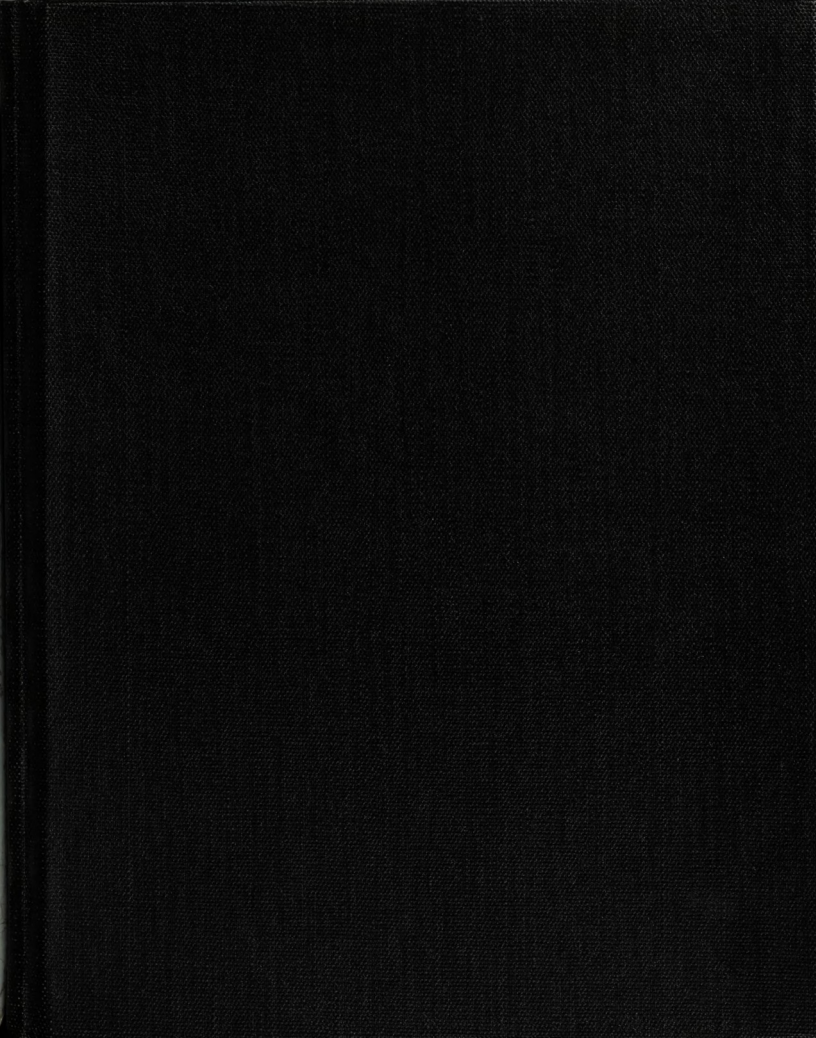
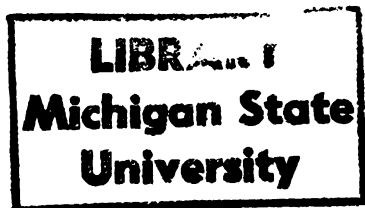




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A STUDY OF FIRST-YEAR TEACHERS' CONCEPTUAL
UNDERSTANDINGS, VALUES, AND IMPLEMENTATIONS OF
INTEGRATED LANGUAGE ARTS

presented by

Beth A. LaForce

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Teacher Education

Patricia J. Cianciolo
Major Professor

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A STUDY OF FIRST-YEAR TEACHERS' CONCEPTUAL
UNDERSTANDINGS, VALUES, AND IMPLEMENTATIONS OF
INTEGRATED LANGUAGE ARTS

By

Beth A. LaForce

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1988

5583664

ABSTRACT

A STUDY OF FIRST-YEAR TEACHERS' CONCEPTUAL UNDERSTANDINGS, VALUES, AND IMPLEMENTATIONS OF INTEGRATED LANGUAGE ARTS

By

Beth A. LaForce

The emphasis of this study was to determine first-year teachers' conceptual understandings, values, and implementations of integrated language arts and to determine the constraints and opportunities perceived as they attempted to implement integrated language arts.

The methodology used to collect data included: sending the Initial Contact Questionnaire to ninety-seven graduates of a midwestern university, and from the returned questionnaires selecting a group of ten who identified themselves as teachers who use integrated language arts (the Self-Identified Integrators), and a group of ten who identified themselves as teachers who did not or could not use integrated language arts (the Self-Identified Non-integrators). Data from the ten Self-Identified Integrators (S-I Integrators) were collected with interviews and observation of their practice. Data from the Self-Identified Non-

integrators (S-I Non-integrators) were collected in an interview.

The data were analyzed using content analysis, tallies of responses, and percentages. The results seem to indicate that for the first-year teachers in this study (N=20) there were three levels of conceptual understanding and three levels of valuing, and for the S-I Integrators (N=10) there were three levels of implementation. There were four different combinations of the levels of understanding, valuing, and implementation:

Full Understanding → Value → Full Implementation
(N=4)

Full Understanding → Value → Modified Implementation
(N=1)

Partial Understanding → "Value" → Modified Implementation
(N=4)

Misunderstanding → "Value" → Weak Implementation
(N=1)

The first-year teachers seemed to be able to implement integrated language arts to the extent that they understood the theoretical framework, except for one first-year teacher with Full Understanding. She was not able to make Full Implementation because she perceived the mandate to use textbooks in the private school where she taught to be a constraint to the use of integrated language arts.

The results suggest a need to provide teacher preparation coursework that focuses on the theoretical framework of integrated language arts and that provides first-year teachers with skills for confronting potential constraints to their use of integrated language arts. Inservice workshops should be provided that focus on the theoretical framework of integrated language arts to insure further application by first-year teachers and their peers.

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My work is dedicated in loving memory of my father, William Arthur LaForce II, and to my mother, Marjorie Kellogg LaForce, who instilled in me the desire to know and to learn by their models of learning as a life-long process.

ACKNOWLEDGMENTS

I wish to express my appreciation to Dr. Sheila Fitzgerald, Dr. Dick Prawat, and Dr. Ted Ward for their time, advice, and encouragement during my doctoral program. For Dr. Patricia Cianciolo, who provided excellent guidance and served as my dissertation chairperson, and for Dr. Cassandra Book, who listened and believed, my gratitude goes beyond words.

To my family and friends, who have provided encouragement and, at times, a more than gentle nudge toward completion, I thank you. Your prayers and words of encouragement have been a great support to me. I would especially like to thank Janet Johnson for her assistance with the instrumentation. To Janet and her brother, Dr. Jeffrey Johnson, a very special note of thanks for a "safe place" to complete the writing process. A thank you for my typist, Carol Cole, must also be included with family and friends, for she has indeed become a friend through the process of typing the many drafts of this dissertation.

Finally, my most sincere words of appreciation are for the first-year teachers I observed and interviewed in this study. The knowledge and skill they

demonstrated, in that complex setting we call the classroom, has continued to cause me to marvel.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The emphasis of this study was two-fold: to determine the conceptual understandings and values of first-year elementary school teachers about integrated language arts and to determine the constraints or opportunities encountered by first-year teachers who implemented and who did not or could not implement integrated language arts. The procedure used in this study to obtain information on first-year teachers' understandings, values, and use of integrated language arts included a questionnaire, classroom observations, and interviews.

The Initial Contact Questionnaire was developed by this researcher to collect data on first year teachers' preparation to teach integrated language arts and their attitudes and understandings about integrated language arts. The Initial Contact Questionnaire was piloted with a group of experienced teachers and first-year teachers who were not part of the sample for the study.

The questions in the Pre-observation Interview were originally part of the Initial Contact Questionnaire,

but as a result of the piloting process it was decided that the questions should be asked in an interview with the researcher. The data collected with the Pre-observation Interview focused on the ways first-year teachers scheduled instructional time and whether they found time to be a constraint to the teaching of integrated language arts.

The Observation/Follow-up Questions were developed by this researcher and piloted with another rater to test validity and reliability. The Observation/Follow-up Questions were used to collect data about first-year teachers' use of integrated language arts in classroom practice. The first-year teachers' use of the theoretical background of integrated language arts, the types of materials used, and their perceived constraints and opportunities were assessed.

The Final Interview was created as a modification of an interview used by Schmidt et al.¹ The Final Interview was used to collect data on first-year teachers' understandings, values, and implementations of integrated language arts. It was also used to collect

¹William H. Schmidt, Laura Roehler, Jacqueline L. Caul, Margaret Buchmann, Barbara Diamond, Solomon Davis, and Pat Cianciolo, "The Uses of Curriculum Integration in Language Arts Instruction: A Study of Six Classrooms," Journal of Curriculum Studies 17 (1985): 308-310.

data on first-year teachers' perceived constraints and opportunities to the use of integrated language arts.

The data were collected with each of the four instruments. The data were analyzed using content analysis, tallies of responses, and percentages. The results of the analysis were used to develop descriptions of first-year teachers' conceptual understandings, values, and implementations of integrated language arts.

This study was based on the theoretical framework of integrated language arts. The essential premises of the theoretical framework were used to structure the data collection and the data analysis. The theoretical framework included the concept that the language arts--listening, speaking, reading, writing--are oral and written forms of communication. As language, they possess common communication characteristics, but each of the language arts also retains individual distinctives. Additionally, language learning in all four language arts centers around meaning or sense-making.² Language users and receivers attempt to make sensible messages and to make sense of the messages received.

²James Moffet and Betty Jane Wagner, Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers (Boston: Houghton Mifflin, 1983) 6.

Instruction which purposely includes two or more language arts with each other or at least one language art with a subject area is called integrated language arts. "The four language arts are mutually reinforcing and should be taught in such a manner as to capitalize on that reinforcement."³ The integration of the language arts in ways which are meaningful can aid student learning within the language arts and within the subject areas by reinforcing the language learning capabilities of the students and by allowing them to learn through the use of language. "Language is learned as children use it in reading, writing, listening, and speaking about science, math, and social studies, and as they transact with their world and the people in it."⁴ The language arts provide a communication vehicle for learning by providing written or oral means to communicate content information.

Much of the past teaching and research in language arts focused on subskills in a fragmented approach and not on the interrelated communication aspects of the

³Barbara L. Nourie, "An Analysis of the Substantive Structure of English/Language Arts and Reading, with Implications for Curriculum Design in a Unified Program," diss., S. Illinois U, 1984, 178.

⁴Dorothy Watson, ed., Ideas and Insights: Language Arts in the Elementary School (Urbana, IL: NCTE, 1987) vii.

language arts. In the mid-1980s a renewed interest in and use of integrated language arts has been found in the emphasis on whole language. With whole language, as with integrated language arts, there is an emphasis on the communication aspects of language. Newman,⁵ Goodman et al.,⁶ and Goodman⁷ have advocated planning and classroom structures which allow students' understandings to develop regarding language and its uses. Whole language theory has asserted that children use the process of sense making as they learn to speak and listen; and that, therefore, they should be allowed opportunities to make sense of a variety of printed materials, such as children's literature, as they learn to read and write. Instruction should maximize the interrelationships of language and respond to the need for today's learners to be proficient in all aspects of language in order to communicate in a variety of settings.

Perusal of the research revealed that there was a need for continued research on integrated language arts use at all levels of classroom use. One of the areas of

⁵Judith M. Newman, Whole Language: Theory in Use (Portsmouth, NH: Heinmann, 1985) 7-8.

⁶Kenneth S. Goodman, Patrick Shannon, Yvonne S. Freeman, and Sharon Murphy, "Report Card on Basal Readers" (Katonah, NY: Richard Owens, 1988) 133-143.

⁷Kenneth S. Goodman, What's Whole in Whole Language? (Portsmouth, NH: Heinemann, 1986) 11-24.

needed research relates to the assessment of first-year elementary school teachers' knowledge about integrated language arts and their use of integration. Preservice courses in language arts purport to teach prospective teachers about language arts, about the positive effects to student learning and affect, and about how to implement integrated language arts. Yet this researcher has been unable to identify research that has described what first-year teachers do with their understandings of integrated language arts during their first year of classroom teaching.

The emphasis of this study was on the following factors related to first-year teachers' language arts integration: conceptual understandings, values, and implementations with possible constraints and/or opportunities. The factors were selected because they are at the center of successful teachers' ability to transfer their thinking into teaching practice.⁸ The first-year teachers' effective use of integrated language arts could be affected by any of these factors. One factor would be the complex nature of integration in and of itself. The relationship between first-year teachers'

⁸Christopher M. Clark and Penelope L. Peterson, "Teachers' Thought Processes," Handbook of Research on Teaching, ed. Merlin C. Wittrock (New York: MacMillan, 1986) 255-260.

knowledge of the theoretical framework of language arts integration and their ability to articulate the theory would influence how they were able to implement integrated language arts.

The attitudes of first-year teachers about the importance of integrated language arts is another factor that could determine whether they implement integrated language arts instruction. Although the first-year teachers may be able to respond to inquiries about the theoretical framework of integrated language arts, they may not value the use of integrated language arts in their daily teaching practice.

Finally, the perceived constraints and opportunities in their teaching situations could be a factor in first-year teachers' ability to integrate language arts. In research by Mass⁹ and Lamme and Ross,¹⁰ they suggest that the realities of the school context could prevent experienced teachers' use of integrated language arts. Even after they completed graduate level courses in integrated language arts they elected to take, they were

⁹Leslie Noyes Mass, "An Exploratory Study of Change: Experienced Teachers Integrate Language Arts, Reading, and Literature in their Elementary Classrooms," diss., Ohio State U, 1981, 161-167.

¹⁰Linda L. Lamme and Dorene D. Ross, "Graduate Methods Classes: Do They Influence Teaching Methods?" Journal of Teacher Education 32 (1981): 28-29.

still bound by constraints they perceived that prohibited their use of integrated language arts. Although the teachers knew how to integrate and viewed integrated language arts as important, they needed other strategies to overcome the constraints to their use of integrated language arts in their own classroom.

Research by Doyle et al.¹¹ described first-year teachers' perceptions of constraints and opportunities to their applications of general concepts and methods learned as teacher education undergraduates. They found first-year teachers did not implement methods they understood because of constraints they perceived.

Studies of first-year teachers have found little relationship between theory taught in university methods courses and the practical implementations in their first year of teaching. Feiman-Nemser and Buchmann¹² found that preservice teachers were greatly influenced by the teacher models they had observed and experienced as school children in elementary and secondary schools. In

¹¹Walter Doyle, "Learning to Teach: An Emerging Direction in Research on Preservice Teacher Education," Journal of Teacher Education 36 (1985): 31-2.

¹²Sharon Feiman-Nemser and Margaret Buchmann, "Pitfalls of Experience in Teacher Preparation," Occasional Paper #65, Michigan State U. Institute for Research on Teaching, 1983, 4-6.

research on first-year teachers Lortie¹³ found that teacher preparation did not provide them with the necessary knowledge on how to apply concepts such as integrated language arts in their teaching. He found that former elementary and secondary teachers often became the source of methods and materials used by first-year teachers. First-year teachers' knowledge and values about teaching subject areas gained in teacher education courses may not overcome the models of former elementary and secondary teachers. The models of former teachers may be especially powerful as first-year teachers attempt to deal with the contextual complexities of classroom teaching.

In this researcher's examination of the related literature, no research had been found relating the conceptual understandings and attitudes of first-year teachers in the specific curricular area of integrated language arts. The knowledge of first-year teachers has not been described in relation to their implementation of language arts integration of two or more language arts--listening, speaking, reading, and writing--in a lesson or of at least one of the language arts integrated within a subject area lesson. The language arts

¹³Dan C. Lortie. School Teacher: A Sociological Study (Chicago: U of Chicago Press, 1975) 67.

--listening, speaking, reading, and writing--have been the subject of research as separate subjects and in integrated curriculum, but not in relation to their use by first-year teachers per se.

There was need to research the sources and types of knowledge and values first-year teachers had developed about the interrelationships of the language arts and the communication link to other subject areas. The first-year teachers' perspectives about the sources used in learning how to implement integrated language arts could provide information for teacher educators in the field of language arts about the means used by first-year teachers to understand and implement integrated language arts. The sources described by first-year teachers could provide additional information for pre-service teacher education courses on integrated language arts. The realities of the teaching context could be discussed in preservice teacher education courses and preventative plans could be made that could aid the implementation of integrated language arts by the future first-year teachers.

In summary, the problem of the study involved assessment of the thinking of first-year teachers by identifying their conceptual understandings and the sources of the understandings, valuings, and types of

implementations of integrated language arts they used in their teaching. The implementation or nonimplementation of the language arts integration was described using the constraints and/or opportunities first-year teachers identified. The constraints and opportunities stated by first-year teachers gave a view of the contextual complexities they perceived to achieving a goal of integrating language arts in their teaching.

Purposes of the Study

The purposes of the study were:

- (1) To identify the conceptual understandings and values of first-year teachers regarding the development of integration of language arts within the language arts and in the subject areas;
- (2) To identify the type(s) and amount(s) of curriculum integration implemented by first-year teachers as integration between the language arts (reading, writing, speaking, and listening) and as the language arts are used in other subject areas in a context which uses children's literature and/or other written and visual materials;
- (3) To identify the constraints, real and perceived, that impede and/or are overcome by first-year teachers in the implementation of integrated language arts;

- (4) To identify the opportunities, real and perceived, that are unused and/or employed by first-year teachers in the implementation of integrated language arts;
- (5) To identify the perceived sources of the knowledge about and valuing of language arts integration of first-year teachers who implement integrated language arts and those who do not.

Significance of the Study

The field of language arts can be broadened by a description of first-year teachers' knowledge, attitudes, and uses of integrated language arts as a reflection of the effectiveness of teacher education. There is a significant need to follow teacher education students into their first-year as teachers to assess if they have acquired sufficient knowledge about concepts and values of language arts integration and to assess if and how they have implemented integrated language arts in their classroom teaching. The data reported by first-year teachers provides a description of some of the possible sources of their understanding of integrated language arts and how integrated language arts was applied in their classroom practice.

The description by the first-year teachers about the real and perceived constraints or opportunities for

implementation of integrated language arts provides some information regarding their rationale even when they understand and/or value language arts integration. The information about some of the possible constraints and opportunities helps to inform teacher education programs and professors of courses in reading, language arts, children's literature, and other subject areas as to the complexities of the school context in which students as first-year teachers attempt to use the concepts and methods taught. The data provides a research basis for the development of teacher education course content (pre-service and inservice) that helps to inform teachers about what language arts integration is, why it is important, and about the realities of school settings they may encounter as they attempt to implement their understandings. Teacher education can provide instruction in decisions and strategies available, to prospective teachers and to experienced teachers, to aid them as they plan to overcome constraints and to employ opportunities as they use language arts integration in their teaching.

Research Questions

- (1) What are first-year teachers' conceptual understandings of integrated language arts both within the language arts and in other subject areas?

- (2) What are first-year teachers' attitudes or values about the use of integrated language arts both within the language arts and in other subject areas?
- (3) To what extent do first-year teachers integrate language arts, children's literature, and other subject areas? What types of integration do they use?
- (4) What constraints do first-year teachers perceive that prevent implementation of integrated language arts?
- (5) What do first-year teachers do to overcome real and perceived constraints that inhibit implementation of integrated language arts?
- (6) What opportunities do first-year teachers identify that facilitate implementation of integrated language arts?
- (7) What do first-year teachers do to make use of real or perceived opportunities for implementation of integrated language arts?
- (8) What are the sources, at least from the first-year teachers' perspective, for the origin of conceptual understandings, values, and strategies for implementing integrated language arts? In what ways has the first-year teachers' teacher education program

informed conceptual understandings, values, and implementations of integrated language arts?

Limitations

The questions posed by this study did not lend themselves to an experimental research design. This research into the thinking and actions of the first-year teachers is based on open-ended questions from questionnaires and interviews, as well as observations of actual classroom practice. The questions, interviews, and observations provided a rich description of the thinking and action of the first-year teachers.

The sample of this study was comprised of the two hundred and forty-seven Fall 1985 to Summer 1986 graduates of a midwestern university. A limitation encountered by this researcher was the inaccessibility of current addresses for the graduates. The researcher checked the following sources for address information: placement, alumni, and the alternative teacher education program records. However, in all cases their records at that point in time were not complete and only one hundred and eighty out of two hundred and forty-seven names and permanent and/or present addresses were found.

The questionnaires were sent to a sample of 1985-1986 elementary education graduates from a midwestern university. However, because of geographic constraints

the subjects chosen for classroom observation and interview were from the sample of graduates teaching within two hours or less driving distance from the university. It would appear that there was no reason to conclude that those first-year teachers living within two hours distance from the university were significantly different in relation to knowledge or use of language arts integration from those living further away.

The use of a questionnaire that was mailed to the first-year teachers suggests a possible limitation in relation to the individuals who did not return the questionnaire. Ninety-seven Initial Contact Questionnaires were sent and sixty-nine were returned for a response rate of 71.13 percent. It is not possible to predict how the twenty-eight individuals who did not return the Initial Contact Questionnaire would have responded, but with a relatively high response rate of 71.13 percent it would seem to suggest that the responses of the twenty-eight would have been in a continuum similar to those who returned the questionnaire.

Definition of Terms

Integrated Language Arts--the development of a lesson and/or unit that implements two or more objectives on topics that are purposefully related or apply

within the plan, one of which is a language art objective.

Language Arts--the four communication arts--listening, speaking, reading, and writing. They are used as communication processes to express and receive information to construct meaning.

First-Year Teacher--a teacher graduated from an undergraduate teacher education program who is employed for the first year as a full-time teacher with his/her own classroom responsibilities.

Interrelatedness--elements or areas that are associated with each other based on common characteristics.

Interdependence--elements or areas that rely on each other based on mutual needs or similarities.

Constraints--people, situations, or environments, real or perceived, that prevent individuals (first-year teachers) from implementing the conceptual understandings and values about language arts integration in their classrooms.

Opportunities--people, situations, or environments, real or perceived, that support individuals (first-year teachers) in implementation of the conceptual understandings and values about language arts integration in their classrooms.

Socialization--the process by which first-year teachers assume the role of a teacher by observing their teaching colleagues and by being advised by these colleagues regarding the role and behaviors of teachers.

Expanded Definition of Language Arts Integration

The language arts--listening, speaking, reading, and writing--as the four interrelated modes of communication have been the focus of research and theory for nearly one hundred years. Each of the language arts has its distinct properties, however, the language arts have several important interrelationships.¹⁴ Reading and writing are forms of communication connected by common language properties involved with written text. Speaking and listening possess association as oral language modes which focus on a subject or topic in the communication process. The language arts are also related by their expressive and receptive attributes. The expressive language modes are writing and speaking. In both writing and speaking the communication process involves sending a message to an audience which potentially comprehends the message. Reading and listening require receptive abilities as a receiver comprehends the

¹⁴Dorris M. Lee and Joseph B. Rubin, Children and Language (Belmont, CA: Wadsworth, 1979) 319.

message sent either in written or in oral form.¹⁵ The similarities between listening, speaking, reading, and writing have provided the basis for conceptual understandings about the interrelationships of the language arts.

A second conceptual understanding related to the language arts as forms of communication is that listening, speaking, reading, and writing are communication vehicles for expressing and receiving written and oral information in the other subject areas in the elementary school curriculum. Roehler states, "Language strategies (including speaking, listening, reading, writing,--doing and observing) are fundamental tools for sharing the knowledge base."¹⁶ The knowledge base of a culture is shared by the use of listening, speaking, reading, or writing. In elementary schools, the knowledge base becomes translated into subject areas, such as social studies, math, science, career education, and art.

The theoretical background of the interrelationships of the language arts provides for two types of

¹⁵James Moffet and Betty Jane Wagner, Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers (Boston: Houghton Mifflin, 1983) 6.

¹⁶Laura R. Roehler, "Ten Ways to Integrate Language and Subject Matter," in Integrating the Language Arts in the Elementary School, ed. Beverly A. Busching and Judith I. Schwartz (Urbana, IL: NCTE, 1983) 28.

integration. The first type of integration purposefully combines one or more of the language arts--listening, speaking, reading, and writing--with another of the language arts using their communication-base related properties to improve student learning. A second type of integrated language arts integrates the language arts and other subject areas based on the use of language arts as instrument of communication about knowledge in the subject area.

Organization of Study

Chapter I is a statement of the problem of the study as related to the area of language arts integration and to the development of conceptual understandings, valuing, and implementations of integrated language arts by first-year teachers. A review of related literature in the areas of language arts integration and the process of becoming a teacher of language arts is found in Chapter II. The research methodology of the study is presented in Chapter III. Chapter IV contains an analysis of the findings of the study. The conclusions drawn from the data are found in Chapter V. The research instrumentation is contained in the Appendices.

CHAPTER II

REVIEW OF THE LITERATURE

Integration of the language arts has been the subject of research and opinion for nearly one hundred years. Much of the research on integrated language arts has focused on student learning in classrooms where teachers have implemented integrated language arts compared to classrooms where teachers have used a reading skills or phonics approach. During this long period, little attention has been given to assessing the conceptual understanding of teachers about the integration of language arts, the value teachers place on integrated language arts, or teachers' implementation of integrated language arts instruction in their classrooms.

The review of related literature has been organized under three major headings: a) theoretical background and use of integrated language arts, b) the process of becoming a teacher of language arts, and c) methodology for teacher thinking research.

Theoretical Background and Use of Integrated Language Arts

Introduction

Integration of language arts is examined in the following areas: a) the theoretical background on the interrelationships and interdependence of the language arts and implications for implementation of integrated language arts instruction, b) the outcomes of the implementation of integrated language arts, and c) the types of integrated language arts.

Theoretical Background on the Inter- relationships of the Language Arts and Implications for Use

The language arts--listening, speaking, reading, and writing--are interconnected as communication forms. Reading and writing are written forms of communication while speaking and listening are oral forms of communication. Fox and Allen¹ illustrate the interrelationships in Figure 1.

Theoretically the language arts are conceptualized as communication processes. Language arts communication is a whole system which possesses interrelationships based on commonalities and differences in the language modes of listening, speaking, reading, and writing.

¹Sharon E. Fox and Virginia Garibaldi Allen, The Language Arts: An Integrated Approach (New York: Holt, 1983) 12.

