving how taxpayers' money should be spent. The fears of the researcher, prompted by negative attitudes toward providing programs to meet special needs, have been confirmed.

The findings of the study, reinforce the belief of the researcher, however, that there are educators who wish to expend the necessary energy to create a better situation for ESL students. The thinking that there are teachers in the field who still demonstrate an eagerness to learn and improve has been confirmed. The hope of the researcher that schools in a culturally pluralistic society will not attempt to make everyone into the same mold, has not been destroyed. From the experience gained through this study, it has been determined that there is still great truth in Dewey's assertion that "education

is the process of living and not a preparation for future living.⁷⁹

Perhaps the most personally meaningful finding of this study is that the training the researcher attempted to provide had an impact on the participants in the program. As a major in the field of teacher education, the researcher naturally feels that there is tremendous need for training that inspires teachers to develop deeper insights and attain new goals. Since the professional staffs of schools are, for the most part, made up of very experienced teachers who have long since completed their formal training, the hope for improvement in teaching lies in in-service training. As a professional committed to providing such training programs, it is the researcher's hope that she can personally grow and develop while assisting others to do so.

⁷⁹John Dewey, Democracy and Education (New York: Macmillan, 1964 ed.), p. 68.

APPENDICES

APPENDIX A

Dear TESOL Members:

I am an ESL teacher and a TESOL member who is presently doing a dissertation at Michigan State University. My study involves an in-service program for elementary classroom teachers, the goal of which is to prepare them to cope with the ESL students they have in their self-contained classes. I have divided the training program into five general topic areas and would like your opinion as to the significance of each of these.

Please complete the bottom portion of this page as soon as possible and return it in the enclosed envelope. I urge you to respond, and I will certainly appreciate your assistance. If you have questions concerning my work, please feel free to contact me.

Gratefully,

Louise Tolbert

* * * * *

Please rate the following topics as follows:

1	not important
2	slightly important
3	important
4	very important
5	extremely important

General information for helping teachers to better understand ESL students, and to cope with them on a day-to-day basis:

1 2 3 4 5

Information on procedures and preparations to help the students and their parents adapt to the new school situation:

1 2 3 4 5

Information which will assist the teacher in establishing a classroom atmosphere conducive to learning on the part of the ESL students:

1 2 3 4 5

Techniques and procedures for the classroom teacher to use in the teaching of English to the ESL students:

1 2 3 4 5

Suggestions for classroom activities in which the ESL students can participate with the total class:

1 2 3 4 5

APPENDIX B

QUESTIONNAIRE

Please complete the following on the basis of the knowledge gained from the in-service presentation.

Under each topic, write a minimum of two ideas related to it which you plan to use in your classroom.

1. Coping with the ESL student in the elementary classroom:
2. Preparing the student and his/her parents for the particular school situation:
3. Establishing a classroom atmosphere conducive to learning for the ESL student:
4. Teaching the student the English language:
5. Organizing classroom activities in which the ESL student can participate:

APPENDIX C

EVALUATION ONE

Rate the following on a scale of 1-5 with 1 meaning Strongly Disagree; 2 meaning Disagree; 3 meaning Undecided; 4 meaning Agree; and 5 meaning Strongly Agree.

As a result of the in-service I will be able to better understand the needs and backgrounds of my ESL student(s) and be able to cope with them in the classroom.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I have a better idea of how to prepare an ESL child and his parents for the particular school situation.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I have gained ideas for creating a classroom atmosphere conducive to learning on the part of my ESL student(s).	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I have gained general information that will help me to assist the ESL child with learning the language of English.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I have several ideas for classroom activities which I can use with ESL student(s) and the total class.	SD	D	U	A	SA
	1	2	3	4	5

APPENDIX D

OBSERVATION REPORT

Teacher: _____

School: _____ Grade: _____

No. of ESL Students: _____

Evidence that the teacher was coping with the ESL student(s) and situations created by his/her presence in the class:

Evidence that the child and his/her parents had been prepared for the particular school situation:

Evidence that effort was being made to establish a classroom atmosphere conducive to learning on the part of the ESL student(s):

Evidence that the classroom teacher was attempting to help the ESL student(s) learn the language of English:

Evidence that the classroom teacher had planned activities in which he/she knew the ESL student could participate:

APPENDIX E

EVALUATION TWO

Rate the following on a scale of 1-5 with 1 meaning Strongly Disagree; 2 meaning Disagree; 3 meaning Undecided; 4 meaning Agree; and 5 meaning Strongly Agree. Under each general area, briefly describe at least one thing you have done or plan to do because of the knowledge gained during the in-service.