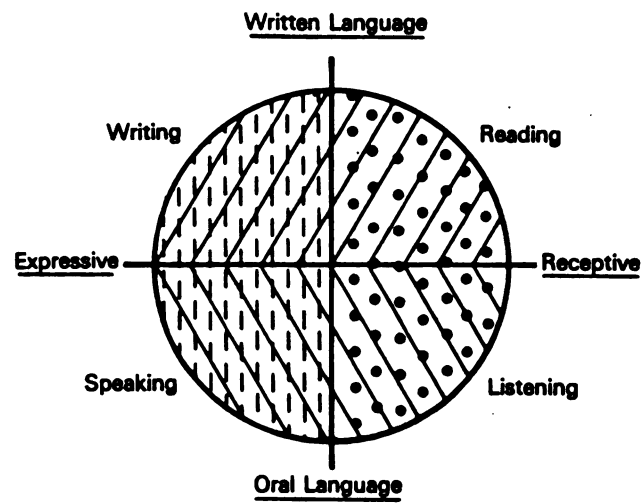


Figure 1. The Interrelationships of the Language Arts

Moffett,² Dixon,³ Newman,⁴ and Goodman⁵ have stated that the language arts--listening, speaking, reading, and writing--are interrelated. Because the language arts are interrelated they can be appropriately taught in ways that accent the communication similarities, rather than by teaching the subskills of each language art in an isolated manner. Reading can be taught as a way to receive communication, not just as a method that focuses on reading skills.

In a discussion of the interrelationships of the language arts, Moffett⁶ uses the term "discourse" to indicate the related communication processes of listening, speaking, reading, and writing. For Moffett, the term discourse applies to all four of the ways communication is received or sent, orally or in written forms. He states that discourse can be a conversation, a poem,

²James Moffett and Betty J. Wagner, Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers, 3rd ed. (Boston: Houghton, 1986) 6.

³John Dixon, Growth through English (Reading, England: NATE, 1967) 6.

⁴Judith M. Newman, ed., Whole Language: Theory in Use (Portsmouth, NH: Heinemann, 1985) 7.

⁵Kenneth S. Goodman, Language and Literacy: The Selected Writings of Kenneth S. Goodman (Boston: Routledge, 1982) vol. 1.

⁶Moffett 8.

a play, or any communication, written or spoken, that has meaning as a whole. He states:

It is critical to understand that a discourse is a whole, not a part. Because it is staked out by the superstructure of language--sender-receiver-message--it is the largest unit of language and hence the only unit of language that is not partial.⁷

Language arts are understood when taught at a discourse level because the structure of language is being used in the teaching instead of separating language into small parts or individual skills such as grammar in writing. The similarity in the structure of discourse in one of the language arts aids comprehension in the other language arts.

Although the language arts have a similar communication-message sending and receiving base, they are also distinct from each other. Moffett states:

Distance, in one sense or another, often makes the difference. The basic shift, for example, from speaking to writing occurs when speaker and listener are removed from each other in time and space.⁸

The difference, when understood as the product of the form or the place in space of the language arts, can actually strengthen the learning in language arts in general or in specific areas, such as reading or

⁷Moffett 9.

⁸Moffett 9.

speaking. For example, the learner can use the differences between speaking and reading to better understand that reading literature is more than just interpreting speech written down.

In addition to the interrelated system of the language arts, it should be understood that children use complex systems of language or discourse by the time they begin formal schooling. Dixon states that children at five or six years of age are considered "linguistic adults."⁹ They are capable of using mature forms of spoken language to communicate their needs, questions, and insights. Pre-school and kindergarten children are often encouraged to interact with written language in the form of children's books and print in their environments. Hearing stories read aloud, seeing adult readers, and having opportunities to use paper and pencil are seen as important to the development of literacy in all four language arts in pre-school children in studies done by Clay,¹⁰ Harste, Burke, and

⁹Dixon, 15.

¹⁰Marie M. Clay, Observing Young Readers: Selected Papers (Exeter, NH: Heinemann, 1982) 212-13.

Woodward,¹¹ and Taylor.¹² The children use their understandings of known language arts--listening and speaking--to develop abilities to read and to write. A child who, through past experiences, has learned to expect to be able to comprehend a conversation or a book read aloud will approach a written text that is to be read expecting to be able to make sense of the written communication. Smith states: "Reading is less a matter of exacting sound from print than of bringing meaning to print."¹³

Integrated language arts capitalize on the common expectations of meaningfulness and communication of the language arts. By integrating the language arts, the interrelationships are used as a means to help the children understand and successfully use each of the language arts. Halliday¹⁴ discussed three types of

¹¹Jerome C. Harste, Virginia A. Woodward, and Carolyn L. Burke, Language Stories and Literacy Lessons (Portsmouth, NH: Heinemann, 1984) 59.

¹²Denny Taylor. Family Literacy: Young Children Learning to Read and Write (Exeter, NH: Heinemann, 1983) 92.

¹³Frank Smith, Understanding Reading (New York: Holt, 1978) 2.

¹⁴Michael Halliday, "Three Aspects of Children's Language Development: Learning Language, Learning Through Language, Learning About Language," Oral and Written Language Development Research: Impact on the Schools, ed. Yeth Goodman, M. Hausler, and Dorothy Strickland (Urbana, IL: NCTE, 1979) 31-39.

learning related to language which include: a) learning language, b) learning through language, and c) learning about language. The three types of learning are not sequential, but happen simultaneously. Goodman et al.¹⁵ states,

We learn about language as we learn language, and we learn through language. . . . They [teachers] cannot teach about language in order to facilitate learning language. They cannot teach language apart from its use as a prerequisite to learning through language.

The language arts, from this viewpoint, are not subject areas to be taught, but communication resources or means used to experience, discover, and to inform the other areas of learning, e.g. reading is used to understand concepts in the history text and writing is used to communicate understandings of history in a written report. The language arts--listening, speaking, reading, and writing--provide a variety of ways to learn in the subject areas and to learning about the language arts.

All teachers of language arts bring a theoretical understanding to their teaching. Their theoretical understanding, whether oriented toward integrated language arts (whole language), reading skills, or phonics,

¹⁵Kenneth S. Goodman, E. Brooks Smith, Robert Meredith, and Yetta M. Goodman, Language and Thinking in School: A Whole-Language Curriculum (New York: Owen Pub., 1987) 6.

was assessed by DeFord¹⁶ and Harste.¹⁷ Watson et al.¹⁸ studied the relationship between the teachers' theoretical assumptions about reading/language arts and their teaching.

In the study by Watson et al. the teaching of two first grade teachers, one with a whole language and the other a skills orientation to reading instruction, was observed. The transcripts of the whole language (integrated language arts) teacher's instructions were found to focus on the largest meaning unit available which most often was the discourse level of communication. The teacher and students would center classroom learning on the meaning of a story, poem, or other connected text. The teacher with a skill-oriented theoretical background focused lesson content on the smallest meaning unit, usually at the grapho-phonetic level. The teacher stressed letter recognition, punctuation

¹⁶Diane DeFord, "A Validation Study of an Instrument to Determine Teachers' Theoretical Orientation to Reading Instruction," diss., Indiana U, 1979.

¹⁷Jerome Harste, "Teacher Behavior and Its Relationship to Pupil Performance in Reading," paper presented at the Annual Meeting of the International Reading Association (Miami Beach, FL, May 2-6, 1977) 6.

¹⁸Dorothy Watson, Shirley Crenshaw, and Dorothy King, "Two Approaches to Reading: Whole-Language and Skills," paper presented at the Annual Meeting of the International Reading Association (Atlanta, GA, May 6-10, 1984) 41-42.

markings, and spelling. The teachers were both implementing instruction consistent with their conceptual understanding of reading/language arts.

In the following section the literature on the theoretical background and implementation of integrated language arts will be discussed from both the historical and recent viewpoints.

It was decided for this study to consider research before 1975 to be termed historical research and to consider research completed during the past ten to twelve years, from 1975 to the present, to be termed recent research.

Historical Perspective: 1900s-1970s

Research from the 1900s through 1970s has provided information on the interrelatedness of the language arts. Artley,¹⁹ in an extensive review of the research from the 1930s and 1940s, outlined relationships between the language arts. He reported several positive relationships among learnings in the language arts areas including: a) knowledge of vocabulary and language structure as positively related to reading ability, b) reading achievement positively related to success in

¹⁹A. Sterl Artley, "Research Concerning Interrelationships Among the Language Arts," Elementary English 27 (1950): 528-532.

other language areas, such as writing, c) abilities used in reading often determined to be prerequisites for effective writing, d) growth in other language arts areas influenced by growth in reading, and e) skills used to create written materials positively related to the skills used to read well. He noted that the relationships could also be negative: difficulties with speech were often related to reading difficulties; little relationship occurred between formal grammar study and effective written and spoken communication in real life settings. Therefore, Artley chose to review each of the language arts, except speaking, in relation to the others.

Hildreth²⁰ reviewed research on all the language arts and developed a complex list of approximately forty interrelationships including the importance of reading to children in order to develop a sense of the structure of written language, to develop ideas or topics to communicate, and to develop vocabulary that can be used in speaking and writing. Hildreth also supported the practice of speaking about ideas and topics before reading as an aid to comprehension in reading as well as speaking about a book that has been read or dramatizing story

²⁰Gertrude Hildreth, "Interrelationships Among the Language Arts," Elementary School Journal 48 (1948): 538.

to aid retention of the information read. Hildreth concludes that students use words they have read in their writing, and she contends that students read their own writing with greater ease because it is their own language that has been used. Although Hildreth used reading as the focus for comparisons with the other language arts, the number of interrelationships is extensive. The interrelationships listed by Hildreth accent some of the variations possible in the implementation of integrated language arts instruction.

In summarizing the findings of a longitudinal study done in the 1960s on a group of students from kindergarten through twelfth grade, Loban²¹ reports the following interrelationships of the language arts: a) oral language (speaking and listening) with written language (reading and writing), oral language with reading, and reading with written language. He found that those students in his study who wrote well also did well in reading and oral language. As the subjects continued through the elementary grades, the interrelationship between reading and writing remained apparent, and when a listening test was given to the students at eighth grade level, there also proved to be a positive

²¹Walter Loban, Language Development--Kindergarten Through Grade 12 (Urbana, IL: NCTE, 1976) 70-85.

relationship between skill in listening and skill in speaking.

The importance of Loban's research findings is strengthened by the consistency in the results over the length of the study which followed students for thirteen from kindergarten to twelfth grade. The consistency of the interrelationships of the language arts as reported by Loban strengthens the position that relationships exist for individual children throughout the schooling years and that integrated language arts instruction capitalizes on the interrelationships in ways that provide effective instruction for students.

Fea²² used reading as the standard for comparison in his research on the reading, writing, and speaking of fifth and sixth graders. The students were asked to read a story orally and to retell the story in written and oral forms. The transcripts of the oral reading and retelling were correlated with the written story and found to be significantly related. He found that there was a relationship between total number of words, the number of different words used, the number of difficult words, and the number of phrases used in the written and

²²Henry R. Fea, "Interrelationships Among Materials Read, Written and Spoken by Pupils of the Fifth and Sixth Grades," The Journal of Educational Psychology 44 (1953): 172.

oral language situations. The study by Fea demonstrates that specific subskills, such as number of difficult words used, are related in reading, writing, and speaking situations. The interrelationship of the language processes--reading, writing, and speaking--are substantiated in the research of Fea.

The relationships between the language arts is also the focus of research by Hughes.²³ He compared reading, spelling, word meaning, language usage, capitalization, punctuation, sentence sense, and paragraph organization of 332 fifth graders who were given several tests of language, reading, and mental ability. The results indicate that all of the selected language abilities are positively related across ability groups.

The research by Hughes demonstrates the interrelationship of reading, spelling, and word meaning. His research adds information about the relationship between high achievers' and low achievers' use of the various language abilities. The high achievers in the study did significantly better in each language ability area than low achievers on the Iowa Language Abilities Test and the Iowa Elementary Language Test.

²³Vergil H. Hughes, "A Study of the Relationships Among Selected Language Abilities," Journal of Educational Research 47 (1953): 102-104.

Not all research, however, reflects positive relationships among the language arts. Martin²⁴ and Winter²⁵ both found little or no relation between language areas researched with primary-aged children. Martin pretested and posttested first grade children on measures of language ability and correlated the data. She concluded, "Evidence in this study seemed to indicate that at the first grade level, growth in each language variable followed an individual developmental pattern and was unrelated to other variables."²⁶ Winter collected data over a two-year period and assessed interrelationships of language development in the following areas: a) motor ability, b) oral language, c) drawing, d) reading, e) writing, and f) spelling. The data was analyzed to test for significant differences in scores on portions of the Metropolitan Achievement test, several drawing tests which were analyzed using the Goodenough Intelligence Scale, and samples of speaking. The speaking examples were taken from classroom show-and-tell sessions which were analyzed to

²⁴Clyde Martin, "Developmental Interrelationships among Language Variables in Children of the First Grade," Elementary English 32 (1955): 170.

²⁵Clotilda Winter, "Interrelationship among Language Variables in Children of First and Second Grades," Elementary English 34 (1957): 110-13.

²⁶Martin 171.

determine total number of words used, the amount of different words used, and sentence length. Winter found that either there were low degrees of association or no relationship between the language arts areas. Both Martin and Winter caution that complete integration may not produce the achievement results on standardized tests that many have presumed to be the result of using interrelated language arts in classroom instruction.

A difficulty with the research by Martin and by Winter is that both failed to explain how the students had been taught the various skills and whether the type of instruction could have affected the results. In addition, the tests used in the study may not have been adequate to assess competence in an area so comparisons may not have been valid. Finally, the researchers were interested only in achievement outcomes and achievement relationships measured by standardized tests without making any assessment of affective or motivational factors in student learning and in use of the skills.

Wheeler and Wheeler²⁷ discussed differences and similarities in their work on the interrelatedness of the language arts, but added a caution:

²⁷Lester R. Wheeler and Viola Wheeler, "Some Characteristic Differences and Similarities Among the Language Arts," Journal of Education 138.1 (1955): 3-8.

Specific teaching techniques and skills are involved in each of the language arts. Certain of these become helpful to more than one of the arts when transference is definitely taught, as in the process of seeing relationships, organizing thought units, critical evaluation, creative thinking, or punctuating according to thought units rather than blindly following rules. The teacher should be able to discriminate between the factors that should and should not be taught for transfer.²⁸

Wheeler and Wheeler emphasize the importance of the teacher's decisions in implementing integrated language arts instruction and the need to provide links between the language arts that can be understood by the students. They also stress the need to accept the differences as well as the similarities in the language arts.

Recent Research: 1975 to the Present

Several recent studies demonstrate the types of relationships between the language arts. Although much research has been done on combinations of any two language arts, few studies have been done on the language arts as a whole and as interrelated. Since the mid-1980s, an increased interest in using all of the language arts has emerged in the whole language theory and practice described by Altwerger et al.,²⁹ Goodman

²⁸Wheeler and Wheeler 7.

²⁹Bess Altwerger, Carole Edelsky, and Barbara M. Flores, "Whole Language--What's New?" Reading Teacher 40 (1987): 144-53.

et al.,³⁰ and Newman.³¹ Whole language or integrated language arts theoretically stresses the interrelated communication aspects of the language arts. Whole language is becoming understood, accepted, and used in more classrooms, and with this use there is potential for more research into classroom implementations of the language arts as an integrated whole.

In 1976, a National Council of Teachers of English Committee published their report entitled, "Guidelines to Evaluate the English Component in the Elementary School Program."³² The committee emphasized interrelationships between the language arts and interdependence with other subject areas by describing learning situations which included at least two of the language arts--listening, speaking, reading, and writing. They stated that school language arts programs should include learning situations which give: a) attention to audience as speakers and writers, b) recognition to the need for writing and reading compositions for oneself and for others, c) importance to language arts practice in other

³⁰Kenneth Goodman et al. 1-35.

³¹Judith Newman, Whole Language: Theory in Use (Portsmouth, NH: Heinman, 1985) 7-8.

³²National Council of Teachers of English Committee, "Guidelines to Evaluate the English Component in the Elementary School Program," Language Arts 53 (1976): 831.

subject areas, and d) experiences in the subject areas that develop language and thought. The committee then followed these general comments with specific guidelines for the teaching and evaluating of each of the language arts and on ways to interrelate the language arts.

Nourie,³³ analyzed the research and theoretical literature to form a body of knowledge on the language arts and on language arts integration. She summarized the implications of the interrelatedness of the language arts as follows:

English/language arts and reading are virtually inseparable at many points. English/language arts cover such a vast area of knowledge and interrelated skills that reading is of necessity an integral part. A structural organization of all these elements enables curriculum designers to arrange programs so that students benefit from the reciprocal skills of the language arts and from the knowledge elements of the subject matter of English. The more adroitly this kind of curriculum is developed, the less fragmented the curriculum. The less fragmented the language areas of the curriculum are, the more adept students can become in using the language in all facets of the language arts and in the subject strand areas of language, literature, and composition.³⁴

³³Barbara Nourie, "An Analysis of the Substantive Structure of English/Language Arts and Reading, with Implications for Curriculum Design in a Unified Program," diss., Illinois U, 1984, 168-69.

³⁴Nourie 169.

Studies on language abilities done between 1950 and 1978 were analyzed by Hamill and McNutt.³⁵ They found eighty-nine studies that described correlational relationships between reading and the other language arts. They attempted to compare the studies using a median coefficient with an r of .35 as a standard by which they would state a positive relationship between studies. They used studies on reading as the basis of comparison and found that studies on oral expressive language (speaking) showed little relationship to success on tests of reading, comprehension, and word recognition; yet they found powerful interrelationships in research results on reading comprehension and word recognition tests and writing tests of spelling mechanics.

Hamill and McNutt qualify their own research by cautioning that much of the research reviewed evaluated subskills of the various language arts areas, such as spelling and writing mechanics. They concluded, therefore, that comparisons of research on language arts that did not focus on subskills could conflict with their findings. An additional qualification of the research by Hamill and McNutt results from their use of

³⁵Donald Hammill and Gaye McNutt, "Language Abilities and Reading: A Review of Literature on Their Relationships," Elementary School Journal 80 (1980): 272-78.

correlational studies to complete the research. It is possible that a review of other studies which used other types of research methodologies could provide other results than those discussed by Hamill and McNutt on the interrelationships between the language arts.

Gordon and Braun³⁶ and Shanahan and Lomax³⁷ conducted research on the relationships between reading and writing. Gordon and Braun found that the students' self-reports evidenced use of similar strategies, such as self-questioning and monologuing, in both the processes of reading and of writing. For Shanahan and Lomax the interaction of using a cyclical process of reading to help writing and writing to help reading was superior to either using only reading-to-writing or only writing-to-reading. The interactive model, using both reading and writing to aid learning in the other area, focused on the benefit of appropriate mixtures of reading and writing in classroom instruction. The researchers did not find, however, that teaching the

³⁶Christine J. Gordon and Carl Braun, "Mental Processes in Reading and Writing: A Critical Look at Self-Reports as Supportive Data," Journal of Educational Research 79 (1986): 299.

³⁷Timothy Shanahan and Richard J.G. Lomax, "An Analysis and Comparison of Theoretical Models of the Reading-Writing Relationship," Journal of Educational Psychology 78 (1986): 122-23.

specific processes or interactions to the students increased their learning.

DeFord³⁸ found that the writing of students reflected the reading approach used. Students in an integrated language arts classroom tended to change the text while reading as if they were editing. The reading materials in the classroom, whether used with an integrated approach that used children's literature selections or a phonics approach that used reader selections, influenced the writing of the students. The students taught with a phonic approach wrote short sentences often repeating similar phrases. The students taught with an integrated language approach wrote stories with more connected text and more complex ideas. The form and content of written materials used in reading influenced the form and content of the writing done by the students in the study.

The research by Gordon and Braun, Shanahan and Lomax, and DeFord describe aspects of the interrelatedness of writing and reading. The studies represent a sample of recent research on the similarities of writing and reading.

³⁸Diane E. DeFord, "Literacy: Reading, Writing, and Other Essentials," Language Arts 58 (1981): 656-57.

In addition to reading and writing, there are similarities and differences between other language arts; research findings for other areas, however, are less substantiated in the research than the research on reading and writing. Speaking has been studied to provide descriptions of relationships with the other language arts by Kroll³⁹ and Tough.⁴⁰ Kroll researched the similarities and differences between the speaking and writing of fourth and sixth graders. He found that while the content of written and spoken directions for a game were similar in the work of sixth graders, the fourth graders' oral directions were longer and more detailed than their written directions. Kroll found that there were positive relationships between the ability to give oral and written directions, and also that the ability to write thorough directions is developmental. Tough used case studies to demonstrate the positive relationships between speaking skills and future reading and writing success. She found that

³⁹Barry Kroll, "Developmental Relationships between Speaking and Writing," Exploring Speaking-Writing Relationships: Connections and Contrasts, ed. Barry M. Kroll and Roberta J. Vann (Urbana, IL: NCTE, 1981) 32-54.

⁴⁰Joan Tough, Talking and Learning (Great Britain: Drake Education Association, 1977) 230.



children able to express themselves orally were successful in learning written language.

Listening, as a receptive communication action, has been studied in relation to expressive modes--speaking and writing, as well as in relation to reading. Lundsteen⁴¹ and Devine⁴² state that listening and reading both have a thinking base in common and that reading is built on a listening foundation of background knowledge.

Hildgard and Olson's⁴³ study of third graders, however, may counter some of the findings of Lundsteen and Devine. Third graders were asked to read or listen to a narrative story and then to choose answers to questions telling whether the story actually stated the information or inferred it. They found that listeners paid attention to the theme of the story while readers paid closer attention to the meaning of sentences. At least in relation to narrative stories, therefore, there are

⁴¹Sara W. Lundsteen, Listening: Its Impact on Reading and the Other Language Arts (Urbana, IL: NCTE, 1979) 3.

⁴²Thomas G. Devine, "Listening: What Do We Know After Fifty Years of Research and Theorizing?" Journal of Reading 21 (1978): 303.

⁴³Angela Hildgard and David R. Olson, "On the Comprehension and Memory of Oral vs. Written Discourse," Spoken and Written Language: Exploring Orality and Literacy, ed. D. Tanner (Norwood, Nova Scotia: Ablex Publishing Co., 1982) 31-32, vol. 9.

differences between the methods used to listen to and read the same story.

The various interrelationships of the language arts, largely supported by research data, provides a framework for the implementation of integrated language arts that accents the similarities and differences of listening, speaking, reading, and writing. Reading is beneficial to learning to write and vice versa because reading and writing are written communication modes. Speaking, an oral language mode, also aids learning in listening and vice versa. Expressive language, both speaking and writing, need the author to take the audience and its level of understanding into account when producing the communication. Receptive language, reading and listening, also uses similar communication skills to comprehend the message being received. The interrelationships of the language arts can be profitably used to affect student learning, when the similarities and dissimilarities are purposely presented integrated language arts lessons.

Outcomes from the Implementation of Integrated Language Arts Instruction

Introduction. The literature regarding outcomes from the implementation of integrated language arts instruction are reviewed under three headings:

a) achievement outcomes, b) attitude and motivation outcomes, and c) time use outcomes.

Children's Achievement as an Outcome of Integrated Language Arts Instruction. The interrelatedness of the language arts has a conceptual basis for implementation of integrated language arts instruction. However, the research on the effects of integrated language arts instruction on student achievement has found both positive effects and no effects.

Webeler⁴⁴ used the Metropolitan Achievement Test to determine whether or not there were significant differences in reading achievement in students taught by an integrated language arts approach and those taught by an isolated skills approach. She found no significant differences in scores of students from the two groups. She did qualify her findings by indicating that all of the students were reading at or above grade level before the data were collected. The students were drawn from upper-middle class homes in a community that valued education. Webeler stated, "It seems possible that the children's reading experiences in the home may have contributed to reading proficiencies which blurred the

⁴⁴Mary Webeler, "Oral Reading of High and Low Reading Achievement Fourth Grade Students Taught by an Integrated Language Arts Approach and Skills Approach," diss., Ohio State U, 1984, 101-107.



differences in the Skills and ILA programs."⁴⁵ She also found no differences in achievement of high and low reading achievers. However, as stated above, all of the students were reading at or above grade level, so that the strategies available to students of "high" or "low" ability were quite similar regardless of treatment group. A final difficulty with the research findings of Webeler is that the Metropolitan Achievement Test was used to measure the subskills. Testing students involved in an integrated program on a test of isolated skills may not provide a valid evaluation of the outcomes of an integrated approach. Thus the results of the study may have been constrained by the evaluation instrument used.

Three research studies conducted in the late 1960s found significantly positive effects of integrated language arts as compared to basal reading instruction. Stauffer and Hammond,⁴⁶ Morgan,⁴⁷ and Vilscek, Morgan,

⁴⁵Webeler 107.

⁴⁶Russell G. Stauffer and W. Dorsey Hammond, "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction Extended into Second Grade," Reading Teacher 20 (1967): 740-46.

⁴⁷Lorraine L. Morgan, "Effects of an Integrated Experience Approach and a Basal Language Arts Approach on Language Arts Learning Outcomes in First Grade," diss., U of Pittsburgh, 1967, 85.

and Cleland⁴⁸ all found that the achievement of primary children on assessment instruments for reading and critical thinking was greater for the children instructed in an integrated language arts process than the children receiving basal reader instruction. Basal reading was emphasized and the other language arts, listening, speaking, and writing, were rarely taught or taught as subskills, such as spelling or grammar.

Stauffer and Hammond gave 389 second grade subjects pretests and posttests on measures of intelligence, reading, and creative writing. After instruction, the students instructed by the experimental language arts approach were compared to a control group who received basal reading instruction. The experimental group was significantly different on reading posttests, such that the students wrote more original content, and scored higher on intelligence tests. They found that there was no significant difference between the groups in attitude toward reading.

Morgan and Vilsek et al. reported studies of two experimental approaches to describe the effects of the basal language arts approach and the integrated

⁴⁸Elaine Vilscek, Lorraine Morgan, and Donald Cleland, "Coordinating and Integrating Language Arts Instruction in First Grade," Reading Teacher 20 (1966): 31-7.

experience approach. Approximately 600 children participated in the investigation with twelve groups assigned to each treatment. The basal language arts approach used basal instruction in reading, writing, speaking, and listening in isolation. The integrated experience approach defined experiences for children interrelating the language arts instruction. The analysis of the data on the posttests found statistically significant differences in attitude toward reading, word and paragraph meaning, vocabulary, and word study in relation to the integrated experience approach. In general, "Pupils in the Integrated Experience Approach to Communication generally had higher mean scores of achievement than pupils in the Coordinated Basal Language Arts Approach."⁴⁹

Stauffer and Hammond, Morgan, and Vilsek et al. had similar results in relation to achievement on posttests of reading and writing. The approaches that implemented integrated instruction for the language arts had positive achievement outcomes in areas of reading, such as word and paragraph meaning, in writing, and in intelligence measures.

⁴⁹Morgan 82.

The research by Noyce and Christie⁵⁰ investigated the use of integrated language arts instruction in the subskill area of syntax with third grade students. The Integrated Sentence Modeling Curriculum included uses of syntactic structures, such as subordinate clause in listening, speaking, reading, and writing. Other students were taught the syntactic structures in writing only. The control group received instruction in language arts, which included grammar study. They found significant differences in the outcomes of students instructed by the Integrated Sentence Modeling Curriculum on sentence combining tasks. Although the research informed the field of integrated language arts instruction it took an approach that reduced the language arts to a process of focusing on one subskill of the larger process of language learning.

Jensen and Roser⁵¹ describe the differences in elementary students' knowledge of what it means to learn to read when they are taught using a basal reader approach or an integrated language arts approach. Some

⁵⁰Ruth M. Noyce and James F. Christie, "Effects of an Integrated Approach to Grammar Instruction on Third Graders' Reading and Writing," Elementary School Journal 84 (1983): 66.

⁵¹Julie Jensen and Nancy Roser, "Basal Readers and Language Arts Programs," The Elementary School Journal 87 (1987): 376.

of the understandings held by students of the basal reader approach were that reading is done orally and only two or three minutes per day, workbooks may not be related to the day's work, and that the selection read is not important or related to other reading, writing, or speaking done by students. The students in the language arts approach held understandings such as reading, speaking, and writing are means to use to find answers to questions or to solve problems, new experiences can be related to old experiences, and that meaning is central to all the language arts. According to those researchers, the contrast between the basal reader and language arts approaches is more than method and affects the students' use and understanding of reading as well as listening, speaking, or writing.

From the relatively few studies available on the achievement outcomes of the integrated language arts approach there is some, but not a great body of evidence that integrated language arts instruction results in higher achievement. Instead, integrated language arts instruction has been found to be as effective as other methods, such as the basal reader approach. The types of evaluation instruments used give rise to questions of the ability of the instruments to assess the differences in outcomes between other approaches and language arts

integration. The instruments may assess individual language arts subskills that are unrelated and/or areas that are difficult to measure, e.g. attitudes toward language, reading, and learning. The instruments do not assess the language arts as they have been taught in integrated language arts instruction or in relation to attitudes toward language arts and learning. Results showing superiority of one method of instruction as measured by achievement outcomes continue to elude language arts researchers. Boehnlien and Ritty state:

While it is difficult to find empirical evidence of the superiority of one type of curriculum over another, most authors of language arts methods textbooks suggest an integrated approach, with a stress on the individual needs of the child.⁵²

In summary, the research on the achievement outcomes of integrated language arts instruction are suggestive, but not conclusive in indicating positive achievement outcomes from integrated instruction.

Children's Attitudes and Motivation as Outcomes of Integrated Language Arts Instruction. The effects on attitudes and motivation of students in integrated language arts instruction has been the focus of several research and professional sources.

⁵²Mary Maher Boehnlein and James Michael Ritty, "Integration of the Communication Arts Curriculum: A Review," Language Arts 54 (1977): 374.

Noyce and Christie⁵³ found that motivation and interest were improved in their study comparing achievement outcomes of an integrated language approach and a basal reader approach. They found interest in writing may have increased for the integrated language arts group because of the opportunities the children had to read books written by peers and to realize peers were the audience for selections they were writing. In the area of writing they stated:

The reading gains may have, in part, been because of enhanced interest in reading brought about by the teacher's reading of enjoyable children's literature during the listening phase of the cycle and/or by the pupils' reading of peer-produced books during the reading phase.⁵⁴

Attitudes toward the language arts were assessed in the study by Smith and Hansen.⁵⁵ They tested whether children's attitudes toward reading and writing were affected by the one group's completion of an integrated task in reading. The students were asked to read a selection and write about the selection. They found that the subjects enjoyed reading significantly more than writing about it. But there was no significant

⁵³Noyce and Christie 67.

⁵⁴Noyce and Christie 67.

⁵⁵Richard J. Smith and Lee H. Hansen, "Integrating Reading and Writing: Effects and Children's Attitudes," Elementary School Journal 76 (1976): 244.

difference in the enjoyment of the story by those who had the integrated writing task than those that did not complete the writing task. They concluded, "However, the present study does provide some evidence that assigning a writing task based on a reading selection does not necessarily work to the detriment of reading enjoyment."⁵⁶

The review of literature on children's attitudes and motivation found little research that conclusively favors the use of integrated language arts instruction for improvement of attitude. The lack of research in this area is perhaps a result of the lack of appropriate methods for evaluating the complex area of attitude and motivation of elementary school children.

Time as a Factor in Student Outcomes in Integrated Language Arts Instruction. Research by Wiley and Harnischfeger⁵⁷ has shown that the more time students spend on a task the more they learn. Their research was not on integrated language arts instruction, but the

⁵⁶Smith and Hansen, 244.

⁵⁷D.E. Wiley and A. Harnischfeger, Explosion of a Myth: Quality of Schooling and Exposure to Instructional, Major Educational Vehicles, Studies in Education Processes, Report #8 (Chicago: M.L. Grove, February 1974).

principle of time on task has applications in the various subject areas.

Wrightstone,⁵⁸ in research from the 1930s, compared integrated and non-integrated instruction in the language arts and found that while the achievement outcomes of the approaches were not significantly different the amount of time spent on skill instruction was less in the integrated program. The students were as successful in learning skills in the integrated language arts approach in less time, thus allowing the teacher to provide additional time for applications and extensions of the skills learned. The students applied the language skills in other areas of the interrelated language arts and in other subject areas.

In research on the perceptions of experienced teachers about integrated language arts, Schmidt et al.⁵⁹ reported time as a positive outcome of integrated language arts instruction. They stated:

Thus it is not surprising that those advocating integration argue that integrating language skills with other content may allow teachers (in elementary schooling) to allocate

⁵⁸Wrightstone 587.

⁵⁹William H. Schmidt, Laura Roehler, Jacqueline L. Caul, Margret Buchmann, Barbara Diamond, David Solomon, and Pat Cianciolo, "The Uses of Curriculum Integration in Language Arts Instruction: A Study of Six Classrooms," Journal of Curriculum Studies 17 (1985): 306.



time to curricular areas without necessarily neglecting skill development.⁶⁰

In summary, integrated language arts may allow teachers to provide instruction in the language arts areas by combining more than one language arts area within the context of a lesson or unit, however, there are few research studies done to date that have tested this hypothesis. The combination of multiple areas provides instruction to students that is as helpful as non-integrated curriculum, but it would seem to require less total instructional time, thus providing time efficient instruction.

Types of Integrated Language Arts

Introduction. Busching and Lundsteen⁶¹ define three types of language arts integration. They include integration that takes place within the subskills of one language art, such as students using spelling and punctuation skills while creative writing. Next, Busching and Lundsteen discuss language arts integration within the language arts, such as students reading a children's

⁶⁰Schmidt, Roehler, Caul, Buchmann, Diamond, Solomon, and Cianciolo 306.

⁶¹Beverly A. Busching and Sara A. Lundsteen, "Curriculum Models for Integrating the Language Arts," Integrating the Language Arts in the Elementary School, ed. Beverly A. Busching and Judith I. Schwartz (Urbana, IL: NCTE, 1983) 20-25.

literature selection and writing a sequel. They define a final type of integration of the language arts in relation to integration in other subject areas such as writing a report after science study on the life cycle of a frog. The first of these types, the integration of the subskills within the language arts, is not reviewed as a type of language arts integration because it is not a focus of this study. Types of integrated language arts are reviewed under two headings: a) within the language arts, and b) in relation to other subject areas, including children's literature.

Types of Integrated Language Arts Instruction Within the Language Arts. Language arts integration within the language arts, a second type of integration, focuses on the interrelationships of the language arts. This type of language arts integration has been extensively reviewed in this review of the literature in the section on the theoretical background and use of integrated language arts. Written language--reading and writing--has been researched by Gordon and Braun,⁶² Shanahan and Lomax,⁶³ and Hamill and McNutt.⁶⁴ They found positive relationships between success in reading

⁶²Gordon and Braun 28.

⁶³Shanahan and Lomax 123.

⁶⁴Hamill and McNutt 272-78.

and writing. Less research has been done on speaking and listening as oral language modes. Knoll⁶⁵ found positive relationships between speaking and writing, as expressive modes of communication. Lundsteen⁶⁶ and Devine⁶⁷ demonstrated a positive relationship between listening and reading, as receptive language process. There are studies such as Hildgard and Olson⁶⁸ which provide evidence that conflicts with results that indicate interrelationship between the language arts. Their research shows differences in the processes used by listeners and readers.

Research on relationships within the language arts--reading, writing, speaking, and listening--has not provided decisive conclusions regarding the benefits of language arts integration in this category. There are indications, however, that integrated language arts instruction is at least as effective as instruction in a single language art in isolation and that it may contribute in ways that are less amenable to measurement. Student attitudes toward learning in the language arts seem to be related to the types of instruction they

⁶⁵Knoll 32-38.

⁶⁶Lundsteen 3.

⁶⁷Devine 303.

⁶⁸Hildgard and Olson 31-32.

receive. Teachers may be more efficient in their use of time with the integrated language arts approach.

Types of Integrated Language Arts Instruction in Relation to the Other Subject Areas. Examination of integration of language arts as a vehicle for subject matter learning has had a long history.

In 1942, Aikin⁶⁹ summarized the research of the Eight-Year Study in which thirty schools developed on "experimental curriculum" that integrated subject areas, such as English and social studies rather than presenting them in traditional isolated classes. When students in the experimental schools were matched with those in "regular" schools, the total grade average and the grades in all subject areas were higher in the experimental schools. The students were followed into college and the study suggested:

Success in the college of liberal arts does not depend on the study of certain subjects for a certain period in high school. Second, departures from the prescribed pattern of subjects and units did not lessen the students' readiness for the responsibilities of college.⁷⁰

As a longitudinal study, the Eight-Year Study provides a description of the long-term positive outcomes

⁶⁹Wilford M. Aikin, The Story of the Eight-Year Study (New York: Harper and Brothers, 1942) 53-55.

⁷⁰Aikin 117.

of curriculum integration. Frequently recent studies on language arts integration within the subject areas describe integrated units that are implemented for only a portion of a semester or year, which may explain, in part, why the research results continue to be inconclusive about the value of integrated language arts to student achievement.

Language arts integration has been implemented in elementary schools in many ways. Thaiss⁷¹ cautions that language across the curriculum often becomes writing across the curriculum instead of emphasizing all aspects of the language arts across the curriculum. He states that speaking and listening abilities develop in the child before writing abilities develop. Effective integration of language arts across curriculum areas, therefore, should involve more opportunities for children to talk about the subject matter being taught and to listen to peers discussing their understanding of the topic.

In A Language for Life, Bullock⁷² discusses the opportunities that the elementary teacher has to use the language throughout the curriculum of the classroom. He states that, "for language to play its full role as a

⁷¹Christopher Thaiss, Language Across the Curriculum in the Elementary Grades (Urbana, IL: NCTE, 1986) 4.

⁷²Sir Allan Bullock, A Language for Life (London: Her Majesty's Stationery Office, 1975) 188-92.

means of learning, the teacher must create in the classroom an environment which encourages a wide range of language uses."⁷³ The report by Bullock and other members of the committee on conditions in language instruction in England proposed methods to improve the instruction and use of the language arts in all curricular areas. The report was issued in 1975, but little followed to prepare British teachers to implement integrated language arts across subject areas. Hawkins,⁷⁴ in a five year follow-up study, found limited integration of language arts across the curriculum in British schools after five years of discussion and proposals related to A Language for Life.

A study by Schrade⁷⁵ researched the use of integrated languages and social studies to assess if children's attitudes were affected by expanded understanding of another culture. Schrade found that attitudes were not affected positively toward Spanish speaking people after an experimental group had been instructed from an integration of language arts, Spanish, and social

⁷³Bullock 188.

⁷⁴Eric Hawkins, Awareness of Language: An Introduction (Cambridge: Cambridge Press, 1984) 1-30.

⁷⁵Arlene Ovidia Schrade, "Children's Responses Toward Spanish Cultures Through the Integration of FLES, Language Arts and Social Studies," diss., Ohio State U, 1972, 146-147.

studies. There was no significant difference in attitude toward Spanish speakers between the experimental and the control groups on an attitude questionnaire developed by Schrade. The research design included a ten-week unit which was presented to the subjects in the experimental group, while the control group received Spanish instruction without integration. A difficulty with the research by Schrade is the use of a unit which lasted only ten weeks. Schrade stated that attitudes about the Spanish culture had been held by the elementary students previous to the research and that the attitudes were generally positive in both groups. A ten-week implementation of integrated use of children's literature about Spanish cultures may not have been long enough to effect a significant change in attitude.

Summary

The research on integrated language arts for subject area instruction has a long history that has some support for the view that integrating listening, speaking, reading, and writing with the subject areas is beneficial to student learning and attitudes toward the language arts. However, there is a need for continued research. The studies of integrated language arts demonstrate a continuing view that language arts integration within the language arts and in other subject

areas is a useful method of instruction for development of student attitudes and for efficient use of instructional time. Yet the research conclusions on language arts integration do not always describe significant differences in student achievement, although most studies find integrated language arts as effective as other methods of instruction. The types of methodology and measurements used to assess achievement outcomes may not be adequate to assess differences in achievement. The methodology in most research on integrated language arts compared to a non-integrated approach is difficult because the experimental research for may not capture the subtle learnings from integrated instruction or field observations may require extensive observation to assess differences between groups. Language arts integration has become a theory not yet grounded conclusively in empirical research, but the concept is well established in intuitive thinking in the field of language arts.

Research Pertaining to the Process of Becoming a Teacher of Language Arts

Introduction

The process of becoming a teacher is reviewed in terms of: a) the process of becoming a teacher in general and not related to any subject area or grade

level, and b) the process of becoming a teacher of language arts.

The Process of Becoming a Teacher

Research by Ryan,⁷⁶ Lortie,⁷⁷ Davis and Zaret,⁷⁸ and Feiman-Nemser⁷⁹ on the process of becoming a teacher describe the process as longer than the years of formal teacher education at the college level. Becoming a teacher involves the individual's own experiences as a student in classrooms, the college courses taken by the individual including teacher education, field experiences and/or student teaching, the induction process, and finally the years the individual teaches.⁸⁰ The process of becoming a teacher is a lifelong learning experience.

Most researchers agree that teacher preparation is broader than the number of years in formal education,

⁷⁶Kevin Ryan, ed., Don't Smile Until Christmas (Chicago: U of Chicago Press, 1970) 164-90.

⁷⁷Dan C. Lortie, School-Teacher: A Sociological Study (Chicago: U of Chicago Press, 1975) 79-82.

⁷⁸Michael D. Davis and Esther Zaret, "Needed in Teacher Education: A Developmental Model for Evaluation of Teachers, Preservice to Inservice," Journal of Teacher Education 36.2 (1985): 18-21.

⁷⁹Sharon Feiman-Nemser, "Learning to Teach," Occasional Paper 64 (MSU: Institute for Research on Teaching, 1983) 30.

⁸⁰Feiman-Nemser 6-11.

but there are differing opinions as to the importance of the various experiences to the types of methods used by the first-year teacher.

Means Used to Become a Teacher

The review of the literature on first-year teachers focuses on the process used as they make the transition from the role of student to the role of teacher. The formal teacher education process involves the translation of the theory and concepts encountered in teacher education courses into classroom practice as a teacher. The process also includes the informal learning situations the first-year teachers have experiences themselves as students observing their own teachers during their elementary years. Both substance and the influence of formal and informal learning situations have been the focus of research on first-year teachers. The research sources reported here are reviewed on two of the means used to become a teacher: a) the influence of formal and informal learning situations on first-year teachers, and b) the socialization of first-year teachers.

The Influence of Formal and
Informal Learning Situations

Lortie⁸¹ argues that classroom experiences watching teachers when students are in kindergarten through twelfth grade provides first-year teachers with "apprenticeship by observation." He found that undergraduate teacher preparation did little to alter the effects of the models provided by former teachers. The theory and new concepts taught in teacher education courses did not change the practice of first-year teachers, but instead the status quo or conservative practice of their former teachers predominated.

Hoy and Rees⁸² describe the process as one in which preservice teachers develop more open or liberalized views about many aspects of life including views about the roles and practices of teacher and learner. However, practice in the field during student teaching and during the first years of teaching negates the openness to new ideas to the use of research-based concepts taught in college teacher education courses.

⁸¹Lortie 61.

⁸²W. Hoy and R. Rees, "The Bureaucratic Socialization of Student Teachers," Journal of Teacher Education 28 (1977): 23-26.

Cole's⁸³ work with first-year teachers contrasts the view that the teachers' schooling experiences have a conservative influence on their teaching. He found that the conservatism of most college teacher education courses affirmed the preservice teachers' conservative views of how concepts and methods could be used in their teaching and that their teaching was seldom different from the methods used by their own college teachers. For a minority of innovative students, however, the conservative views produced disillusionment. This innovative minority of teachers did remain innovative after one to four years of teaching.

Feiman-Nemser and Buchmann⁸⁴ discuss several pitfalls of individuals in teacher preparation. One of the pitfalls is called the "familiarity pitfall." "The 'familiarity pitfall' stems from the tendency to trust what is most memorable in personal experience."⁸⁵ This reliance on or preference for past experiences in classrooms can prevent the preservice or inservice teacher

⁸³Martin Cole, "'The Tender Trap?' Commitment and Consciousness in Entrants to Teaching," Teachers' Lives and Careers, ed. Stephen J. Ball and Ivor F. Goodson (London: The Falmer Press, 1985) 97.

⁸⁴Sharon Feiman-Nemser and Margaret Buchmann, "Pitfalls of Experience in Teacher Education," Occasional paper 65 (MSU: Institute for Research on Teaching, 1983) 3-6.

⁸⁵Feiman-Nemser and Buchmann 6.

from being receptive to alternative methods and materials available for use in their teaching. First-year teachers may not understand or to value concepts taught in methods courses that are antithetical to their previously held concepts. Without an understanding or positive attitude about curricular concepts learned in methods classes it is improbable for first-year teachers to use the new concepts in their teaching.

In summary, the studies reviewed demonstrate a variety of conclusions for the influences of informal and formal learning situations on the practice of first-year teachers. The research by Lortie, Hoy and Rees and Feiman-Nemser and Buchmann describe formal teacher education as having made few modifications in the way teachers teach as compared to their former teachers. In contrast, Cole states that little change has taken place in the way teachers teach because the courses in teacher education are not innovative. He states that the courses "refine the status quo of the teachers' thinking" by teaching methods and content that are similar to their own experiences as students. In all cases, becoming a teacher is viewed as a process that is less influenced by formal teacher education sources than by informal sources, such as their years as a student.



Socialization of First-Year Teachers

The socialization of first-year teachers is an additional informal influence on becoming a teacher. Socialization has been the subject of research and professional discussion. Socialization is the process in which first-year teachers learn to adjust to the role they perceive as the role of a teacher.

A dimension of the socialization process is the fact that first-year teachers have complete responsibility for a classroom from the first day of their experiences as a teacher. Hall states, "Teaching is one of very few professions in which the novice is expected to assume full responsibility from the first day on the job."⁸⁶ Faced with the difficult situation of responding to the complexities of the classroom, first-year teachers have many needs and concerns.

Fuller⁸⁷ posited a three-phase developmental theory of teachers' concerns. The first phase is the pre-teaching phase of non-concern with the specifics of teaching. At the pre-teaching phase they are aware of teaching as a general concept or occupation, but do not

⁸⁶Gene E. Hall, "Induction: The Missing Link," Journal of Teacher Education 33.3 (1982): 53.

⁸⁷Frances F. Fuller, "Concerns of Teachers: A Developmental Conceptualization," American Educational Research Journal 6 (1969): 207-226.

yet comprehend the various aspects of successful teaching. The second phase is a stage of concern for self and survival. Finally, the teacher enters a phase of student-centered concern. Fuller's research on first-year teachers found that generally first-year teachers are preoccupied with self concerns and survival. The first-year teachers need to feel that they belong and are accepted, to have techniques or skills to survive, and to have methods to deal successfully with the complexities of teaching.

Ryan's⁸⁸ research on first-year teachers found that examples of past teachers, formal teacher preparation, and the experiences during the first year in the classroom are means used by first-year teachers to meet their needs to feel adequate and successful. As the first-year teachers become socialized into the role of teacher, they use trial-and-error to develop practice that is effective. For many, trial-and-error becomes a pragmatic method of survival. Ryan states, "trial-and-error learning does not insure that the beginning teacher is actually learning things which make him [or her] a better teacher."⁸⁹

⁸⁸Ryan 166

⁸⁹Ryan 170.

Research on first-year teachers by Pataniczek and Isaacson⁹⁰ found that first-year teachers are concerned with self and survival and that they feel physically and psychologically isolated by the structure of schools. First-year teachers feel isolated and yet they need to find colleagues to be of assistance in demonstrating more efficient ways to handle the contradictions between the amount of time available per day and the amount of content that need to be covered. The support of colleagues reduces the complexities of the job for the first-year teachers by providing time to listen to the concerns of first-year teachers and to provide "tricks of the trade." For the first-year teacher the task is difficult. The teacher must overcome the physical and psychological isolation to find colleagues who have ways to deal with the complexities of teaching, yet the assistance given may be counter to current research findings or to the first-year teachers' formal teacher preparation. As the first-year teachers become socialized to the practices shared by colleagues, they must justify their departure from methods they were taught to methods they see used by present colleagues. For many

⁹⁰Dennis Pataniczek and Nancy Sigler Isaacson, "The Relationship of Socialization and the Concerns of Beginning Secondary Teachers," Journal of Teacher Education 32.3 (1981): 14-17.

first-year teachers the methods taught in college or university teacher education courses come to be considered impractical in the "real world" of the first-year teacher, and the link between theory and practice is weakened. Lortie found that the ideas adopted from others are often not principles of learning, but are activities. He states,

They [first-year teachers] do not refer to learning general principles of instruction from colleagues; when they do refer to peer influences they talk about specific kinds of classroom activity. They describe the "tricks of the trade" they picked up--not broader conceptions which underlie classroom practice.⁹¹

In reality the isolation of first-year teachers as discussed by Lortie,⁹² Gehrke and Kay,⁹³ and Pataniczek and Issacson⁹⁴ is a salient aspect in the life of the first-year teacher. There is little appropriate assistance in making the transition into the role of teacher. The process becomes a private concern for survival. Research on the socialization process describes this isolated process as one in which the first-year teacher

⁹¹Lortie 77.

⁹²Lortie 77.

⁹³Nathalie J. Gehrke and Richard S. Kay, "The Socialization of Beginning Teachers Through Mentor-Protege Relationships," Journal of Teacher Education 35.3 (1984): 21-24.

⁹⁴Pataniczek and Issacson 14.



often returns to the familiar methods of past teachers rather than the concepts and methods of teacher education courses.⁹⁵

The research on first-year teachers includes both the sources of learning to be a teacher and the socialization concerns. Ryan, Lortie, and Fuller have defined the process to be one in which conventional ideas about teaching from observation of teachers that are often modified during the college years only to be returned to former ideas during the first years of teaching based on the demands and concerns of the first-year teacher. Cole argues that both the student's experience and the college years follow conventional viewpoints and little change is effected. Regardless of the progression, little argument is found for the position that teacher education students who become first-year teachers face a process of socialization. The socialization, or learning the role of teacher, according to Fuller, surfaces in response to survival concerns of first-year teachers. It is often a world of isolation with contacts with peers often centering around "tricks of the trade" and activities rather than knowledge of the field of any content area.

⁹⁵Lortie 67.

The Process of Becoming a Teacher
of Integrated Language Arts

There is relatively little literature on first-year teachers becoming teachers of language arts.

The literature includes a statement of the essential competencies teachers of language arts should possess at the completion of their teacher preparation in language arts. The Committee on Preparation in Language Arts for the Elementary Teacher of the National Council of Teachers of English reports that among the essential competencies of elementary teachers should be an understanding of the language arts--listening, speaking, reading, and writing--as an entire interrelated system before teachers can competently and effectively use the language arts in elementary classrooms.⁹⁶

Strickland,⁹⁷ in the American Association of Colleges for Teacher Education publication on essential knowledge for first-year teachers, discusses the importance of the first-year teachers' understanding of language development and its relation to oral and written

⁹⁶NCTE Conference on English Education Committee, "Preparation of the Elementary Language Arts Teacher," Language Arts 53 (1976): 363-369.

⁹⁷Dorothy S. Strickland, "The Development of Language and Literacy: Essential Knowledge for Effective Teaching and Learning," Essential Knowledge for Beginning Educators, ed. David Smith (Washington, DC: American Association of Colleges for Teacher Education, 1984) 119.

language. She states that first-year teachers need to understand that development in the language arts

. . . represents an interdependent network. Readers and listeners bring meaning to the message in order to comprehend it. Writers and speakers project meaning as they attempt to communicate.⁹⁸

Knowledge about the interrelationships of the language arts is an important aspect of the preparation of teachers of language arts. Without an understanding of the interrelatedness of the language arts, teachers of listening, speaking, reading, and writing cannot or will not go beyond a separate, non-integrated method of instruction if they provide instruction in the area at all. As Strickland states, "Teachers who understand language and literacy development and its implications for the classroom are more likely to make effective instructional decisions."⁹⁹

This researcher was unable to locate research that focused on aspects of first-year teachers' implementation of integrated language arts. A study by Combs¹⁰⁰ related first-year teachers' implementation of methods

⁹⁸Strickland 116.

⁹⁹Strickland 112.

¹⁰⁰Martha Combs, "Becoming Teachers: How Do They Make Decisions about Reading?" paper presented at the Annual Meeting of the National Reading and Language Arts Educators Conference (Kansas City, MO, September 1984).



in one of the language arts--reading. Combs found that the first-year teachers studied placed students in reading groups based on oral reading and phonics ability, which was contrary to the methods taught in their undergraduate methods courses. The first-year teachers justified their action based on their own prior experiences as students and the methods their own elementary teachers had used to form reading groups. Their instruction centered on methodology or practice they had observed, not on effective teaching methods they had been taught. They often used traditional methods to teach reading as skills, but they did not use other methods even when students had been unsuccessful using the method in previous lessons. Combs concluded that the teacher education students need to be taught to see themselves as decision makers and to seek alternate teaching strategies while taking their teacher education courses.

Schmidt et al.¹⁰¹ studied six elementary teachers' beliefs and uses of integrated language arts. The researchers collected data on teacher use of integrated language arts from log data kept for a three-month

¹⁰¹William H. Schmidt et al., "The Uses of Curriculum Integration in Language Arts Instruction: A Study of Six Classrooms," Journal of Curriculum Studies 19 (1985): 313.

period, eight to nine observations during a three-month period with structured observations, and an in-depth interview after the observations were completed. They found that only one of the six experienced teachers observed integrated language arts during more than a very limited amount of the total time used for instruction in language arts and in the subject areas.