As a result of the in-service I am better able to understand the needs and backgrounds of my ESL student(s) and am better able to cope with them in the classroom.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I have a better idea of how to prepare an ESL child and his parents for the particular school situation.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I am able to create a classroom atmosphere more conducive to learning on the part of the ESL student.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I am better able to assist the ESL student with learning the language of English.	SD	D	U	A	SA
	1	2	3	4	5

As a result of the in-service I know several activities suitable for use with my ESL student(s) and the total class.	SD	D	U	A	SA
	1	2	3	4	5

APPENDIX F

Dear Colleague:

During the in-service which I presented for teachers of ESL students on January 18, 1982, you completed an evaluation form. The evaluations were very complimentary, which was gratifying. More than a month has passed, however, and I am interested in learning if your feelings about the value of the in-service remain the same.

Please, if at all possible, take the time to complete the evaluation form again. In addition, under each general area, briefly describe at least one thing you have done or plan to do because of the knowledge gained during the in-service.

Your cooperation will be greatly appreciated, and will help me to determine if my presentation should be given for other teachers who work with ESL students.

Please return the evaluation form to me at Lahser High School no later than Monday, March 1, 1982.

Thank you,

Louise Tolbert

APPENDIX G

Dear Teachers:

At the in-service for teachers of ESL students, several games were discussed. Some people indicated that note taking became burdensome toward the end of the presentation. In case you did not get notes on the games or can't recall directions for them, here they are again for your use. These were basically the games tested during the time together, but there were some other activities that I hope you will also try.

Good luck,

Louise Tolbert

* * * * *

1. Oral word games such as:

- a. password
- b. chain story (each participant adds a line)
- c. alliteration (each new word begins with last letter of previous word)
- d. unrelated words (each group gets 3 unrelated words and must act out the phrase they made)
- e. conversation (each participant has a card on which one sentence is written; each one must steer the conversation in such a way that he will be able to include his sentence)
- f. sounds the same (each group is given a pair of homonyms and from the pair, a conversation must evolve)
- g. conditional circle (a participant asks a question and the next one must answer affirmatively but attach a condition to it)

- h. bleep (the participant is trying to guess a verb; he asks questions substituting bleep for the word. Ex: Do I usually bleep at home?)
 - i. Who or what am I? (each participant holds up a mask he hasn't seen then asks ten questions which can only be answered by yes or no. No direct questions can be asked until the tenth question.)
 - j. hiding and finding (teacher hides something and instead of searching, the participant asks questions about the object's location until he locates it)
 - k. likes and dislikes (must answer questions with more than yes or no. Ex: Do you like ice cream? Very much, or Indeed, I do, or Yessiree.)
 - l. going on a trip or going to the farm or going to the super-market or going to a restaurant (each participant adds one word and each participant must recite the entire list)
 - m. elimination (teacher asks questions which could have a yes or no answer, but may not; therefore, answer Must be, I think so, or Of course, or Naturally. A prize is offered to those surviving the elimination.)
2. Quiet games such as:
- a. Simon Says game
 - b. rhyme mime (the participant has to act out two rhyming words such as: hot-pot)

- c. tic-tac-toe (make correct sentence using three words that go across or down or diagonally across)

EAT	LEAVE	SEE
LOSE	SING	TELL
SIT	WRITE	FIND

- d. jigsaw (participant puts together a text which has been cut apart like a puzzle)
- e. commercial games such as: BOGGLE, SPILL AND SPELL, SCRABBLE, PERQUACKY
- f. sentence formation (participant forms sentences from word cards prepared by teacher. Begin with three-word sentence and work up. Be sure you have exactly the right number of cards and that they do form a certain number of correct sentences. They all must be used to complete the game.)
- g. word bingo (have blank cards that you have duplicated and then each participant can make his own by choosing words from an extensive list written on the board)
- h. number bingo (same as above)
- i. 98 (participant adds orally the cards in his hand. Begin with 5 cards and keep picking up until one participant reaches 98)
- j. rhyme time (child gives two words that rhyme for each definition. Ex: A silly rabbit is a funny bunny.)
- k. crossword puzzles and word searches (buy commercially or make)
- l. crossword variation (use graph paper and put in first word; directions should tell how many letters each word must have

and the first word goes up and the next goes down, etc.)

Ex: (for five-letter words)

	T		S		P		I		C	
	A		T		A		N		R	
	N		I		P		D		A	
	G		F		E		I		W	
C	O	M	F	O	R	T	A	B	L	E
R		I		P		I		A		V
A		L		E		T		K		E
C		E		N		L		E		R
K		S		S		E		R		Y

- m. spot the error (each participant must locate the spelling, grammatical or usage errors on a paper distributed by the teacher--time limits could add to the fun)

3. More active games such as:

- treasure hunt (make one using word clues that must be read, understood and followed)
- hunt and find (use mail-order catalogs and have participants race to find pictures of objects the teacher orally describes)
- carry up (an article of wearing apparel is named and the designated participants from each team race to the teacher with that article; points are kept by the teams)
- fruit basket upset (participants are in a circle and each is given a name. Be certain there are two for each name. "It" calls the name and the two with that name must exchange places while "It" tries to get to one of their places in the circle. The next "It" is the one left without a place.) Use names of fruit or vegetables, or number words, or whatever words correlate with the current lessons.

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