Mass¹⁰² did research on nineteen experienced teachers who had chosen to take courses or to work with a consultant on language arts integration and found that they did use integration. Mass described the changes in beliefs and practices of the nineteen experienced elementary teachers who participated in a common inservice experience about the theoretical background and uses of integrated language arts. The teachers were interviewed and observed before and after the six-month program and one year later. The data were used to observe any change in understanding and practice during the course and then to observe the constancy of the beliefs and practices after one year. The areas of change in teacher thinking included: a) goals for their language arts program, b) views on the aspects of language arts

¹⁰²Leslie Mass, "An Exploratory Study of Change: Experienced Teachers Integrate Language Arts, Reading, and Literature in Their Elementary Classrooms," diss., Ohio State U, 1981, 153.

and how to teach them, c) organization of the classroom physical space to facilitate integrated language arts, d) perceptions of themselves as teachers, and e) perceptions of their change. Mass found that eighteen of nineteen changed their beliefs and practices about teaching integrated language arts, so that their practice reflected an understanding of the theoretical background of integrated language arts and the implementation of whole language experiences. The teacher who did not implement integrated language arts perceived her teaching situation to be different, that the use of integrated language arts could not apply to her teaching.

Mass also found developmental differences between the teachers in the types of implementations they made. Some teachers after receiving instruction in integrated language arts were immediately able to implement a whole language curriculum without using basal readers and to see complex relationships and uses for language arts integration. Those with a different level of understanding needed to continue to use basal reading texts while adding writing, listening, and speaking activities related to the stories in the basal text. The final level included the one teacher who did not apply the information on integrated language arts in her teaching

because she did not perceive how the ideas could be used in her special education classroom.

Buckley¹⁰³ described a program requested by teachers in a district who wanted to learn how to implement integrated language arts in their classrooms. Buckley developed a program in which teachers read and discussed the theoretical background of integrated language arts. Guidelines were set for implementation, and the teachers implemented changes in the classrooms to facilitate integrated language arts. Teachers had opportunities to use integrated language arts. The teachers were able to make their own teaching more integrative based on their interest in making changes in their teaching and their understandings of the theoretical background.

The review of the literature on the process of becoming a teacher of language arts shows some agreement on the essential competencies needed. The competencies include a knowledge of language development and the interrelationship between the language arts. Some research has been found which describes the applications of integrated language arts in classroom instruction of experienced teachers and none for first-year teachers.

¹⁰³Marilyn H. Buckley, "When Teachers Decide to Integrate the Language Arts," Language Arts 63 (1986): 375-376.

Summary

The review of related literature on the process of becoming a teacher reveals a field in which there has been extensive research. The research has centered on the developmental process from student to preservice teacher, to student teacher to first-year teacher.

Developmentally, the first-year teacher concerns were for survival and accented the dilemma between the isolation of the school environment and the need to learn how to assume the role of teacher. As the first-year teachers at a survival level were socialized into the role of teacher, many sources are used as references. The model of former elementary and secondary teachers, formal teacher preparation, and present colleagues were sources of information for the first-year teacher. However, as reported, the examples of former elementary teachers and present colleagues often provided more salient examples of curriculum methods and content than research-based methods learned during teacher education courses.

Most of the research reviewed on teacher education has referred to general teaching competencies. The limited number of studies related to the language arts has shown that while the field of language arts generally agrees that the concept of language arts



integration may be an element of the knowledge of pre-service and inservice teachers, there is often little application of the conceptual knowledge in the practice of experienced teachers. Research on the applications of first-year teachers' knowledge of integrated language arts needs description.

Methodology for Teacher Thinking Research

The literature which examines methodology used in teacher thinking research was reviewed in relation to studies of teacher thinking in general and of first-year teacher thinking.

Research on teacher thinking includes research on teacher planning, interactive decisions of teachers, and teacher theories and beliefs. Clark and Peterson provide a visual model of teacher thought and action.¹⁰⁴ For Clark and Peterson, a model of teacher thinking includes the teachers' thought processes in areas of planning, interactive thoughts and decisions, and theories and beliefs. The teachers' thought processes influence and are influenced by the teachers' actions and responses to the actions by students. They discuss the teacher thinking research done in each of the

¹⁰⁴Christopher M. Clark and Penelope L. Peterson. "Teachers' Thought Processes," Handbook of Research on Teaching, ed. Merlin C. Wittrock (New York: Macmillan, 1986) 257.

aspects and conclude that the smallest number of studies has been done on the relationship between teachers' beliefs and conceptual understandings and their actions.

They concluded:

While we may learn much that is interesting and useful from a technical point of view from research on teacher planning, interactive thinking, and teachers' attributions, we make sense of these findings only in relation to the psychological context in which the teacher plans and decides. For an individual teacher, this psychological context is thought to be composed of a mixture of only partially articulated theories, beliefs, and values about his or her role and about the dynamics of teaching and learning.¹⁰⁵

Teachers' beliefs and actions in teaching are a complicated system that takes place in a complex setting--the classroom. Research methodology continues to be needed that takes into account the realities of the classroom context and the psychological context, the beliefs of the teacher.

Various research methodologies have been used to attempt to answer research questions about the relationships between teacher thinking and teacher actions. In the nine research studies on teacher beliefs and actions reported by Clark and Peterson, the methodologies included interviews, observations, and participant observation. The repertory grid technique was also

¹⁰⁵Clark and Peterson 285 and 287.

used. The technique had teachers' position statements on teaching and how much the position related to each teacher's thinking on the issue. Generally, the types of research questions asked in the area of teacher thinking and action have required researchers to use methods that are qualitative or "interpretive." Erickson states, "What makes such work interpretive or qualitative is a matter of substantive focus and intent, rather than the procedure in data collection."¹⁰⁶ Methods are needed that allow the researcher to get beyond or focus on the product of the teaching-learning situation to the thinking of teachers in all its complexity.

In Beyond Surface Curriculum, Bussis et al.¹⁰⁷ describe their methodology for research of experienced teachers. They have formulated an interactive view of learning that includes thinking processes, beliefs, and values as determiners of what people do and how they create learning environments. The need for modification in the types of research methodology used to better comprehend the complexities of the interactive view of

¹⁰⁶Frederick Erickson, "Qualitative Methods in Research on Teaching," Handbook on Research on Teaching, ed. Merlin C. Wittrock (New York: MacMillan, 1986) 120.

¹⁰⁷Anne M. Bussis, Edward A. Chittenden, and Marianne Amarel, Beyond Surface Curriculum (Boulder, CO: Westview Press, 1976) 15-18.

learning caused Bussis et al. to state a need for new evaluation procedures that would go beyond process-product research in quantitative research designs. They suggest a) in-depth interview, b) observation, c) documenting the environment, and d) analysis of student work and of student talk. The in-depth interview with the teacher has import, Bussis et. al. state, in that:

The strength of an interview lies in its ability to elicit personal opinions, knowledge, understandings, attitudes, and the like, and accumulated evidence of this nature does provide adequate support for reconstructing a general picture of construct systems.¹⁰⁸

In the in-depth interview, the responses to the researchers' questions provide a description of the teachers' beliefs and understandings that can be compared to their actions as evaluated by actual classroom observations. The environments the teachers (and students) create also can be described. The assumption of Bussis, Chittenden, and Amarel is that constructs, the beliefs and understandings of teachers, precede their actions. Their methodology attempts to assess the beliefs and understandings of teachers by the use of indepth interviews, observations, and student interactions.

¹⁰⁸Bussis, Chittenden, and Amarel 15.

One study on the thinking of first-year teachers was conducted by Emmer¹⁰⁹ and six researchers using research methodologies including observations and interviews. They were interested in the influences or sources of understandings and activities used by the first-year teachers. Again, Emmer found observations in classrooms and follow-up interviews to be the appropriate methodologies for describing the thinking of first-year teachers.

Applegate et al.¹¹⁰ in their study of first-year teachers proposed to describe various facets of the life of the first-year teacher. They selected a sample of eighteen first-year teachers from the pool of graduates from a midwestern university. They balanced their sample to include variations of community type (urban, suburban, rural), grade level, subjects taught, type of school (public or private), and sex of first-year teacher. The methodologies included a series of interviews a) before the school year began, b) three or four weeks later, and c) between November 15th and

¹⁰⁹Edmund Emmer, "Academic Activities and Tasks in First-Year Teachers' Classes," Teaching and Teacher Education 2 (1986): 229-244.

¹¹⁰J.H. Applegate, V.R. Flora, J.M. Johnson, T.J. Lasley, G.M. Mager, K.K. Newan, and K. Ryan, "The First-Year Teacher Study," paper presented at AERA (New York, April 4-8, 1977).

December 15th. Observations were made throughout the study. The observations were more frequent at first but later decreased to two to four times per month. The perceptions, expectations, and feelings held by the first-year teachers of the role and relationship with peers, administrators, students, and parents were assessed over the year for possible changes. The methodologies included the use of observations and interviews to provide a variety of data sources to describe the first-year teachers' experiences. The methodologies provided the researchers with a variety of data to assess the complexities of the task of learning to teach during the first year in the classroom.

Summary

The focus or direction needed to interpret the complexities of teacher thinking and action have effectively been researched by Bussis et al., and Emmer and Applegate et al. In each case the researchers' questions were focused on the complexities of what goes on in classrooms. The interpretive focus generalized into the use of a variety of methods which supplied qualitative and some quantitative data. The methodology included use of interviews, observations, collecting data on the classroom environment and student work to

provide an interpretation of the complexities of thinking and action taken by teachers.

The present study of first-year teachers' beliefs or conceptions and uses of integrated language arts focused on the complexities of the conceptions about integrated language arts held by the first-year teachers. The study required methodologies that provided a more qualitative description of the teaching/learning process than are available with purely quantitative methods. As in the studies by Bussis et al. and Emmer, there was need to use a variety of data collection techniques, including interviews, observations, and questions following the observation. The data collected were used to interpret the complex conceptual understandings held by first-year teachers as they apply the theories or beliefs about integrated language arts they learned in teacher education. The observation substantiated the understandings and beliefs stated in the interview. The use of observation and interview allowed the researcher to describe teachers' actions from various perspectives, giving a richer description of the complexities of the teaching-learning setting described by the first-year teachers.



Conclusion

The review of the literature has been organized and discussed under three headings: a) theoretical inter-relationship of the language arts and implementation of integrated language arts instruction, b) the process of becoming a teacher, and c) the methodology of teacher thinking studies.



CHAPTER III

DESIGN AND PROCEDURES

The purpose of this study was to determine what conceptual understandings and values first-year elementary school teachers have about integrated language arts. The study attempted to identify, further, the constraints and opportunities perceived by first-year teachers who did or did not implement language arts integration. The types, amounts, and the sources of first-year teachers' understanding of language arts integration used are identified.

Collection of Data

The following steps were used to collect the data. First, ninety-seven first-year teachers were sent the Initial Contact Questionnaire, which consisted of a total of fifteen items (see Appendix A). Eight of the items on the Initial Contact Questionnaire required content responses related to the first-year teachers' conceptual understanding, use, and valuing of integrated language arts. Seven of the eight content questions had yes-no from which to choose, fill-in-the-blank responses, or numerical ratings to give. One of the content questions was an open-ended question that asked

the first-year teachers to describe in their own words their teaching of language arts. General information on the respondents' gender, age, grade level(s) teaching, and number of preservice teacher preparation courses taken in reading, language arts, and children's literature was the focus of four items on the Initial Contact Questionnaire. School address and phone number were requested in the final two questions. Additionally, the first-year teachers were asked to indicate if they would be willing to be observed and interviewed by this researcher. Sixty-seven Initial Contact Questionnaires were returned. Fifty-one of the individuals who returned the Initial Contact Questionnaires were teaching grade levels within the scope of the study. They were named the "Respondents". From the "Respondents" (N=51) two subgroups of ten first-year teachers were chosen, namely those who identified themselves as integrators of language arts and those who identified themselves as non-integrators of language arts.

Ten first-year teachers who volunteered to be observed and who identified themselves as implementors of integrated language arts within language arts and within subject areas were selected and were labeled as the Self-Identified Implementers (S-I Implementers N=10). The ten S-I Integrators were selected based on

an attempt to achieve a balance of variables including distance from Lansing, MI; grade level of teaching assignment; type of community; type of school--public or private; and teacher education program.

Ten first-year teachers who identified themselves as non-integrators, those who did not or could not implement integrated language arts, were also identified and were labeled Self-Identified Non-integrators (S-I Non-integrators N=10). Selection of the ten S-I Non-integrators was based on variables that included statements on the Initial Contact Questionnaire that indicated that they did not use integration; their written responses on the Initial Contact Questionnaire to a description of their language arts use; distance; grade level of teaching assignment; type of community; type of school--public or private; and teacher education program.

In the second major phase of the research, ten S-I Integrators were given a Pre-observation Interview (Appendix B). The Pre-observation Interview was completed with the first-year teacher in his or her classroom and the session was audiotaped. The written responses and the spoken comments were collected by this researcher.



Thirdly, this researcher observed the ten S-I Integrators teaching for one full day and two to three half-days. The number of half-days varied from two to three with a goal of observing each teacher in this group teaching at least three lessons with integrated language arts. This researcher took anecdotal notes during each observation of integrated lessons taught by each S-I Integrator (N=10). Follow-up questions between the observer and each S-I Integrator (N=10) were used to verify the anecdotal notes from observations of the lessons and to assess the first-year teachers' thinking about the language arts lessons or subject area lessons. The classroom observation and follow-up question session were audiotaped to corroborate the anecdotal notes made by the researcher of all integrated language arts lessons observed. The statements made and recorded as longhand anecdotal notes and the responses to the Follow-up Questions were coded on the Observation/Follow-up Questions form. The Observation/Follow-up Questions form was used to record information about conceptual understanding, the types of integrated language arts implemented, the physical environment, and the constraints and opportunities perceived by the first-year teachers (Appendix C).

In the fourth phase of this research, the S-I Integrators (N=10) were interviewed at the conclusion of all the observations using the Final Interview instrument (Appendix D). The S-I Non-integrators (N=10) were also interviewed using the Final Interview instrument.

Research Questions

The research questions for the study were:

- (1) What are first-year teachers' conceptual understandings of integrated language arts both within the language arts and in other subject areas?
- (2) What are first-year teachers' attitudes or values about the use of integrated language arts both within the language arts and in other subject areas?
- (3) To what extent do first-year teachers integrate language arts, children's literature, and other subject areas? What types of integration do they use?
- (4) What constraints do first-year teachers perceive that prevent implementation of integrated language arts?
- (5) What do first-year teachers do to overcome real and perceived constraints that inhibit implementation of integrated language arts?

- (6) What opportunities do first-year teachers identify that facilitate implementation of integrated language arts?
- (7) What do first-year teachers do to make use of real of perceived opportunities for implementation of integrated language arts?
- (8) What are the sources, at least from the first-year teachers' perspective, for the origin of conceptual understandings, values, and strategies for implementing integrated language arts? In what ways has the first-year teachers' teacher education program informed their conceptual understandings, valuing, and implementations of integrated language arts?

Sample

The names of one hundred and eighty graduates from a midwestern university were obtained from placement and alumni records. The individuals had graduated between Fall Term 1985 and Summer Term 1986 from one of the five teacher education programs at this university. The total number of elementary education graduates from the university during the period was two hundred and forty-seven; however, sufficient address and telephone data was available for only one hundred and eighty graduates. This researcher used teacher education program records and placement records to obtain the sample of ninety-

seven graduates who were reported to be employed as full-time classroom teachers by January 1987. The ninety-seven first-year teachers were sent the Initial Contact Questionnaire. A total of sixty-nine questionnaires were returned, a response rate of 71.13 percent. The questionnaires were returned from first-year teachers teaching in eleven different states and from two foreign countries. First-year teachers from Michigan were responsible for 75.37 percent (N=52) of the responses. First-year teachers from other states comprised 21.73 percent (N=15) of the responses. Two responses or 2.9 percent of the first-year teachers were teaching in foreign countries. The first-year teachers teaching in foreign countries were in Japan and in Columbia, South America. Of the sixty-nine returned Initial Contact Questionnaires, eighteen were from first-year teachers teaching at grade levels beyond the scope of this study, such as pre-school or adult education.

Ten Self-Identified Integrators

Twenty-two of the first-year teachers who identified themselves as implementors of integrated language arts in their teaching, both within the language arts and within other subject areas, volunteered to be observed. The university teaching and supervision

responsibilities and the amount of time required for the observation of the first-year teachers caused this researcher to limit the number of teachers observed to a total of ten. The fact that more than ten first-year teachers volunteered to be observed, as teachers who reported that they understood, valued, and used integrated language arts, required a selection procedure to choose ten. The selection of those who implemented integrated language arts involved a process in which a balanced mixture of the following variables was sought: distance from Lansing, MI, grade level of teaching assignment, type of community, type of school, and type of teacher education program. The process used to select the S-I Integrators (N=10) required a balance of the following variables. The order in which they are listed does not suggest a particular priority. All of the variables were considered equally important in relation to the others to form a balanced mixture.

The first of the variables was distance. The need for the researcher to observe the first-year teachers three or four times restricted travel distance to communities within the state of Michigan and to places within two hours driving distance of the researcher's residence in Lansing, Michigan. The two-hour driving distance limit allowed the researcher to make a visit in



a day without requiring an overnight stay. One exception was made. One individual lived in a town that was four hours away from Lansing and an extended visit was made because of a need to achieve a balance in the grade level variable.

Grade level of teaching assignment was a second variable in the selection of the ten first-year teachers. The teachers selected taught kindergarten to fifth grades and included from one to three teachers at each grade level. One of the first-year teachers included taught integrated language arts in kindergarten and one taught first grade. There were three second grade teachers and two third grade teachers chosen for observation and interview. One of the first-year teachers chosen taught fourth grade and two were fifth grade teachers. The twenty-two first-year teachers who were willing to be observed taught from kindergarten to eighth grade; however, none of the sixth through eighth grade first-year teachers were within the geographic distance limitations of the study.

The location of the schools in terms of type of community (urban, suburban, and rural) was considered as a third variable. Urban schools were located within cities and towns of more than 15,000 residents. Suburban schools were located in neighborhoods outside

an urban area or in towns of less than 15,000 people. Rural schools were located in a village of under 5,000 people or an area unrelated to a town or city. First-year teachers were selected from all three types of communities. Three first-year teachers taught in schools located in urban areas, five were located in suburban, and two were in rural areas.

A fourth variable considered in the selection of the first-year teachers was whether the school was publicly or privately supported. There were eight public school teachers and two parochial teachers selected.

Finally, the five teacher preparation programs at the midwestern university were represented in the selection of the ten first-year teachers chosen for observation in this study. The midwestern university had four alternative teacher education programs each based on a different conceptual framework.

The particular theme of each program provides clear direction for the development of courses that are distinct in content from similar courses within other thematic programs. Similarly, the program's theme is used to guide the structuring of practicum experiences.¹

The alternative programs function as separate systems in which teacher education students take courses and have

¹Henrietta Barnes, "The Conceptual Basis for Thematic Teacher Education Programs," Journal of Teacher Education 38.4 (1987): 13-15.



field experiences developed around the particular theme of the teacher education program. At this midwestern university the conceptual framework of the four alternative programs included: Program I with an emphasis on academics through subject area knowledge, Program II with an emphasis on the diverse needs of students in a pluralistic society, Program III with a focus on the classroom as a community in which to promote personal and social responsibility, and Program IV with an emphasis on the teacher as a decision-maker in areas of academics, personal and social responsibility, and appreciation of diversity. Program V does not have a particular theme, but consists of a group of courses and student teaching needed to meet state certification requirements. Two first-year teachers from Program I were chosen. Three teachers from Program II were selected. Two first-year teachers were from Program III one first-year teacher was from Program IV, and two first-year teachers from Program V were selected for the observation and interview phases of the study. Only one teacher from Program IV was selected because no other individuals from that program volunteered.

The data were summarized and final selection of ten first-year teachers who had stated that they integrated

language arts was made based on a balance of the preceding variables. The data are displayed in Table 3.1.

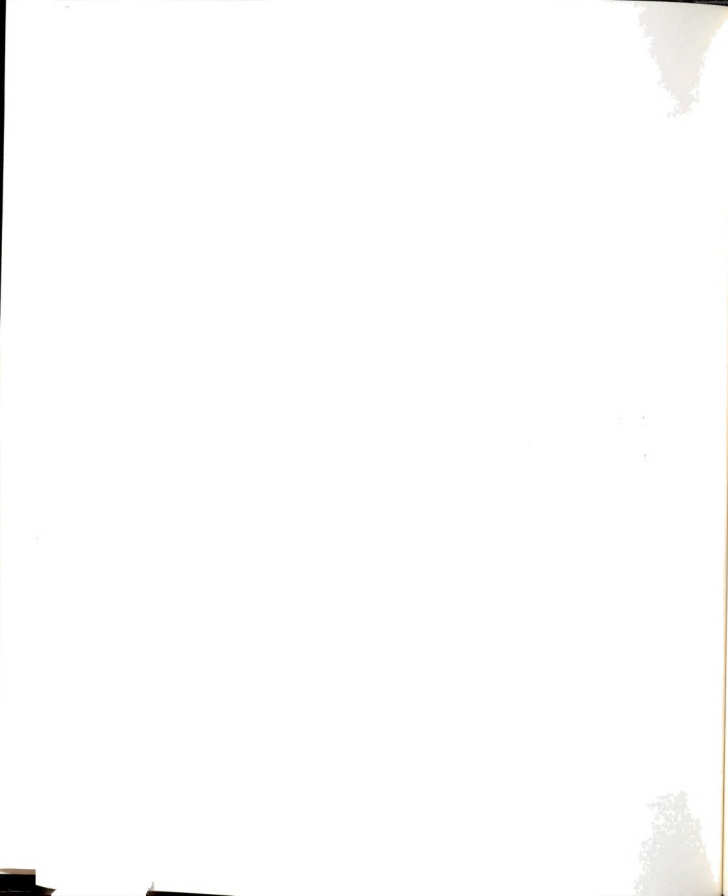
Ten Self-identified Non-integrators

Ten respondents to the Initial Contact Questionnaire, who reported that they did not or could not use integrated language arts and taught each subject area as a separate subject, were chosen and interviewed. Ten first-year teachers were chosen so that they would be comparable in number to the ten Self-Identified Non-integrators. Including ten first-year teachers in each set, ten integrators and ten non-integrators, allowed for a more complete portrayal of the categories of understanding and valuing of integrated language arts. Only six first-year teachers reported on the Initial Contact Questionnaire that they did not or could not use integrated language arts. Because there were less than ten respondents available to interview, the following procedure was used to select four additional subjects to make a set of ten. All of the Initial Contact Questionnaire responses were reread and the content analyzed using the definition of language arts integration designated by this researcher for use in this study, namely, an emphasis on purposeful instruction of the language arts--listening, speaking, reading, writing--in classroom lessons integrated with each other or with subject



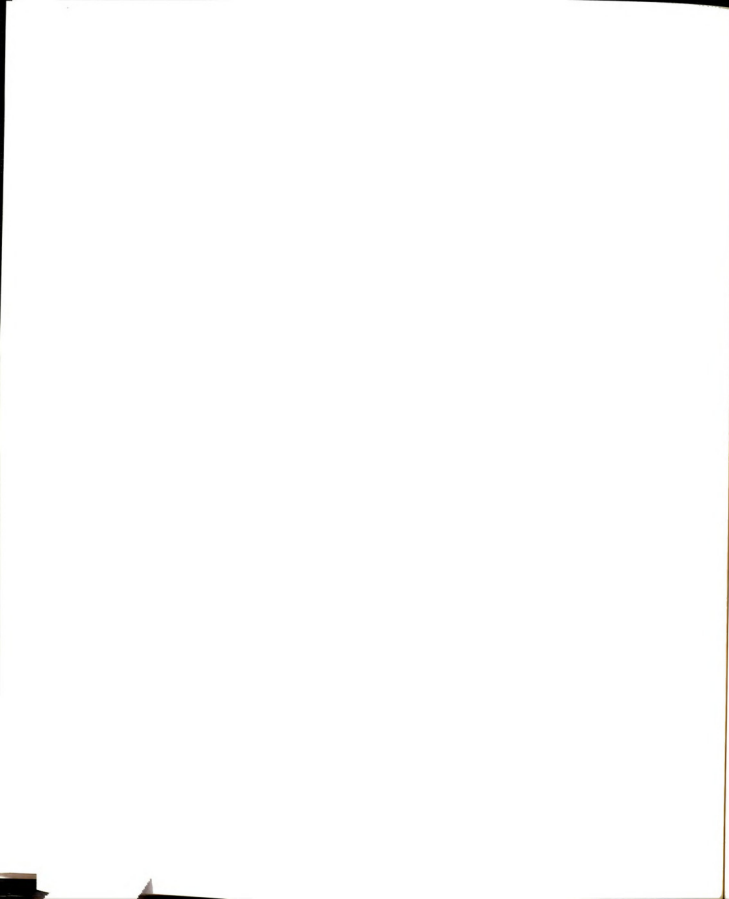
Table 3.1
Distribution of Variables Used in the Selection of Ten First-Year Teachers
Who Stated That They Used Integrated Language Arts

	Distance More or Less Than 2 Hours Drive From Lansing, MI	Grade Level	Type of Community	Type of School-- Public/Private	Teacher Education Program
Subject A	Less	Second	Urban	Private	Program 2
Subject B	Less	Third	Suburban	Public	Program 5
Subject C	Less	First	Urban	Public	Program 5
Subject D	Less	Third	Suburban	Public	Program 1
Subject E	Less	Fourth	Suburban	Public	Program 3
Subject F	Less	Second	Urban	Public	Program 4
Subject G	Less	Rural	Rural	Public	Program 2
Subject H	Less	Fifth	Suburban	Public	Program 3
Subject I	Less	Second	Suburban	Public	Program 2
Subject J	More Than 2 Hours	Kindergarten	Urban	Private	Program 1



areas. The analysis provided names of an additional nine first-year teachers who had expressed answers that indicated an understanding that was not related to the conceptual framework used for this study. The following procedure was used to achieve a balanced mixture of first-year teachers on the following variables. The variables are listed in order that is not prioritized. The variables are similar to those used to select the ten Self-Identified Integrators. The variables included: distance from Lansing, Michigan, grade level taught, type of school, location of school, and teacher education program. Ten S-I Non-integrators were selected to be interviewed.

The distribution of the ten first-year teachers was as follows. In all cases except two this researcher was able to limit the members of this group to those who were within two hours driving distance, so that the Final Interview could be held at their school or home. In both cases, the first-year teachers who were more than two hours driving distance had been part of the original six who, on the Initial Contact Questionnaire, had stated that they did not or could not integrate language arts. A telephone interview was conducted with the individuals who taught in areas beyond the two hour driving distance, i.e. Texas and California.



The grade levels taught by the S-I Non-integrators (N=10) ranged from first grade to sixth grade. One first-year teacher taught first grade, two taught second grade, one taught third grade, two taught a fourth-fifth grade split, and three taught sixth grade.

The location of the first-year teachers' schools in urban, suburban, and rural communities was a third variable considered. Two of the first-year teachers taught in urban schools, four taught in suburban schools, and four taught in rural school settings.

A fourth variable in the selection of ten S-I Non-integrators was whether the school was publically or privately supported. Seven of the first year teachers taught in public schools and three taught in private schools.

First-year teachers were available from all but one of teacher education the programs. Five first-year teachers from Program I were selected. No first-year teachers were available from Program II, one was selected from Program III, one was from Program IV, and two first-year teachers were selected from Program V.

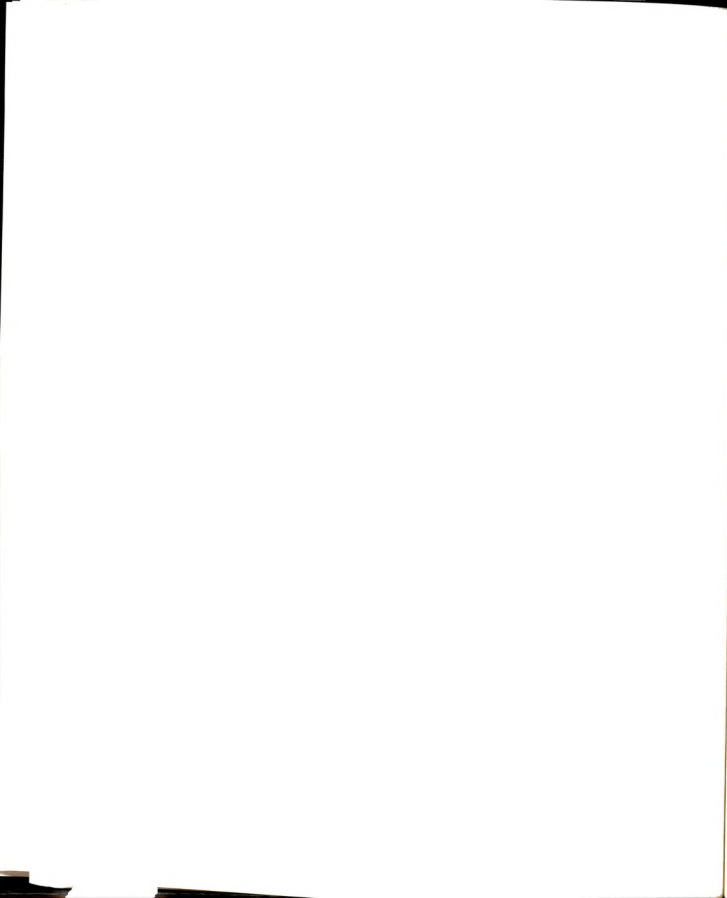
The data were summarized and final selection of ten S-I Non-integrators was made based on a balance of the preceding variables. The data are displayed in Table 3.2.



Table 3.2

Distribution of Variables Used in the Selection of Ten First-Year Teachers
Who Stated They Did Not or Could Not Use Integrated Language Arts

	Distance More or Less Than 2 Hours Drive From Lansing, MI	Grade Level	Type of Community	Type of School-- Public/Private	Teacher Education Program
Subject 1	Less	Sixth	Urban	Public	Program 1
Subject 2	Less	First	Suburban	Private	Program 1
Subject 3	More	Sixth	Rural	Public	Program 1
Subject 4	Less	Sixth-Eighth	Suburban	Private	Program 5
Subject 5	More	First	Rural	Public	Program 1
Subject 6	More	Third	Urban	Public	Program 3
Subject 7	Less	Fourth	Suburban	Public	Program 4
Subject 8	Less	Fourth/Fifth	Suburban	Private	Program 5
Subject 9	Less	Third	Rural	Public	Program 1
Subject 10	More	Second	Rural	Public	Program 3



Instrumentation

This study was conducted in four phases: Initial Contact Questionnaires, Pre-observation Interviews, Observation/Follow-up Questions, and Final Interviews.

The Initial Contact Questionnaire

The Initial Contact Questionnaire was developed by this researcher to gather information pertaining to first-year teachers' conceptual understandings, values, and use of integrated language arts. The data from the Questionnaire was also used to attempt to identify first-year teachers' perceptions of the source(s) of understanding how to implement integrated language arts (Appendix A).

The objectives for the Initial Contact Questionnaire were to:

- (1) Gather descriptive and demographic information;
- (2) Determine the conceptual understandings of first-year teachers concerning integrated language arts;
- (3) Determine the values and attitudes of first-year teachers concerning integrated language arts;
- (4) First-year teachers' perceptions of the sources for their conceptual understandings, values, and strategies for use of integrated language arts.

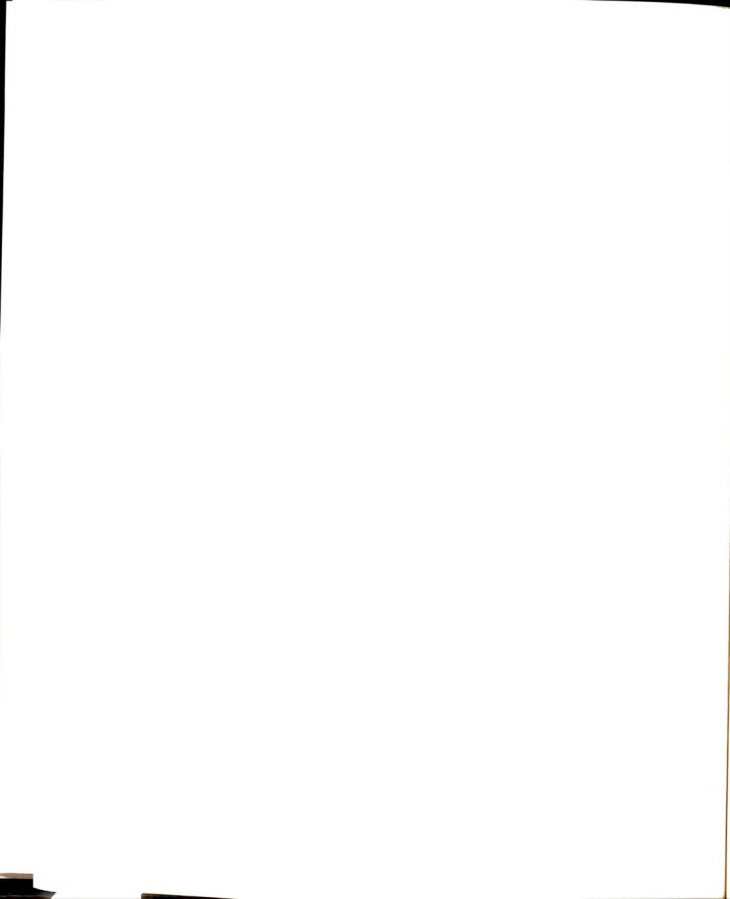
The procedures used to develop the Final Questionnaire for this study included reviewing studies of



first-year teachers and studies with questionnaires as methodology, including the interview used by Schmidt, Roehler, et al.² in their research on experienced teachers' use of language arts integration. The information on questionnaire format and content was used to develop closed and open-ended questions to meet the objectives of this study.³ Items were written that required content responses related to the first-year teachers' conceptual understanding, valuing, and use of integrated language arts. The one open-ended question requested a description of their classroom applications in language arts. The Initial Contact Questionnaire was then presented to a staff member from each of the five teacher education programs at the midwestern university. The teacher education staff members evaluated the questionnaire format and content. There was agreement that the content of the Initial Contact Questionnaire reflected learning in the area of language arts and

²William H. Schmidt, Laura Roehler, Jacqueline L. Caul, Margret Buchmann, Barbara Diamond, David Solumon, and Pat Cianciolo, "The Uses of Curriculum Integration in Language Arts Instruction: A Study of Six Classrooms," Journal of Curriculum Studies 17 (1985): 305-320.

³Walter R. Borg and Meredith Damien Gall, Educational Research, 3rd ed. (New York: Longman, 1979) 292-307.



language arts integration within the various teacher education programs at the midwestern university.

The Initial Contact Questionnaire was also given to a group of six inservice teachers in a local school. The elementary teachers assigned to teach grades one through five completed the questionnaire. The results of the Initial Contact Questionnaire were representative of classroom observations of their teaching made by this researcher. The teachers who had been observed using integration of language arts in their teaching gave responses that reflected their understanding and teachers who had not been observed using language arts integration gave responses that demonstrated a different understanding of language arts integration and/or attitudes that did not value the use of integrated language arts. The information gleaned from the procedures stated above was used to modify the Initial Contact Questionnaire. The modified Initial Contact Questionnaire was then piloted with a first-year teacher who had graduated from another university during the 1985-1986 academic year. The first-year teacher responded to the questionnaire format and content. The Initial Contact Questionnaire was modified to consist of the fifteen questions which were finally used in this study.



Pre-observation Interview

The Pre-observation Interview was designed to collect data about the S-I Integrator (N=10) first-year teachers' reported use of time during their classroom teaching. The first-year teachers were asked to write out their typical weekly schedule and then to create a weekly schedule in which, perhaps in contrast to the schedule required of them, they had complete freedom to organize their teaching schedule. They were also asked to discuss their perceptions of the amount of time available to teach the curricular areas (Appendix B).

The objectives of the Pre-observation Interview were to:

- (1) Introduce the first-year teacher and researcher to each other;
- (2) Make an introductory statement about the research;
- (3) Collect the written schedule of curriculum areas taught by the first-year teacher during a week;
- (4) Determine the first-year teacher's perceptions of time as a constraint or opportunity, and ways he or she overcomes it;
- (5) Assess the conceptual understanding and attitudes about integrated language arts by observing what types of modifications the first-year teacher might



make if given freedom to establish his or her own schedule for teaching.

The procedure used to develop the Pre-observation Interview involved using several questions originally designed and field-tested in the Initial Contact Questionnaire. It was determined in piloting the Questionnaire that these questions were too time consuming and might jeopardize the willingness of the first-year teachers to respond to the Initial Contact Questionnaire. By having some of the questions become part of a Pre-observation Interview in the presence of the researcher the possible response rate was improved. The Pre-observation Interviews were audiotaped to insure that spoken comments in addition to written responses could be collected as data.

Observation/Follow-up Questions

The Observation/Follow-up Questions were designed to collect data on the ten S-I Integrators' implementations of integrated language arts. Each of the ten S-I Integrators was observed by this researcher over a three-month time span. One full-day observation and two to three half-day observations were made in the classroom of each of the first-year teachers. The classroom observations were recorded as longhand anecdotal notes and were audiotaped. The Follow-up questions were used

for each integrated lesson observed, either immediately following the lesson or later the same day. The anecdotal notes from the observation and the responses to the questions following observation were coded onto the classroom Observation/Follow-up Question form (Appendix C).

The objectives for the Observation/Follow-up Questions were to:

- (1) Determine conceptual understanding of integrated language arts as implemented by first-year teachers;
- (2) Determine the values and attitudes of first-year teachers concerning integrated language arts;
- (3) Gather descriptive data about the classroom environment of each first-year teacher observed and make observations for evidence of integration of language arts in displays and other materials in the environment;
- (4) Determine the amount, quality, complexity, and types of integrated language arts curriculum implemented by the first-year teachers who say they integrate language arts.

The Observation/Follow-up Questions instruments were developed by the researcher to gather information pertaining to the research questions about first-year



teachers' conceptual understandings and values. The special focus of the Observation/Follow-up Questions was to observe and describe the actual uses of integrated language arts by first-year teachers in the classroom context and to record constraints and opportunities to their use of integrated language arts. The procedures used to develop the final instrument for this study included reviewing the observation instrument used by Schmidt, Roehler, et. al.⁴ to assess the content and the relevance to the present study. The instrument was not relevant to this study, so a new observation instrument was developed.

The review of the literature provided a theoretical background within which to develop the categories for data collection on integrated language arts in the Observations/Follow-up instrument. Busching and Lundsteen⁵ provided a model of categories that were modified to be named language arts/language arts (LA/LA) and language arts/subject area (LA/SA) integrations. For this study, LA/LA was defined as integration between the

⁴Schmidt, Roehler, Caul, Buchmann, Diamond, Solomon, and Cianciolo 305-320.

⁵Beverly A. Busching and Sara A. Lundsteen, "Curriculum Models for Integrating the Language Arts," Integrating the Language Arts in the Elementary School, ed. Beverly A. Busching and Judith I. Schwartz (Urbana, IL: NCTE, 1983) 9-27.

language arts in two contexts: a) between two or more language arts--listening, speaking, reading, and writing, and b) with children's literature and one or more language arts. LA/SA integration was defined as integration of subject areas and language arts. LA/SA integration was found in two contexts: a) with a subject area and a language art, and b) with children's literature and a subject area. Subject areas included math, science, social studies, art, music, health, career education, and related areas. Areas such as spelling, grammar, and handwriting were not considered subject areas for the purposes of the study, but are portions of writing instruction. The categories of constraints and opportunities for language arts was developed from the observation of classrooms. The description of classroom categories were also the result of classroom observation in classrooms of teachers who used integrated language arts.

Interrater Reliability

The Observation/Follow-up Questions instrument was tested to achieve validity and reliability. The procedures used to achieve interrater reliability and to demonstrate the researcher's ability to use the observation instrument reliably included: selecting a rater, training the rater in the procedure for taking



anecdotal notes during the classroom observations, and training the rater to code the observations using the anecdotal notes and the Follow-up Questions. A PhD student in Teacher Education with an emphasis on reading was selected as a rater. Her background included experience in classroom observation of preservice teachers and course work in the language arts. She was trained in the procedure for taking anecdotal notes during teacher instruction. The procedure used to record anecdotal notes consisted of the observer writing down all the statements, questions, and phrases spoken by the teacher during lesson instruction. The observers wrote down the main meaning words of the spoken communication, later reviewing the anecdotal notes to fill in articles, conjunctions, and other support words of the communications. Two experienced teachers and three preservice teachers were observed and anecdotal notes were taken by this researcher and by the other rater. The sets of anecdotal notes for each of the five observations were compared to assess the interrater similarity between the meaning units recorded by this researcher and the rater. The meaning unit consisted of a complete thought on one topic. A meaning unit could be a phrase, a sentence, or several sentences stated by the observed teacher that centered on the same topic. The similarity



of meaning units of the anecdotal notes between Rater 1 (this researcher) and Rater 2 for Subject 1' was thirty-eight compared to thirty-two, which equals 84.21 percent of similarity. For Subject 2' Rater 1 recorded fifty-three meaning units and Rater 2 recorded forty-eight, which computes to 90.5 percent similarity. Rater 1 wrote down forty-two meaning units and Rater 2 wrote down forty for Subject 3'. The interrater similarity was 95.24 percent. For Subject 4' the similarity of anecdotal notes between Rater 1 and Rater 2 was thirty-one compared to thirty-five which equals 88.57 percent. For Subject 5' Rater 1 recorded twenty-four meaning units and Rater 2 recorded twenty-two which equals 91.67 percent similarity between the anecdotal notes. When the results were tabulated for all of the observations a total of 90.05 percent of the information from the observations was found in both sets of anecdotal notes. The results are displayed in Table 3.3.

The rater was then trained to code the information from the anecdotal notes and the questions following the observation to the Observation/Follow-up Question form. The training process included instruction in the use of conventions for making coding decisions. The coding process began by reading the entire script of the anecdotal notes and the questions. After the reading was

Table 3.3
Interrater Similarity of Anecdotal Notes

	Number of Meaning Units Spoken by Teacher Observed-Written Down By Each Rater		Percentage of Similarity
	Rater 1	Rater 2	
Subject 1'	38	32	84.21%
Subject 2'	53	48	90.57%
Subject 3'	42	40	95.24%
Subject 4'	31	35	88.57%
Subject 5'	24	22	91.67%
		Total	90.05%

completed, raters listed subject areas and/or language arts areas indicated by the observed subject in the anecdotal notes or the questions. The raters then decided if the lesson was integrated based on statements that at least one language art was purposefully used within another language art or with children's literature, or that at least one language art or children's literature was purposefully used with a subject area. If there was no indication of integration, no further evaluation of the observation was made. If there was indication of integration, then the rater proceeded to evaluate the observation. The codings were made by the raters from specific statements made by the subject during instruction as found in the anecdotal notes or during the questions following the observation.

The next decision point used by this researcher and the rater was whether children's literature or other materials, such as the reading basal, were the context for the integrated language arts lesson. Children's literature was defined as tradebooks in fiction and non-fiction. Other materials were defined as printed materials, including textbooks, encyclopedias, dittos, pamphlets, and reading basals--including children's literature selections--and audio-visual materials, including films, videotapes, filmstrips, and slides. If

other materials were the context of the lesson, then the rater used Questions 7 and 8 to code the information on type of integration observed. The actual observation determined if children's literature or other materials was the context. The anecdotal notes from lesson observations and the questions following the observation provided the data for coding decisions for the statements the first-year teachers had made about the language arts areas or types of integration used.

The statements of constraint or support made by the first-year teacher in the observed lesson or in the questions following the observation were used to code questions 12-15 on the Observation/Follow-up Questions. Finally, Question 16 was coded during the observation to determine if the environmental factors listed were absent or present in the first-year teachers' classroom, i.e. classroom library, book displays, writing centers.

This researcher and the trained rater coded anecdotal notes and questions for five different first-year teachers and the following reliability was found. For the sixteen questions rated for each first-year teacher the raters agreed on fifteen of the questions. The interrater reliability was 93.75 percent for each of the five subjects. Question 3, on language arts as message receiving communication, had sixty percent interrater

agreement. Questions 4, 12, and 14 had eighty percent interrater reliability. Question 4 assessed the teaching or use of critical thinking skills in integrated lessons. Indication that time was a constraint to integrated lessons was the focus of Question 12. Question 14 assessed for further statements of constraint to integrated lessons. All of the other questions had one hundred percent agreement between the raters for the observations and Follow-up Questions of the five first-year teachers. The total interrater reliability was 93.75 percent. The data are displayed in Table 3.4.

The Final Interview

At the completion of the observation period, each of the S-I Integrators (N=10) observed was individually interviewed by the researcher. The ten S-I Non-integrators were also interviewed using the Final Interview. The interviews were held privately in the first-year teachers' classrooms, at the university, or by telephone. Each interview took approximately one hour and was audiotaped (Appendix D).

The objectives for the interview were to:

- (1) Gather descriptive and demographic information;
- (2) Determine the conceptual understandings of first-year teachers concerning integrated language arts curriculum;

Table 3.4

Interrater Reliability for Classroom Observations

		<u>Rater 1</u>		<u>Rater 2</u>		Percentage of Agreement
		Yes	No	Yes	No	
Question 1	Integration by specific use	5	0	5	0	100%
Question 2	Language arts as message sending communication	2	3	2	3	100%
Question 3	Language arts as message receiving communication	1	4	1	4*	60%
Question 4	Language arts to teach critical thinking	3	2	2	3	80%
Question 5	Reference to prior instruction in language arts	3	2	3	2	100%
Question 6	Indication of the usefulness of a topic in real life	0	5	0	5	100%
Question 7	Use of two or more language arts	4	1	4	1	100%
Question 8	Use of language arts with the subject areas	2	3	2	3	100%
Question 9	Use of children's literature with language arts instruction	0	5	0	5	100%

Table 3.4 (cont'd.)

	<u>Rater 1</u>		<u>Rater 2</u>		Percentage of Agreement
	Yes	No	Yes	No	
Question 10 Use of children's literature with the subject areas	0	5	0	5	100%
Question 11 The uses of children's literature to teach facts, communication, or aesthetics	0	5	0	5	100%
Question 12 Time as a factor in integrated lessons	2	3	1	4	80%
Question 13 Environmental constraints to integrated lessons	0	5	0	5	100%
Question 14 Other statements of constraint to integrated lessons	4	1	3	2	80%
Question 15 Other statements of support to integrated lessons	4	1	4	1	100%
Question 16 Classroom setting demonstrates valuing of integration	5	0	5	0	100%
					93.75%

*Responses with opposite yes-no combination = 60% even though tally of yes-no's are equal.

- (3) Determine the values and attitudes of first-year teachers concerning integrated language arts curriculum;
- (4) Determine the amounts and types of integrated language arts curriculum implemented by the first-year teachers;
- (5) Gather information regarding:
 - (a) First-year teachers' perceptions of constraints that inhibit use of integrated language arts;
 - (b) First-year teachers' perceptions of means to overcome constraints that could inhibit implementation of integrated language arts;
 - (c) First-year teachers' perceptions of opportunities that facilitate use of integrated language arts;
 - (d) First-year teachers' perceptions of means to make use of the opportunities that facilitate use of integrated language arts;
 - (e) First-year teachers' perceptions of the sources for their conceptual understandings, valuings, and strategies for use of integrated language arts.

The procedures used in developing the Final Interview guide were to review the interview form used by

Schmidt, Roehler, et al.⁶ in their study of language arts integration used by experienced teachers. The interview form used by Schmidt, Roehler, et al. was modified to include questions reflecting the research questions of this study. Additional questions were posed to address the research questions concerning first-year teachers' attitudes about the value of integrated language arts and the perceived constraints and opportunities to their use of integrated language arts. This researcher field tested the Final Interview with two first-year teachers who were not part of the sample. The data collected from the field test suggested modifications in phrasing of several questions. The modifications were made and the Final Interview developed in the present form.

Analysis

The data from the Initial Contact Questionnaire, Observation/Follow-up Questions, and Final Interviews were quantified to describe the types of variation in conceptual understandings, values, and types of implementation across respondents to the study instruments. The data were analyzed:

⁶Schmidt et al. 308-310.

- (1) Tallies of all descriptive and demographic data were determined and then displayed on the data collection instruments in Appendices E-H to reflect the responses to each category.
- (2) Conceptual understandings were described using response data to questions on the Initial Contact Questionnaire, through Observations/Follow-up Questions, and from information from the Final Interviews. The data was used to develop categories that describe the conceptual understandings of the first-year teachers based on the variations of responses that were analyzed using content analysis. Content analysis procedure included:
 - a) reviewing literature on content analysis literature by Budd and Thorp⁷ and by Berelson,⁸
 - b) reading and noting answers given by all first-year teachers to open-ended questions on the Initial Contact Questionnaire or the Final Interview, and
 - c) comparing responses given to the open-ended questions on the Initial Contact Questionnaire and the Final Interview to a review of the literature

⁷Richard W. Budd and Robert Thorp, An Introduction to Content Analysis (Iowa City: University of Iowa Pub., 1963) 10-15.

⁸Bernard Berelson, Content Analysis in Communication Research (Glencoe, IL: Free Press Pub., 1952) 163-165.

on integrated language arts. The categories were developed from responses on the Initial Contact Questionnaire and from Final Interview data, so that a rich description of the particularities of a category were provided. The multiple responses by each individual validated the type of thinking typical of a category.

- (3) Valuing data were displayed as percentages of responses to questions on the Initial Contact Questionnaire and Final Interview instruments regarding the value or importance of using integrated language arts. Descriptive data from observations and interviews were used to describe the self-identified attitudes of the first-year teachers about integrated language arts.
- (4) Data about the integrations implemented were categorized to describe the thinking and teaching practice of the S-I Integrators (N=10). The complexities, duration, and types of integrated language arts used by the S-I Integrators were described and computed as percentages. The relationships between conceptual understanding and implementation of integrated language arts were described.

- (5) Sources of constraints and opportunities for language arts integration were stated as percentages. The information from the Initial Contact Questionnaire with the "Respondents" (N=51) and Final Interviews with both subgroups, the S-I Integrators (N=10) and the S-I Non-integrators (N=10), were used to describe the types of constraints and opportunities perceived by the first-year teachers. The most frequently stated constraints and opportunities were described.
- (6) The perceptions of first-year teachers on the influences on becoming a teacher of integrated language arts that were computed as percentages from the Initial Contact Questionnaire responses related the adequacy of preparation to teach reading, language, social studies, math, and science. The data from the Final Interviews with the S-I Integrators (N=10) and the S-I Non-integrators (N=10) more fully described the perceptions of the first-year teachers about the sources of learning about integration of language arts.

Chapter III has described the research methodology used to collect data for the study of first-year teachers' conceptual knowledge, values, and

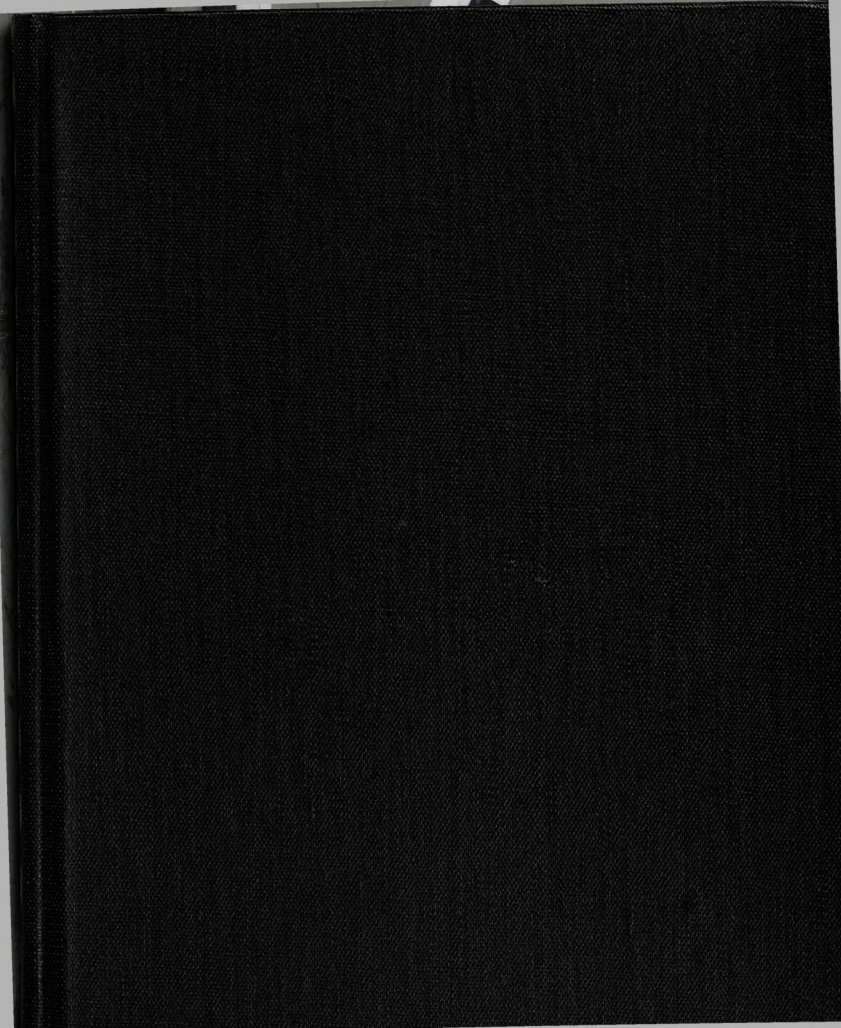
implementations of integrated language arts. Data were collected with the Initial Contact Questionnaire from the population of ninety-seven 1985-1986 graduates of a midwestern university. From the fifty-one "Respondents" to the questionnaire two subgroups, the S-I Integrators (N=10) and the S-I Non-integrators (N=10), were chosen for further assessment. The data from the S-I Integrators (N=10) were collected with the Pre-observation Interview, the Observation/Follow-up Questions, and the Final Interview. The data from the S-I Non-integrators (N=10) were collected with the Final Interview. The data were analyzed to respond to each of the research questions. The findings will be described in Chapter IV. In Chapter V discussion and implications of the findings will be presented.



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CHAPTER IV

FINDINGS

The purpose of this study was to determine the conceptual knowledge and values of first-year teachers about integrated language arts. The understanding and values of first-year teachers were compared with their applications of integrated language arts in actual teaching practice. A questionnaire, classroom observation, and an interview were used to obtain the data for descriptions of the ways first-year teachers think about and implement integrated language arts.

The findings were tabulated in terms of actual totals or as percentages of responses to suggest answers for each of the research questions individually and then in relation to each other. The responses to the following instruments: a) the Initial Contact Questionnaire, b) the Pre-observation Interview, c) the Observation/Follow-up Questions, and d) the Final Interview are summarized in this chapter and are displayed in Appendices D-G respectively. In Chapter V, conclusions and implications are drawn from the findings discussed in Chapter IV.

Organization and Structure

Data Collection Organization

The data were collected from fifty-one individuals who responded to the Initial Contact Questionnaire sent to ninety-seven first-year teachers ("Respondents") who had graduated from a midwestern university. Two categories identified among the fifty-one "Respondents" are: a) Self-Identified Integrators (S-I Integrators) which consisted of the ten first-year teachers selected from the respondents to the Questionnaire who stated that they used integrated language arts in their teaching and b) Self-Identified Non-integrators (S-I Non-integrators) which consisted of the ten first-year teachers selected from the respondents to the Questionnaire who stated that they did not or could not use integrated language arts. The Initial Contact Questionnaire, Pre-observation Interview, Observation/Follow-up Questions, and Final Interview, all of which were developed and verified by the researcher for this study, were used where appropriate to collect data from the "Respondents" (N=51) and the two subgroups: a) the Self-Identified Integrators--S-I Integrators (N=10) and b) the Self-Identified Non-Integrators--S-I Non-integrators (N=10).

The Initial Contact Questionnaire (Appendix A) was used to collect data on the conceptual understanding

(Research Question 1, henceforth RQ1), the values (RQ2), and the sources of how to teach integrated language arts (RQ8). The Initial Contact Questionnaire data were collected from the "Respondents" (N=51) and the subgroups: a) S-I Integrators (N=10) and b) S-I Non-integrators (N=10).

The Pre-observation Interview (Appendix B) was used only with the S-I Integrators (N=10). The data collected dealt with possible constraints and/or opportunities for integrated language arts (RQ4-7) within first-year teachers' present weekly schedules and within an ideal weekly time schedule the first-year teachers were asked to create.

The Observation/Follow-up Questions (Appendix C) were used to accumulate data on the implementations of integrated language arts (RQ3) and on the constraints and opportunities (RQ4-7) experienced by the S-I Integrators (N=10) while they implemented integrated language arts.

The Final Interview (Appendix D) was used to assess the conceptual understanding (RQ1), values (RQ2), implementations (RQ3), constraints and opportunities (RQ4-7), and the sources of understandings about integrated language arts (RQ8). The first-year teachers in the S-I Integrators (N=10) and the S-I Non-integrators (N=10),

who had been selected from the fifty-one "Respondents", responded to the questions on the Final Interview.

A summary of instrumentation used with each group is displayed in Table 4.1.

The data collected from each instrument are displayed in relation to each specific research question of the study in Table 4.2.

The organization that focused on the research questions of this study, the groups from which the data were collected, and the four research instruments were used as the structure for the reporting of findings in Chapter VI.

Theoretical Structure of This Study

The researcher in this study proposed to examine a theoretical structure that suggests that there are three major aspects of teacher thinking about integrated language arts: a) conceptual understanding or knowledge about integrated language arts, b) values or attitudes about the teaching of integrated language arts, and c) ability to implement integrated language arts. Data were collected to determine what type(s) of understanding, values, and implementations demonstrated by first-year teachers. The data were analyzed and several levels of conceptual understanding, values, and implementation were found. The constraints and opportunities

Table 4.1
Data Collection Instrument Used by Group

	Initial Contact Questionnaire	Pre-observation Interview	Observation Follow-up Questions	Final Interview
"Respondents" (N = 51)	X			
Self-Identified Integrators (N = 10)	X	X	X	X
Self-Identified Non-integrators (N = 10)	X			X

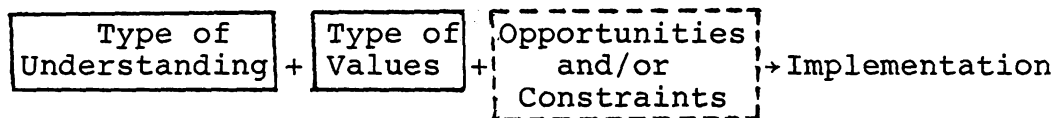
Table 4.2

Data Collection Instrument Used by Research Question

Research Question	Initial Contact Questionnaire	Pre-observation Interview	Observation/ Follow-up Questions	Final Interview
1. Conceptual Understanding	X			X
2. Value	X			X
3. Implementation			X	X
4. Perceived Constraints		X	X	X
5. Overcoming Perceived Constraints		X	X	X
6. Perceived Opportunities		X	X	X
7. Using Perceived Opportunities		X	X	X
8. Sources of Understanding of Integrated Language Arts	X			X

perceived by first-year teachers were also identified and assessed. The first-year teachers described specific factors they perceived to be a positive or negative influence to their implementations in integrated language arts.

The general statement of the structure became: Type of Conceptual Understanding plus Type of Valuing filtered through Opportunities and Constraints yields implementation.



The level of conceptual understanding of a first-year teacher and the attitudes held about the value or importance of integrated language arts lead toward possible implementation of integrated lessons and units. The implementations of integrated language arts by first-year teachers are accomplished as they are able to overcome constraints including basal textbook mandates and as they are able to use opportunities including student learning and interest.

The various levels of understanding, values, and implementation with the possibility of constraints and opportunities are combined to make fourteen possible cases. Several examples of the possible combinations

would be a first-year teacher who had a Full Understanding, valued, and made Weak Implementation of integrated language arts. In this example, the first-year teacher was not able to overcome the constraint of a principal who expected each subject area or all language arts to be taught as separate areas and who frequently observed in the classroom to assess whether his mandate was being heeded. Another example would be a first-year teacher who had a Partial conceptual understanding of integrated language arts, who did not "value"* it, and who made Weak Implementation of integrated language arts. For the first-year teachers in this case, having a Partial Understanding yet not valuing integrated language arts was followed by Weak Implementation of integrated language arts. Although there are fourteen possible combinations of the three levels of understanding, three types of values, and three types of implementation, from data compiled from the relatively small number of first-year teachers observed (N=10) for this study, only four combinations were found. The four found in this study involved:

*Note: "Value" is placed in quotes to denote the fact that with Partial Understanding or Misunderstanding the first-year teacher would be unable to fully value integrated language arts. The limitation of valuing is likely to be related to the level of understanding.

Full Understanding → Value → Full Implementation
 Full Understanding → Value → Modified Implementation
 Partial Understanding → "Value" → Modified Implementation
 Misunderstanding → "Value" → Weak Implementation

A more complete description of the four cases is reported within the "Analysis of the Data Collected by Research Questions" section.

Analysis of the Data on Research Question 1

Research Question 1. What are first-year teachers' conceptual understandings of integrated language arts both within the language arts and in other subject areas?

The findings for Research Question 1 were collected from a) the Initial Contact Questionnaire responses of the "Respondents" (N=51), for subgroups S-I Integrators (N=10) and S-I Non-integrators (N=10), and b) the Final Interview responses from the S-I Integrators (N=10) and S-I Non-integrators (N=10). The data collected from the Initial Contact Questionnaire (Appendix E) and the Final Interview (Appendix H) were utilized to develop categories of conceptual understanding.

Initial Contact Questionnaire Question 9Initial Contact Questionnaire Question 9.

Describe how you teach Language Arts in your classroom.

The first-year teachers' uses of language arts in the classroom were reviewed using the content analysis procedure stated in Chapter III, "Initial Contact Questionnaire", in which statements were analyzed for the discussion of teaching listening, speaking, reading, and/or writing and for discussion of language arts integrations with subject areas. The "Respondents" (N=51) to the Initial Contact Questionnaire gave responses that were categorized into three levels of conceptual understanding. The "Respondents" at the Full Understanding level discussed all four of the language arts--listening, speaking, reading, and writing--within the language arts (LA/LA) and within the subject areas (LA/SA). There were 21.57 percent (N=11) of the "Respondents" within the Full Understanding category.

First-year teachers with Partial Understanding made responses that indicated the use of integration of language arts with other language arts or language arts integrations with subject areas, but not all language arts areas were mentioned. There were three combinations of language art areas or subject areas that

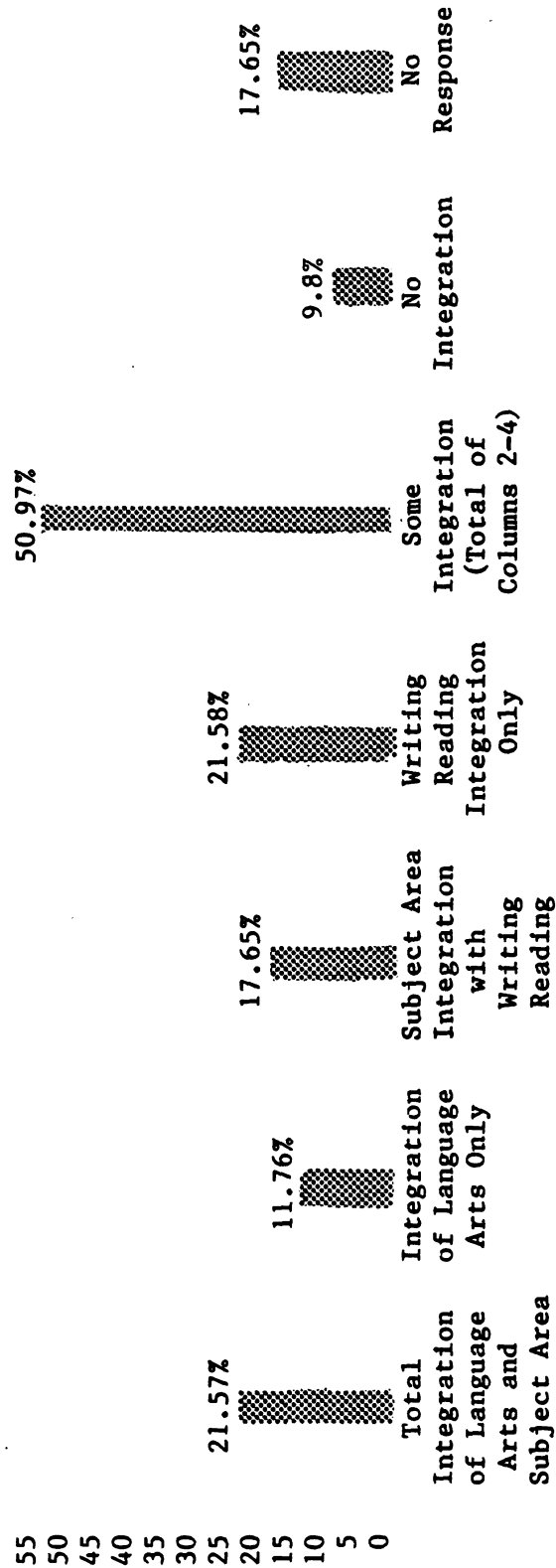
together made 50.97 percent (N=26) in the Partial Understanding category. Integration of all four language arts, but only with the language arts, was stated by 11.76 percent (N=6) of the "Respondents" in the Partial Understanding category. Integration of only writing and reading in the subject areas was indicated in 17.65 percent (N=7) of the Partial Understanding responses. Integration of reading and writing applied to 21.57 percent (N=11) of the responses in the Partial Understanding category. For 9.8 percent (N=5) of the "Respondents", textbooks were the basis of their teaching of language arts and each area was taught separately. Finally, 17.65 percent (N=7) gave no response to Question 9 on the Initial Contact Questionnaire. The data are displayed in Table 4.3.

Final Interview Questions 27, 29, 30, 40

Final Interview Question 27. What do you think about the following statement? "Teaching depends on dividing the school day into chunks of time for each separate subject matter area."

Final Interview Question 29. Please respond to the following hypothetical situation: You are teaching 3rd grade and your daily schedule is as follows: 9:00-9:30 - Sharing; 9:30-

Table 4.3
Classroom Uses of Language Arts for "Respondents" (N=51) on the Initial Contact Questionnaire



10:50 - Reading; 10:50-11:15 - Writing; 11:15-12:00 - Math. The other school subjects are taught during the afternoon. However, a new board policy has just added 20 minutes of career education in your morning schedule. What would you do to modify your morning schedule to add the career education without dropping any of the subject areas previously taught? Give the new schedule and reason(s) for the schedule you have developed.

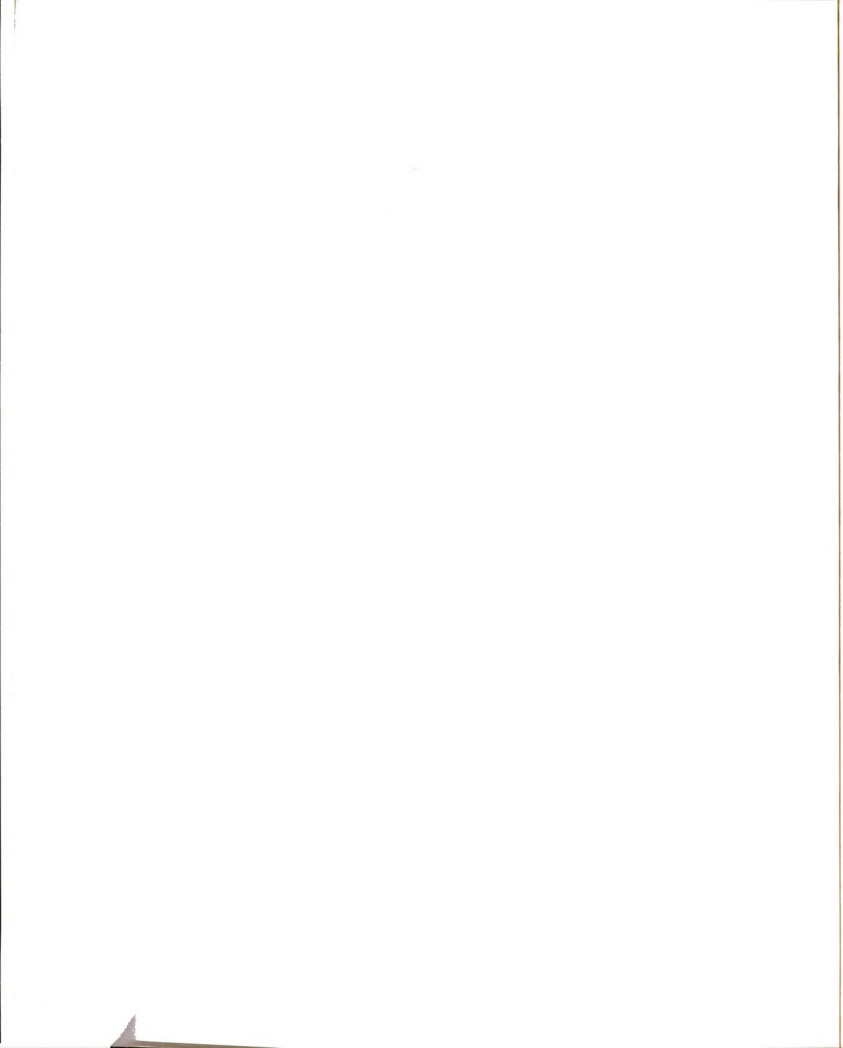
Final Interview Question 30. How would you justify the way you teach language arts if a parent or principal questioned your methods?

Final Interview Question 40. In your opinion, what are (or would be) the positive effects of using integration of language arts in your teaching? Describe.

The data from the open-ended Final Interview questions were evaluated using content analysis for the responses made by the S-I Integrators (N=10) and S-I Non-integrators (N=10) to determine their conceptual understanding about integrated language arts. The responses made by each S-I Integrator (N=10) and S-I Non-integrator (N=10) to all four questions were analyzed for content and for consistency. The data from

the four Final Interview questions were taken together in an effort to collect several responses from each of the first-year teachers to insure greater certainty that their level of conceptual understanding of integrated language arts had been assessed appropriately. From the analysis three categories of conceptual understanding were found. The categories described the understanding held by first-year teachers at the specific level.

Full Understanding. The Full Understanding category contained typical responses on the Final Interview of those first-year teachers with knowledge about the conceptual structure of integrated language arts. The responses made by the first-year teachers at the Full Understanding level were compared to the literature on integrated language arts which has been summarized in Chapter I--"Expanded Definition of Integrated Language Arts" and is generally accepted by scholars and researchers of language arts. All of the following statements were included in responses to questions about integrated language arts on the Final Interview (Appendix D) for the first-year teachers in the Full Understanding category: they stated that the language arts were all aspects of communication and were interrelated and interdependent; they also recognized as distinct each of the four language arts--listening, speaking,



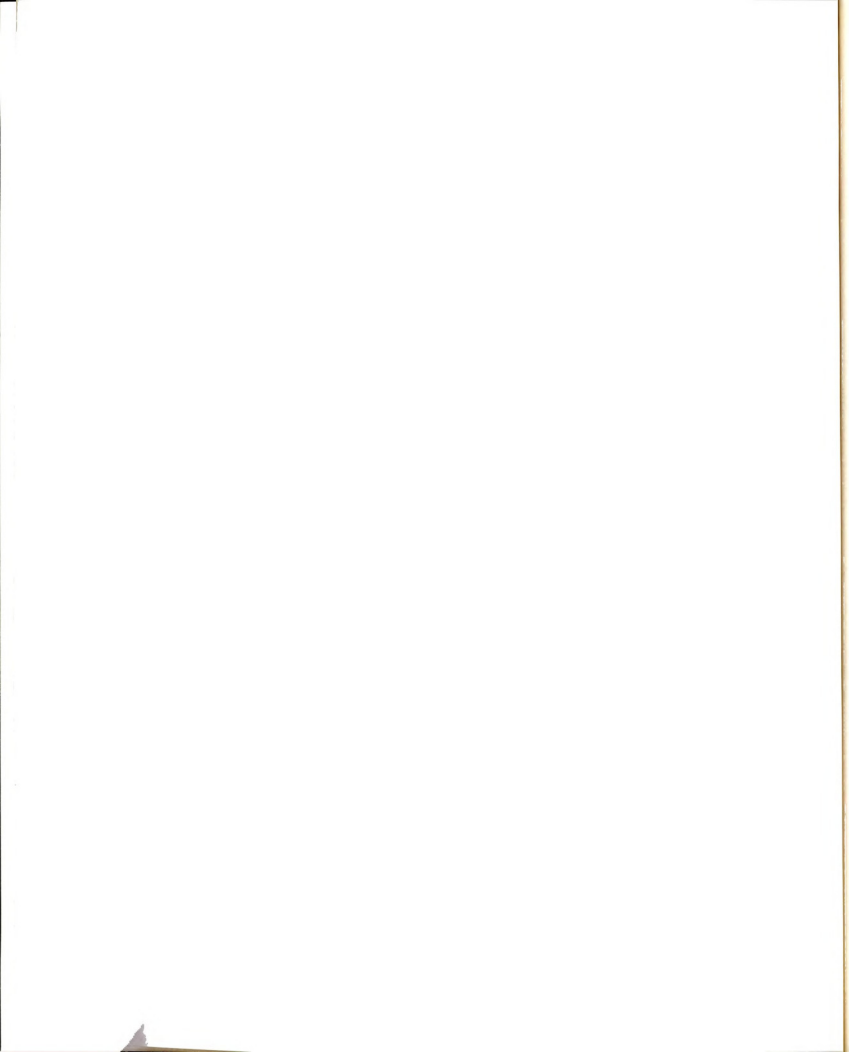
reading, and writing; they found integrated language arts to be a motivator to student participation in classroom learning activities; and they described integrated language arts as an important way to facilitate student learning. Fifty percent (N=5) of the S-I Integrators and none of the S-I Non-integrators (N=10) were found to be in the Full Understanding category.

Partial Understanding. The Partial Understanding category was defined by responses of the first-year teachers who made some of the statements about language arts integration during the Final Interviews. Those with a Partial Understanding made statements about only some of the language arts, not about all the language arts, and not always about integrations with other subject areas. These first-year teachers appeared to understand a portion of the concept of integrated language arts, e.g. integration of reading and writing, but did not seem to comprehend the full concept that would include integrations of all four language art areas and integrations with other subject areas. Forty percent (N=4) of the S-I Integrators and eighty percent (N=8) of the S-I Non-integrators were found to be in the Partial Understanding category.

Conceptual Misunderstanding. Conceptual Misunderstanding of integrated language arts is a third type of conceptual understanding held by first-year teachers in the research study. Content analysis of Final Interview Questions 27, 28, 29, and 40 revealed that first-year teachers in this category made statements which revealed a reliance on textbooks in English or reading as their conception of language arts or that they included additional areas in their definitions of language arts, such as spelling, grammar, and handwriting. Ten percent (N=1) of the S-I Integrators and twenty percent (N=2) of the S-I Non-integrators were found to be in the Misunderstanding category.

Levels of Conceptual Understanding. Responses from S-I Integrators (N=10) and S-I Non-integrators (N=10) were evaluated and categorized. Full Understanding had a total of five first-year teachers. The Full Understanding category included five first-year teachers from the S-I Integrators (fifty percent) and no first-year teachers in the were from S-I Non-integrators.

The Partial Understanding category had a total of twelve first-year teachers from the two sub-groups. Forty percent (N=4) of the S-I Integrators (N=10) and eighty percent (N=8) of the S-I Non-integrators (N=10) were in the Partial Understanding category.



The Misunderstanding category had a total of three teachers. The S-I Integrators made ten percent (N=1) of the total and the S-I Non-integrators made twenty percent (N=2) of the total. The data are displayed in Table 4.4.

Analysis of the Data on Research Question 2

Research Question 2. What are first-year teachers' attitudes or values about the use of integrated language arts?

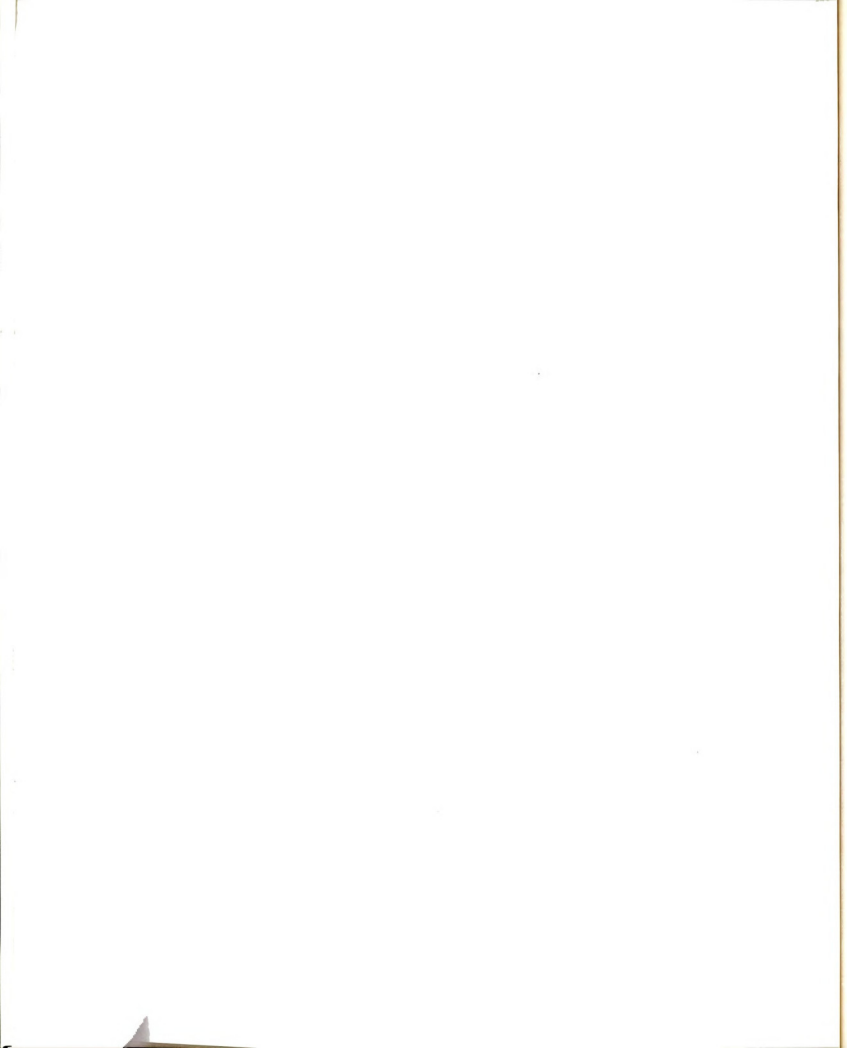
The data from the Initial Contact Questionnaire and the Final Interview were used to ascertain the first-year teachers' attitudes and values about integrated language arts (Appendices E and H). The S-I Integrators (N=10) and the S-I Non-integrators (N=10) were asked questions: a) about their enjoyment of using integrated language arts in their teaching, b) their attitudes about the importance of integrated arts to effective student learning, and c) whether they found it difficult to teach integrated language arts, both within the language arts (LA/LA) and with other subject areas (LA/SA).

Most of the first-year teachers, on the Initial Contact Questionnaire (the "Respondents", N=51) and on the Final Interview (the S-I Integrators, N=10 and the S-I Non-integrators, N=10), stated that they enjoyed teaching language arts and they thought it was important

Table 4.4

First-Year Teachers' Conceptual Understandings of Integrated Language Arts

Group	Full Understanding		Partial Understanding		Misunderstanding	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
S-I Integrators (N = 10)	5	50%	4	40%	1	10%
S-I Non-integrators (N = 10)	0	0%	8	80%	2	20%



to student learning. However, conflict was apparent because there were first-year teachers in the S-I Integrator and the S-I Non-integrator subgroups who had a Partial Understanding or Misunderstanding about integrated language arts, but stated that their "enjoyment" and the "importance" of the integrated language arts was great. The first-year teachers' "value" of integrated language arts was modified by their personal conceptual understanding of language arts integration.

The responses of the twenty first-year teachers in the two subgroups can be compared to the "Respondents" (N=51) to the Initial Contact Questionnaire. The questionnaire questions were presented as a four-point Likert scale with the choices ranging from a) thoroughly enjoy teaching, b) enjoy teaching, c) do not particularly enjoy, and d) do not enjoy. The first four choices on the four-point Likert scale, "thoroughly enjoy" and "enjoy", have been grouped to indicate a positive response regarding enjoyment of teaching a particular subject area. The responses "do not particularly enjoy" and "do not enjoy" have been grouped to designate a negative response regarding enjoyment of teaching specific subject areas.

Initial Contact Questionnaire Question 5

Initial Contact Questionnaire Question 5.

Give the response which indicates the degree to which you enjoy teaching each of the five curricular areas listed A-E. (A = Reading, B = Science, C = Social Studies, D = Language Arts, and E = Mathematics).

The responses to the Initial Contact Questionnaire (Appendix E) question about enjoyment of teaching reading indicated that eighty percent (N=8) of the S-I Integrators (N=10) gave a positive response stating that they enjoyed teaching reading and twenty percent (N=2) gave a negative response. The responses of the S-I Non-integrators (N=10) were that ninety percent (N=9) gave a positive response to a question of enjoyment of teaching reading and ten percent (N=1) gave a negative response. The "Respondents" (N=51) gave 92.16 percent (N=47) a positive response and 7.84 percent (N=4) a negative response to questions of enjoyment of teaching reading. Table 4.5 shows a comparison of first-year teachers' responses regarding their enjoyment of teaching reading.

The responses to the Initial Contact Questionnaire question concerning enjoyment in teaching language arts were analyzed and it was found that ninety percent (N=9) of the S-I Integrators (N=10) gave a positive response

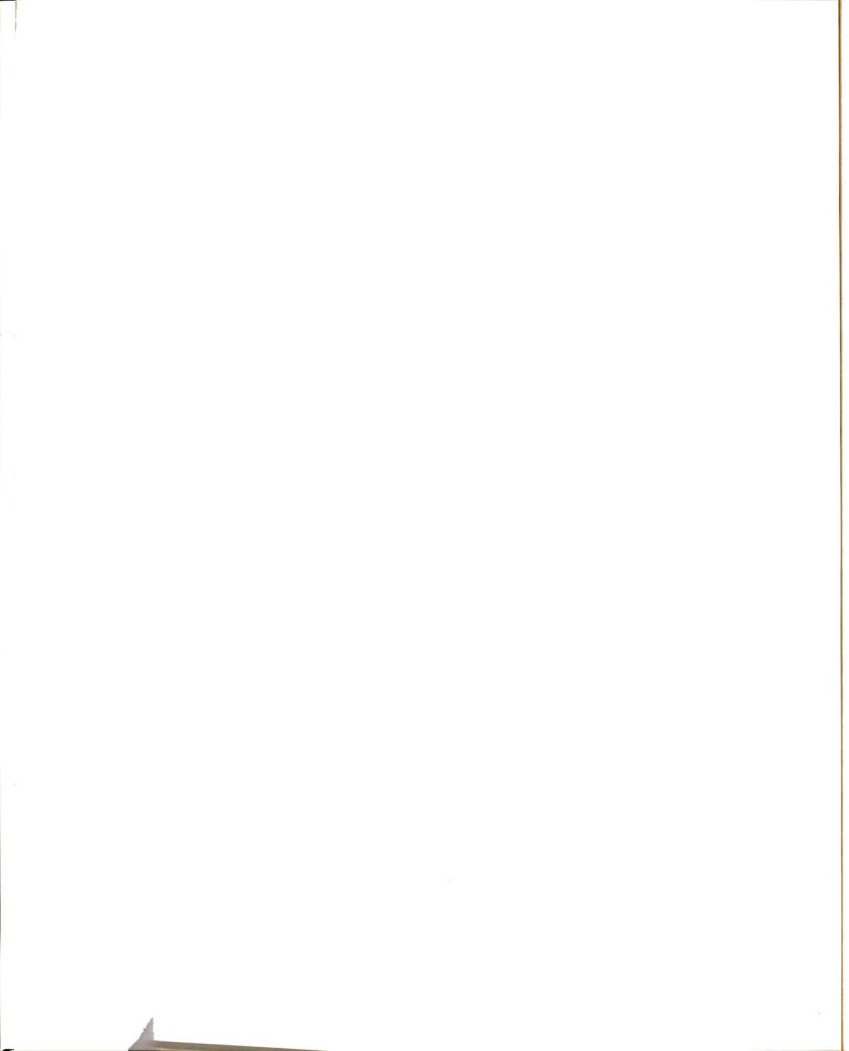
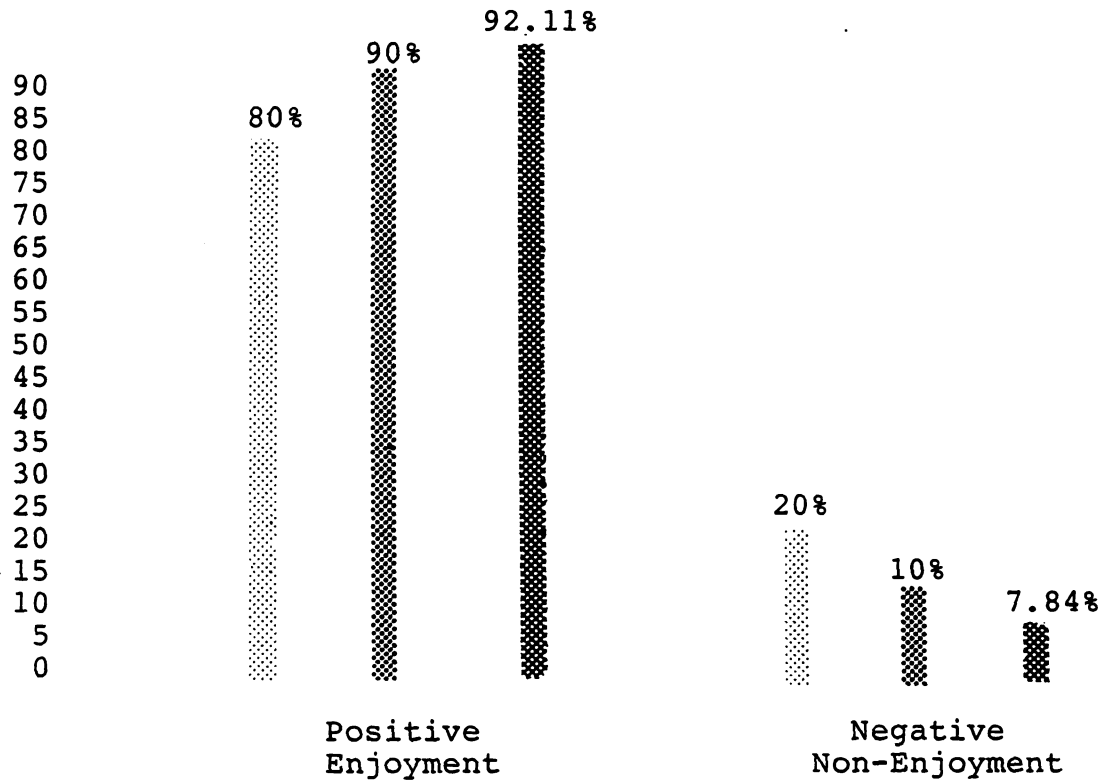


Table 4.5

Comparison of Responses on Enjoyment
of Teaching Reading



S-I Integrators (N=10)



S-I Non-integrators (N=10)



Respondents (N=51)



that they enjoyed teaching integrated language arts. The results from the S-I Non-integrators were that for eighty percent (N=8) of the teachers teaching language arts was a positive, enjoyable experience. The "Respondents" (N=51) to the Initial Contact Questionnaire gave 88.23 percent (N=45) responses that they enjoyed teaching language arts and 11.77 percent (N=16) stated that they did not enjoy teaching language arts. Table 4.6 shows a comparison of first-year teachers' responses regarding their enjoyment of teaching language arts.

Final Interview Questions 34, 37, 35, 38

Final Interview Question 34. Do (or would) you enjoy teaching using integration of language arts with other language arts? Why or why not?

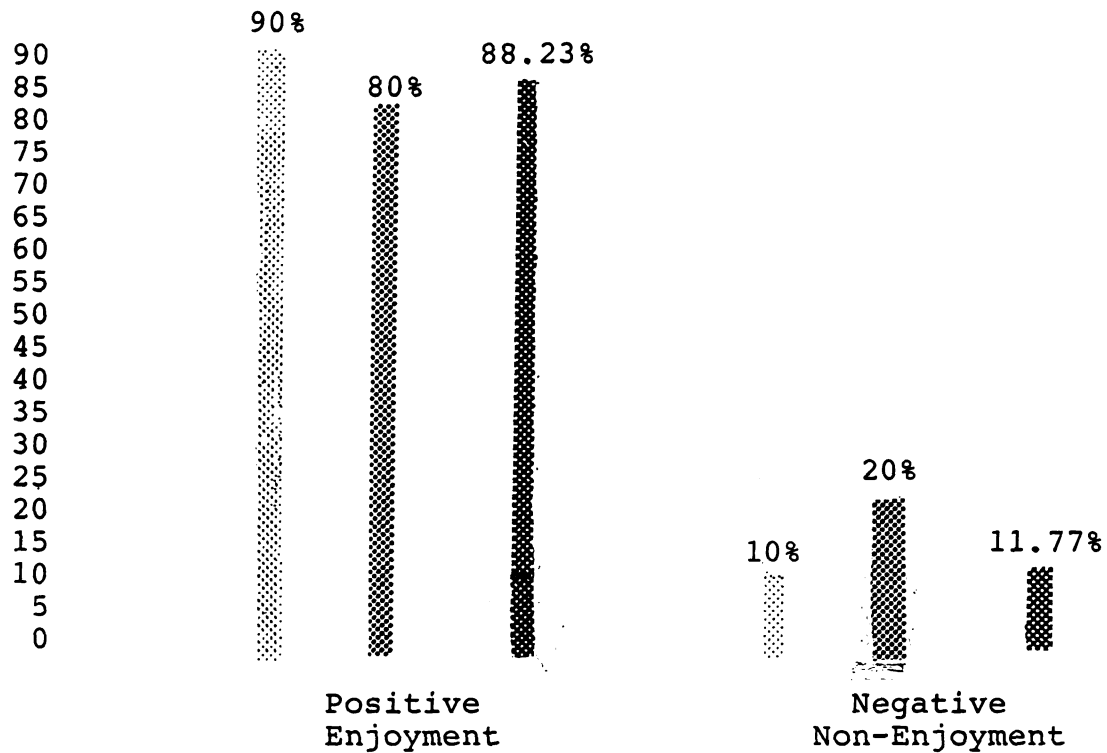
Final Interview Question 37. Do (or would) you enjoy teaching using integration of language arts with other subject areas? Why or why not?

Final Interview Questions 35. Do you think teaching using integration of language arts with other language arts is important to student learning? Why or why not?

Final Interview Question 38. Do you think teaching using integration of language arts

Table 4.6

Comparison of Responses on Enjoyment
of Teaching Language Arts



S-I Integrators (N=10)



S-I Non-integrators (N=10)



Respondents (N=51)



with other subject areas is important to student learning? Why or why not?

When asked in the Final Interview, one hundred percent of the subjects from S-I Integrators (N=10) and S-I Non-integrators (N=10) stated that they enjoyed using integrated language arts and that it was important to integrate the language arts in order to ensure student learning of the language arts material. The responses were favorable whether asked about integration within the language arts or about integration of language arts in other subject areas.

Initial Contact Questionnaire Question 7

Initial Contact Questionnaire Question 7.

Rank the five curricular areas indicating the degree of difficulty you have in teaching the subject. Number your responses in descending order from 5 to 1 with 5 being the most difficult.

The "Respondents" (N=51) on the Initial Contact Questionnaire were asked to rank various subject areas, including reading and language arts, on a five-point scale from most difficult to least difficult to teach. The rankings were grouped to make three categories. Rankings of five and four became above average

difficulty, three became average difficulty, and rankings of two or one became below average difficulty.

When asked to rank the amount of difficulty in teaching reading the S-I Integrators stated that for thirty percent (N=3) reading was above average difficulty, for twenty percent (N=2) reading was of average difficulty, and for fifty percent (N=5) reading was below average difficulty. The S-I Non-integrators stated that teaching reading was for thirty percent of the first-year teachers of above average difficulty, thirty percent (N=3) stated that it was of average difficulty, and forty percent (N=4) stated that teaching reading was below average difficulty. The "Respondents" (N=51) responded that for 17.65 percent (N=9) teaching reading was above average difficulty, for 27.45 percent (N=14) teaching reading was of average difficulty, and for 54.9 percent (N=28) teaching reading was below average difficulty. The data are displayed in Table 4.7.

The S-I Integrators stated that for twenty percent (N=2) teaching language arts was above average difficulty, for thirty percent (N=3) it was of average difficulty, and for fifty percent (N=5) teaching language arts was of below average difficulty. Thirty percent (N=3) of the S-I Non-integrators stated that teaching

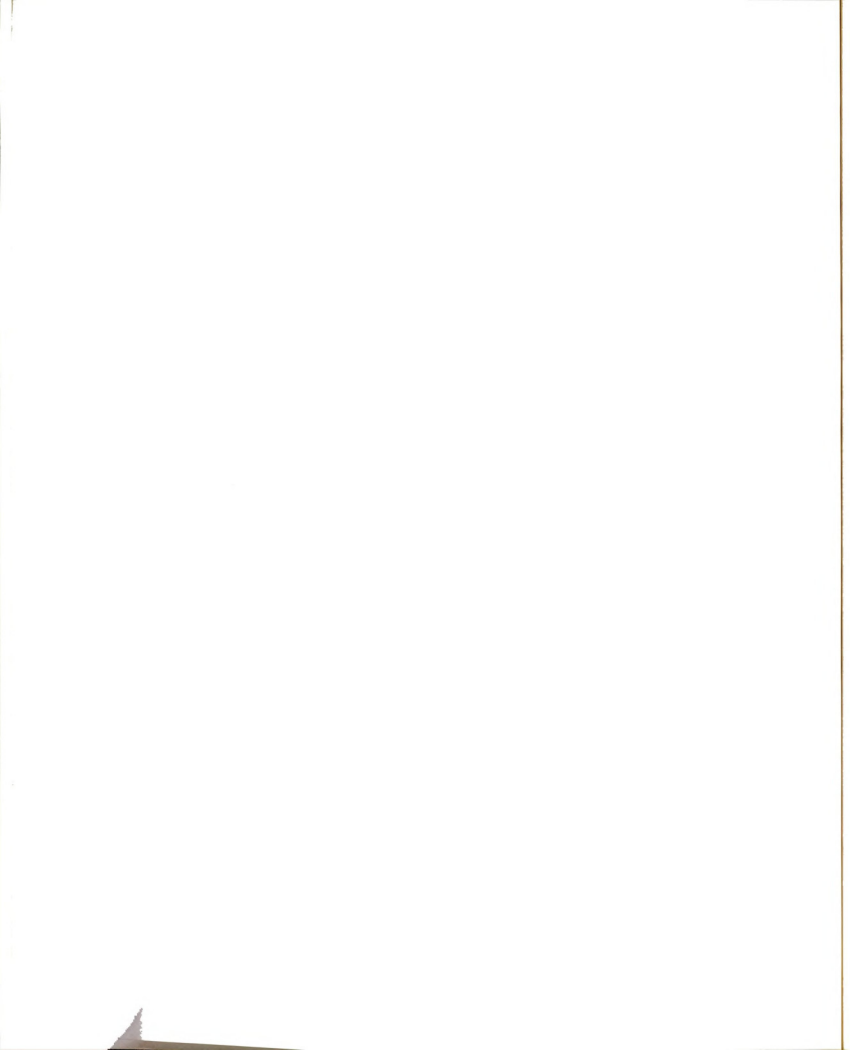
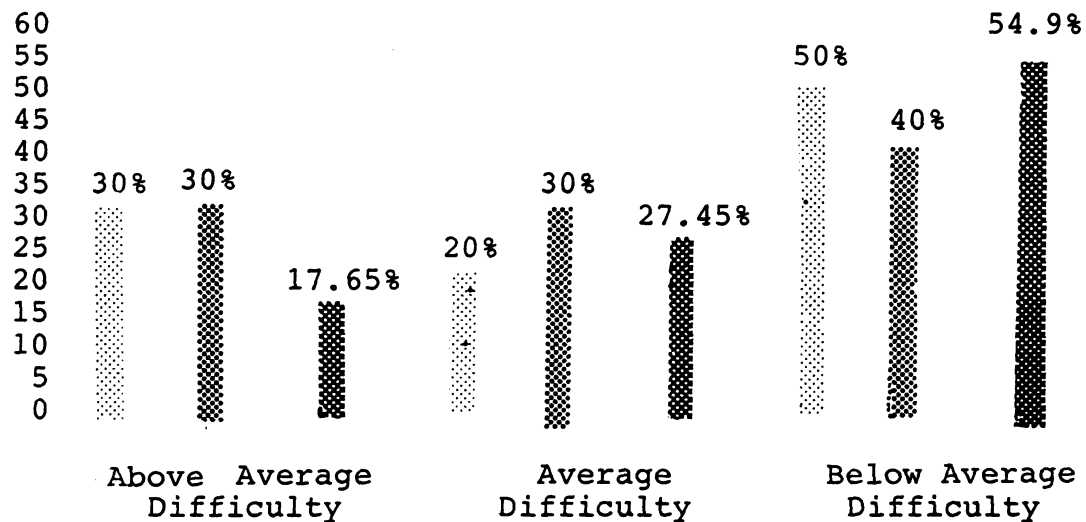


Table 4.7

Ranking of the Amount of Difficulty
in Teaching Reading



S-I Integrators (N=10) 

S-I Non-integrators (N=10) 

Respondents (N=51) 

language arts was of above average difficulty, twenty percent (N=2) stated that teaching language arts was of average difficulty, and fifty percent (N=5) said that it was of below average difficulty. For the "Respondents" (N=51) to the questionnaire 25.49 (N=13) stated that teaching language arts was above average difficulty, 23.53 (N=12) said it was of average difficulty, and 50.98 percent (N=26) stated teaching language arts was of below average difficulty. The data are displayed in Table 4.8.

Final Interview Questions 36 and 39

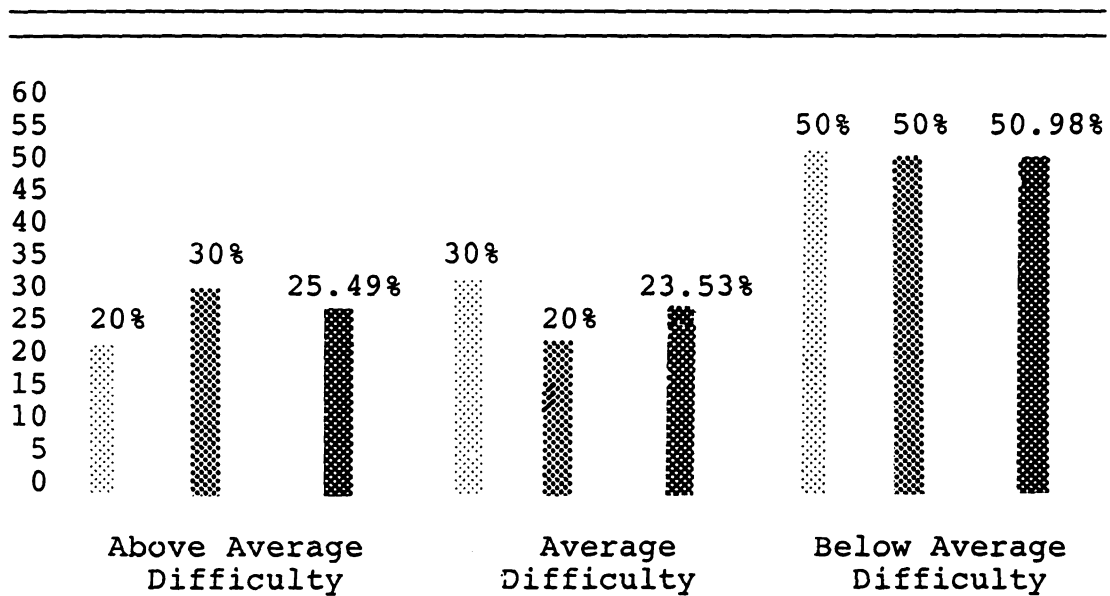
Final Interview Question 36. Do you think teaching using integration of language arts with other language arts is difficult? Why or why not?

Final Interview Question 39. Do you think teaching using integration of language arts with other subject areas is difficult? Why or why not?

Seventy percent (N=7) of the S-I Integrators said "yes" they thought it was difficult. For the S-I Non-integrators fifty percent (N=5) said "yes", forty percent (N=4) said "no", and one subject was unable to respond to the question about whether it was difficult to integrate with the language arts. The first-year

Table 4.8

Ranking of the Amount of Difficulty
in Teaching Language Arts



S-I Integrators (N=10)

S-I Non-integrators (N=10)

Respondents (N=51)

teacher who was unable to respond, when asked about the difficulty of integrating within the language arts, seemed confused and was unable to answer the question. The first-year teacher's conceptual understanding defined the language arts as textbook study of grammar, spelling, and handwriting, and they could not be integrated, so the question about whether it was difficult to integrate language arts with language arts could not be answered from that individual's conceptual understanding.

Most of the first-year teachers found it difficult to teach using integration of language arts with other subject areas. For the S-I Integrators (N=10), seventy percent (N=7) of the teachers stated that integration was difficult. For the S-I Non-integrators (N=10) eighty percent (N=8) responded that integration was difficult in other subject areas.

Analysis of the Data on Research Question 3

Research Question 3. To what extent do first-year teachers integrate language arts, children's literature, and other subject areas?

What types of integration do they use?

The data on the extent and types of implementation were collected with the Observation/Follow-up Questions from observed lessons taught by the S-I Integrators

subgroup (N=10), who had stated on the Initial Contact Questionnaire that they used integrated language arts. The data were analyzed using four aspects of integrated language arts implementation. First, the first-year teachers' stated use of the concepts about integrated language arts, i.e. the language arts are communication. Secondly, the complexity of lessons was evaluated, which included a number of language arts or subject areas implemented in one lesson. Thirdly, categorizing the duration of the integration as a lesson, a unit, or a semester-long procedure. Finally, the types of integrations used were observed and categorized as language art/language arts integration (LA/LA) or language arts/subject areas integrations (LA/SA). Data on each of the four aspects; stated use of conceptual understandings, complexity, duration, and the type of integration were reported. Then three levels of implementation were identified. The levels of implementation include Full Implementation, Modified Implementation, and Weak Implementation.

Stated Use of Concepts

The S-I Integrators' (N=10) conceptual framework of integrated language arts used while implementing integrated language arts instruction was determined by statements they made during lessons or during questions

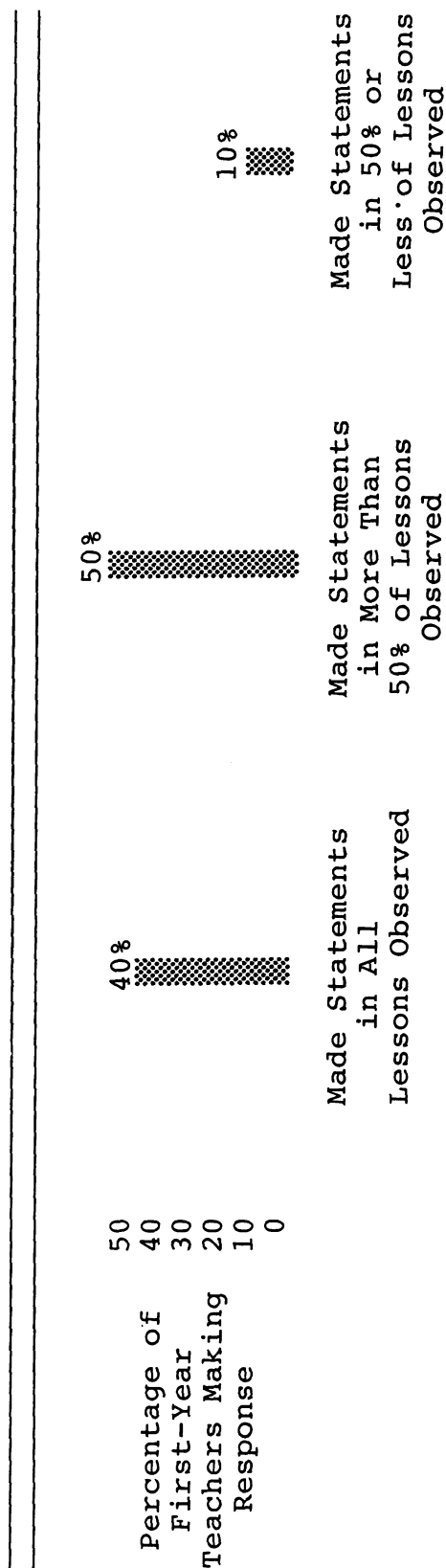
asked in an interview with the researcher after the observed lesson. The statements made by the S-I Integrators (N=10) communicated their understanding of the conceptual background of integrated language arts as they were applying it in actual practice. They communicated their understanding of what they were implementing and why the integration was used. The Observation/Follow-up Questions were used to collect data of the integrated language arts used by the S-I Integrators (N=10). The first-year teachers' application of their understandings was determined by statements about language arts as message sending or receiving interrelationships, as related to prior instruction, was applicable in real life situations, and as impetus for the teaching of critical thinking. The fact that some lessons included explicit statements made to students during instruction and other lessons did not include explicit statements during instruction highlights the variety of lesson plan structures available to teachers. The questions following the lesson allowed the S-I Integrators (N=10) who had used an indirect lesson structure to inform the researcher of the theoretical background used to teach the lesson. The use of statements about the concepts of integrated language arts during the teaching or directly after the lesson were used to

assess the implementation of language arts by the S-I Integrators (N=10).

The data on concepts expressed while teaching as tallied on the Observation/Follow-up Questions (Appendix G) were tabulated to give a description of the implementations made and the statements made about conceptual understanding that was the theoretical background for the observed lesson. Forty percent (N=4) of the S-I Integrators made more than one statement per each integrated lesson they taught: a) referring to the message sending or receiving communication process of the language arts, b) relating the language arts concept to a previous lesson, c) giving "real-life" applications for the lesson content, and/or d) developing critical thinking skills. Fifty percent (N=5) of the S-I Integrators made only one or less statements per each lesson that communicated a theoretical understanding of the purpose they had for implementing the integrated language arts and/or subject area lesson. Ten percent (N=1) of the S-I Integrators made less than one statement in the lessons that would communicate an understanding for the integrations used in the lesson. These integrations were often made as a culmination to a unit taught from the textbook. The data are summarized in Table 4.9.

Table 4.9

Statements of Conceptual Understanding Made by S-I Integrators (N=10)



Complexity of Lessons

The second major area of implementation is the complexity of lessons presented by the S-I Implementors (N=10). Complexity was demonstrated by the number of language arts areas (i.e. listening, speaking, reading, and writing) and/or subject areas taught purposefully and directly in one lesson. The integrations were considered purposeful when the first-year teacher was able to articulate the way each of the language arts and/or subject areas was to be taught during the lesson, e.g. methods for creating a reader's theater presentation of social studies content from a trade book. The complexity of lessons observed included lessons with two areas integrated to lessons with as many as five areas integrated. Lessons with two areas were defined as simple integrative lessons, three area lessons were defined as moderate integrative lessons, and four and five area lessons were defined as complex integrative lessons (Appendix G).

The data collected demonstrate that fifty percent (N=5) of the ten first-year observed teachers used integration of two areas, a simple integrative lesson, in the majority of lessons observed. Forty percent (N=4) were observed teaching moderate integrative lessons with three-area integrations. Ten percent (N=1) of the

first-year teachers taught the majority of the integrated lessons with four or five areas purposely included in the lessons.

Duration of Lessons

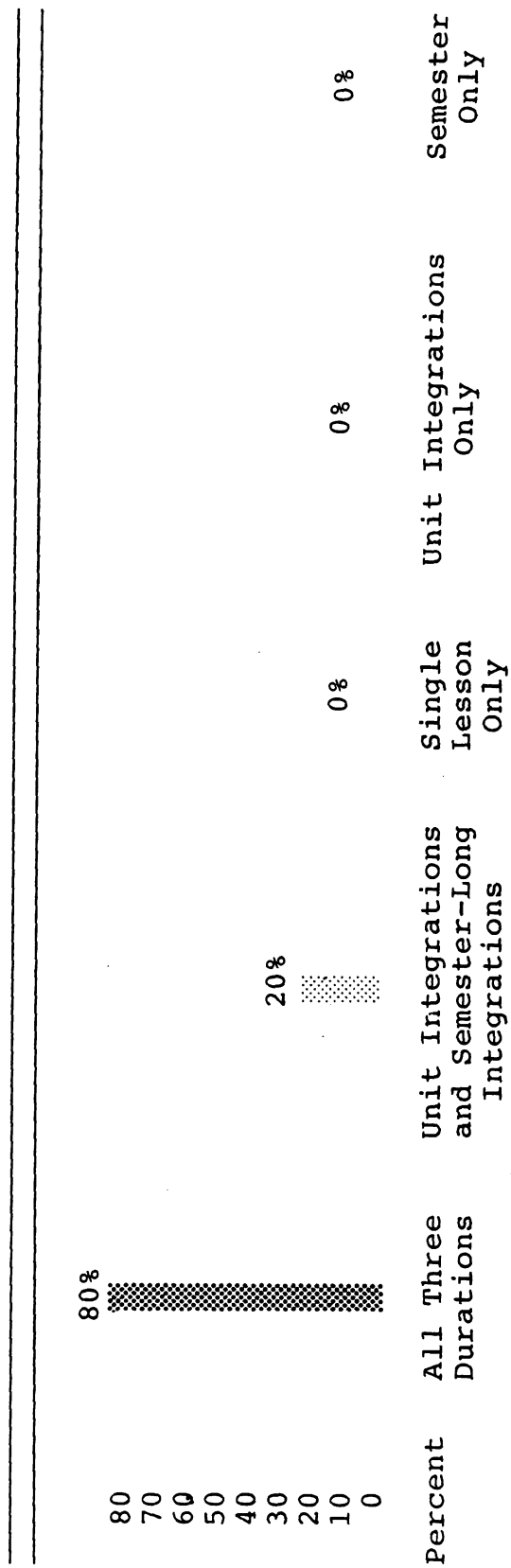
The third area of implementation was the duration of lessons. The duration of the lessons varied across the lessons observed. Some S-I Integrators used one lesson integrations of areas, other lessons lasted over several days or weeks as short term integrations, and a final type of lesson was a long-term integration practice lasting a semester or for the entire school year. The three types can be typified as a single lesson integration, a unit integration, and a semester-long integration.

For the S-I Integrators, eighty percent (N=8) used a variety of all three durations in their integrated lessons. A combination of only two durations, unit integrations and semester-long integrations, were used by twenty percent (N=2) of the S-I Integrators. No S-I Integrators taught lessons in only one duration categories. The data are displayed in Table 4.10.

The data on duration of lessons were also analyzed using the lesson as the unit of analysis (N=53). The lessons observed included 22.64 percent (N=12) single lesson integrations, 47.17 percent (N=25) unit level

Table 4.10

Variety of Lesson Durations Used by S-I Integrators (N=10)



integrations, and 30.19 percent (N=16) semester long integrations. Table 4.11 summarizes the data on the number of lessons taught with the variation of durations.

Types of Integrations Used in Lessons

The teaching of the S-I Integrators (N=10) was evaluated to determine the types of lessons taught. Two major types of lessons were categorized. Language Arts/Language Arts (LA/LA) integrations which included two or more language arts taught purposely in a lesson. An example of purposeful integration would be to have the children read a children's literature selection paying attention to the author's use of irony and then to have the children write their own stories using irony. In the example, both reading and writing were included to reach a specific objective. The second type of integrated lessons, Language Arts/Subject Area integrations (LA/SA), are lessons in which at least one subject area and at least one language arts area are used purposefully together during the lesson. An example would be while teaching about forest animals in science to teach the children how to research and write a report about an animal.

Ten percent (N=1) of the teachers taught using only one type of integration and the integrations were only a

Table 4.11

Percentage and Frequency of Lessons Taught as
Single Lessons, Unit, or Semester-long
Integrations (N=53)

	Single Lesson Integration	Unit Integration	Semester-Long Integration
Frequency	12	25	16
Percentage	22.64%	47.17%	30.19%

language art with a subject area (LA/SA) integrations. Forty percent (N=4) of the S-I Integrators taught only one language art/language art lesson (LA/LA) or only one language art/subject area lesson (LA/SA) with the remainder of the lessons from the other type, either LA/LA or LA/SA. A balanced mixture of LA/LA lessons and LA/SA lessons were taught by fifty percent (N=5) of the S-I Integrators (N=10). The data are displayed in Table 4.12.

The lessons taught by the S-I Integrators were also categorized as to whether the primary instructional materials used were children's literature selections or other materials, i.e. textbook materials, workbooks, or reference books such as encyclopedias. A total percentage of the types of integrations was tabulated across all fifty-three lessons (N=53) taught by the S-I Integrators. LA/LA integrations were observed in 45.28 percent (N=24) of the lessons observed. LA/SA integrations were used in 54.62 percent (N=29) of the lessons observed. The data are displayed in Table 4.13.

The materials used in both LA/LA integrations and LA/SA integrations varied from the use of children's literature selections to other materials such as textbooks, worksheets, or menus from restaurants. Thirty percent (N=3) of the S-I Integrators used no children's

Table 4.12

Types of Lessons Taught by the S-I Integrators (N=10)

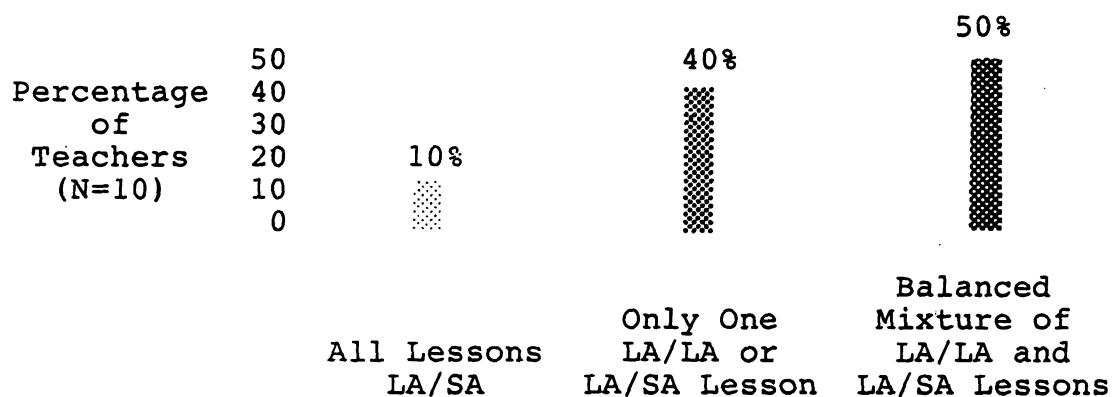
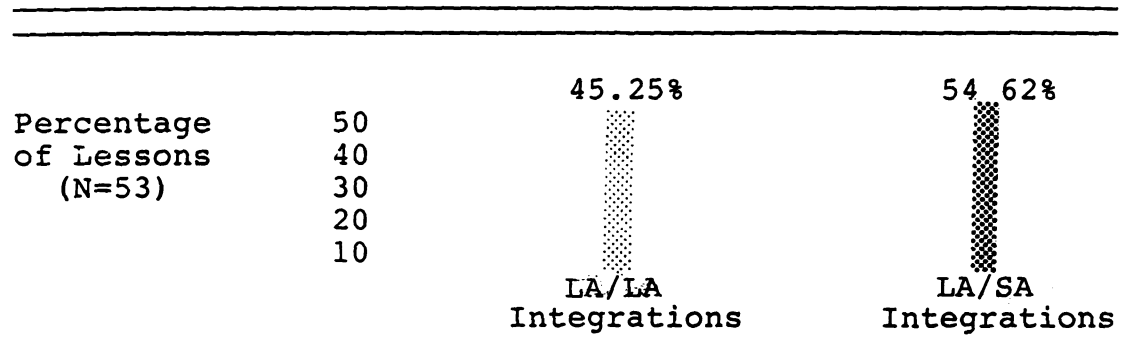


Table 4.13

Percentage of LA/LA and LA/SA Integrated Lessons



literature selections in the integrated lessons observed. These S-I Integrators used textbooks, teacher's idea books, and/or workbooks. For the S-I Integrators, twenty percent (N=2) used children's literature in only one observed lesson. For fifty percent (N=5) of the S-I Integrators observations were made of some lessons which used children's literature and other materials. The data are displayed in Table 4.14.

The lessons (N=53) taught by the S-I Integrators were evaluated in relation to the number of LA/LA lessons and LA/SA lessons taught using children's literature or using other materials. The LA/LA lessons included 11.32 percent that used children's literature as the teaching/learning material and 33.96 percent that used other materials. The LA/LA lessons included 18.87 percent that used children's literature and 35.85 percent that used other materials. The total percentage of lessons using children's literature as the teaching/learning material was 30.19 percent and 69.81 percent of the lessons used other materials. Table 4.15 shows the percentge of lessons (N=53) in which children's literature and other materials were used.

The data on concepts used, lesson complexity, lesson duration, and types of integrations were used to

Table 4.14

Percentage of Teachers Using Children's
Literature and Other Materials

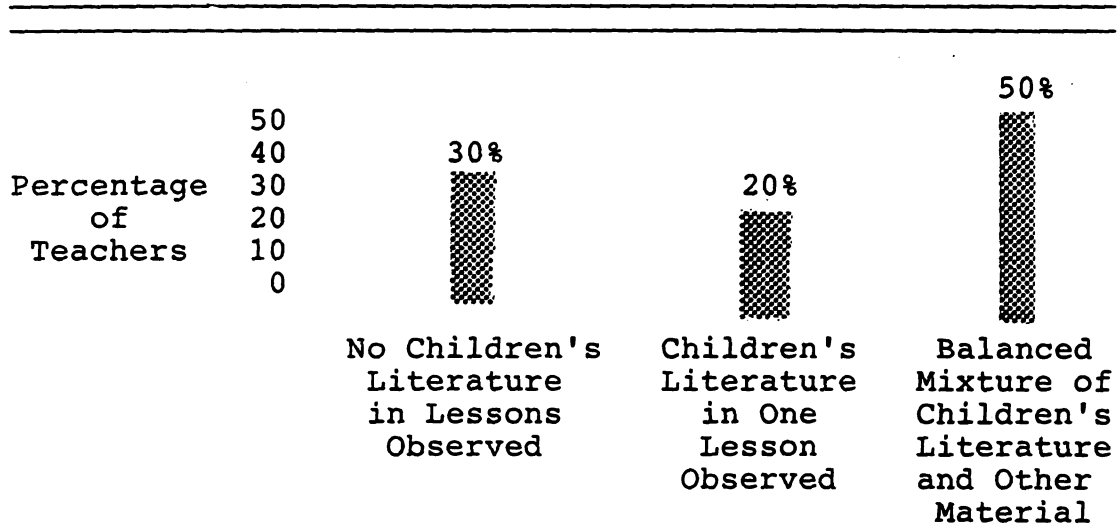


Table 4.15

Percentage of LA/LA and LA/SA Lessons Taught
Using Children's Literature and Other Materials

	Children's Literature	Other Materials
LA/LA Lessons	11.32%	33.96%
LA/SA Lessons	18.87	35.85
Total Lessons	30.19	69.81

develop categories of implementation. The three categories were Full Implementation, Partial Implementation, and Weak Implementation.

Full Implementation

The S-I Integrators that were categorized as Full Implementors of integrated language arts made more than one of the following statements during each of the lessons observed. They stated that the use of integrated language arts: a) helped the students by giving them means to receive or send messages, b) encouraged critical thinking, c) gave recognition of the relationship between present instruction and past instruction to aid learning, and/or d) related instruction to real life. Those who used one or all of these statements in every lesson observed were found to be in the Full Implementation category. The Full Implementors used a variety of complexities in lessons. At times lessons would only have two areas of integration and at other times four or five areas were integrated. The duration of lessons also varied as the Full Implementor made decisions about appropriate lessons and materials for students. The types of integration were also an aspect of a Full Implementation. The use of a balanced mixture of both LA/LA integrations and LA/SA integrations was observed in individuals who made Full Implementation of

the language arts. The final aspect of the implementation profile is the use of children's literature in the integrations observed. Full Implementors used children's literature in some of the lessons observed, but not all. Individuals in this category made statements that corroborated the thinking behind the teaching observed. Complexity, duration, and materials were descriptive of the diversity of decisions available to a teacher who wished to implement integrated lessons, but were not exclusive to the individuals in this group. Forty percent (N=4) of the S-I Integrators were found to be Full Implementors.

Modified Implementation

The S-I Integrators who were part of the Modified Implementation category shared certain characteristics. They were not as consistent in their statements of the importance of communication, sending and receiving, critical thinking, prior references, and/or real life application of their instruction. They made these statements in more than one-half of the lessons observed, but not in all. Complexity and duration was also found in the lessons of Modified Implementors. The lessons ranged from the integration of two areas to those lessons with four or five areas in purposeful integration. The duration of the lessons used by

Modified Implementors also reflected a variety from single lessons, to units, to semester-long uses of integration. The types of integration used by Modified Implementors included both LA/LA and LA/SA integrations; however, they often taught most of their lessons using only reading and writing in the integrations. Finally, the Modified Implementors used a variety of materials including children's literature and other materials. The Modified Implementations were most easily characterized by their inability to communicate or use a Full conceptual understanding, which included statements about integrated language arts as four areas--listening, speaking, reading, and writing--and as the structure for communication in the other subject areas. Fifty percent (N=5) of the S-I Integrators were found to be Modified Implementors.

Weak Implementation

Weak implementors were not able to consistently provide a conceptual framework for the teaching they considered integrated language arts. They were able to make statements after less than fifty percent of the lessons they taught that explained their thinking regarding the communication aspects of the language arts. The complexity and duration of lessons by the Weak Implementors were not different from the lessons of

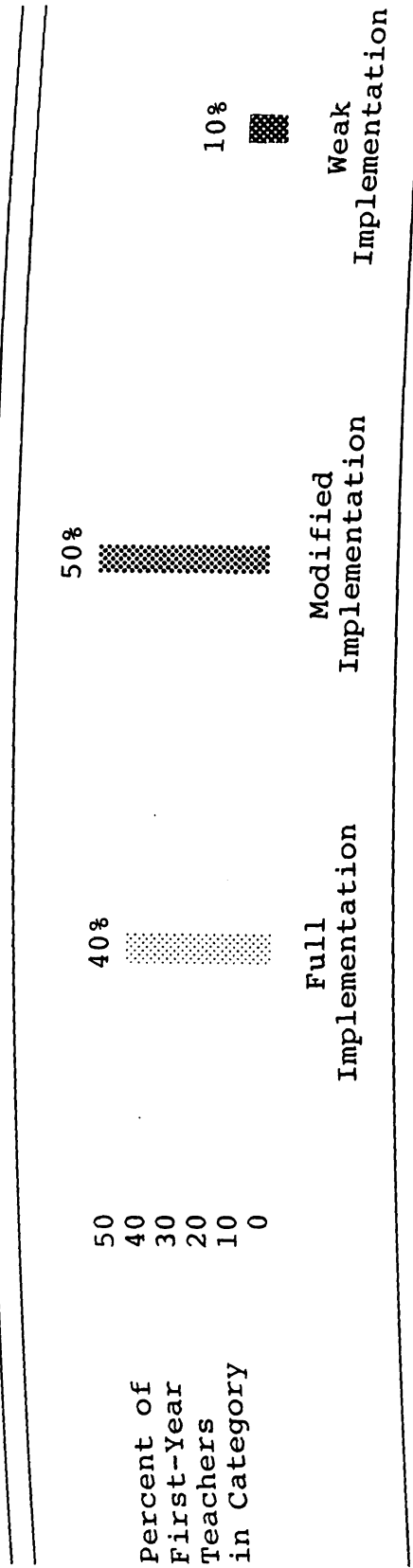
Full or Modified Implementors. They used lessons in a variety of durations and complexities, however, the Weak Implementor may have generalized that integrated lessons were complex, as seen in integrated lessons during unit culmination, but not during daily lessons in a unit. The type of integration used by the Weak Implementors only included one type of integration. An example is the case of a first-year teacher who only used LA/SA integrations and did not use LA/LA integrations. Ten percent (N=1) of the S-I Integrators were found to be Weak Implementors. The data are displayed in Table 4.16.

Comparison of Conceptual Understanding and
Implementation of the S-I Integrators (N=10)

The S-I Integrators (N=10) were categorized by the conceptual understanding, and after observation, by their ability to implement integrated language arts. Four first-year teachers were in both the Full Understanding and the Full Implementation categories. The first-year teachers were able to discuss the theoretical background of integrated language arts and to teach lessons and units that demonstrated use of their knowledge in practice.

One first-year teacher was categorized as being in the Full Understanding and in the Modified

Table 4.16
Level of Conceptual Understanding Implemented by the S-I Integrators (N=10)



Implementation categories. The first-year teacher was able to communicate the theoretical background of integrated language arts; however, in practice the teacher was unable to fully implement integrated language arts.

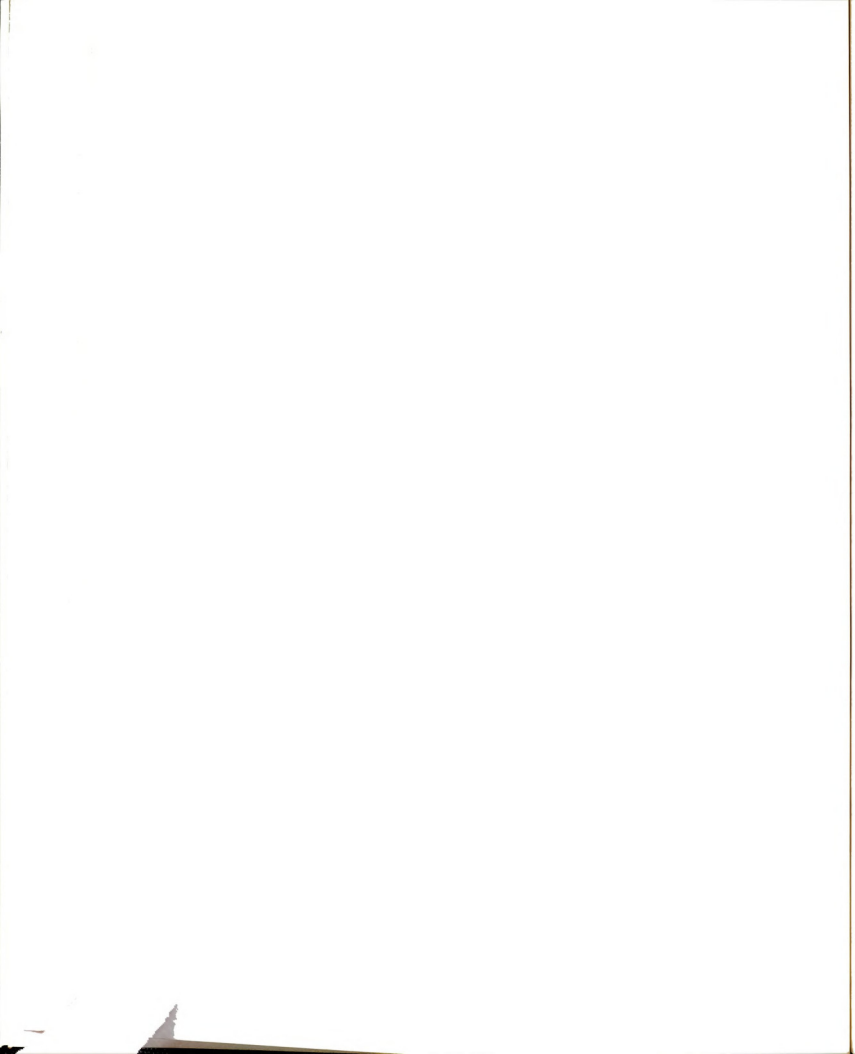
Four first-year teachers were found to be in the Partial Understanding and in the Modified Implementation categories. The first-year teachers discussed only portions of the theoretical background of integrated language arts and frequently included only two or three of the language arts, not all four areas--listening, speaking, reading, and writing--and not in the subject areas. The teachers were unable to implement the full spectrum of language arts across their lessons, but often centered on integrations of reading and writing.

One first-year teacher was in the Misunderstanding and Weak Implementation categories. The first-year teacher communicated a theoretical understanding about integrated language arts which included an emphasis on spelling, grammar, and handwriting or as interesting activities with which to get students involved. The first-year teacher taught units that were not integrated, but in one case purposefully used writing and speaking to culminate a unit in social studies. Table 4.17 summarizes the data regarding the first-year teachers' conceptual understandings and implementations.

Table 4.17

Comparison of Conceptual Understanding and Implementation of
Integrated Language Arts of the S-I Integrators (N=10)

	Full Implementation	Modified Implementation	Weak Implementation
Full Understanding	4	1	0
Partial Understanding	0	4	0
Misunderstanding	0	0	1



Analysis of the Data on Research Questions 4-7

Research Question 4: What constraints do first-year teachers perceive that prevent implementation of integrated language arts?

Research Question 5: What do first-year teachers do to overcome real and perceived constraints that inhibit implementation of integrated language arts?

Research Question 6: What opportunities do first-year teachers identify that facilitate implementation of integrated language arts?

Research Question 7: What do first-year teachers do to make use of real or perceived opportunities for implementation of integrated language arts?

The data for Research Questions 4-7 were collected from the first-year teachers in this study from their responses to questions on the Initial Contact Questionnaire, the Pre-observation Interview, Observation/Follow-up questions, and from the Final Interview (Appendices E-H).

The categories, Full Understanding, Partial Understanding, and Misunderstanding, became more appropriate descriptors of the individual first-year teachers' knowledge/use of integrated language arts than their

self-identification. The labels S-I Integrator and S-I Non-integrator had been given to the first-year teachers in response to their self-identification on the Initial Contact Questionnaire, as ones who did integrate language arts or who did or could not integrate. The analysis of the Final Interview data suggested that the labels first-year teachers had given themselves were not always corroborated by their ability to respond to the Final Interview questions about the concepts of integrated language arts. From the responses on the Final Interview, the three categories of conceptual understanding were developed. Those with Full Understanding discussed integrations of all four language arts and in the subject areas. They emphasized the language arts as communication. The Partial Understanding category included individuals who mentioned some but not all of the language arts. Those in the Misunderstanding category mentioned that integrated language arts was how they used the English or reading textbook.

Perceived Constraints and Opportunities for Integrated Language Arts

The constraints and opportunities and the ways they were overcome or used can be categorized under six areas with several sub-categories in each. The categories include:

- A. People
- B. Materials
- C. Professional Growth
- D. Other
- E. Time and Scheduling
- F. Environmental Factors

The Final Interview with the twenty first-year teachers was used to collect data on the types of opportunities and constraints encountered by first-year teachers from people, materials, professional growth, and other. Information about time and scheduling and environmental constraints and opportunities were collected with the Pre-observation Interview and Observation/Follow-up Questions from the ten first-year teachers who were observed. The data will be discussed in the following sections and summarized in Tables 4.18-4.21 on pp. 217-220.

Final Interview Question 42

Final Interview Question 42. Indicate the degree to which the individual(s) and/or factors influence what you teach in reading and language arts.

4 = Has a great influence

3 = Has some influence

2 = Has very little influence

1 = Has virtually no influence

The areas listed in Question 42 include:

A. People

1. Principal
2. Parents of the students in the classroom
3. Other teachers in the building
4. Children in the classroom
5. Reading specialist
6. Curriculum director

B. Materials

1. Basal reading series/textbooks
2. Availability of library books and other supplementary materials
3. Standardized testing

C. Professional growth

1. Professional organizations
2. Professional journals
3. Teacher preparation
4. Inservice workshops

D. Other

The data requested were tallied on a four-part Likert scale. The Likert scale included the following levels of influence: a) a great influence, b) some influence, c) very little influence, and d) virtually no influence. The four-part Likert scale from "a great influence" to "virtually no influence" does not necessarily indicate if the influence is a constraining influence or an encouraging influence for the use of integrated language arts. Therefore, in additional Final Interview questions, the first-year teachers were requested to state the two greatest constraints and the two greatest opportunities from the areas listed above.

Final Interview Questions 43-45

Final Interview Question 43. From the list in question 42, what are the two greatest constraints you perceive to your use of integrated language arts? Probe: Explain why each of the factors or individuals listed is a constraint to your use of integrated language arts, and if and how you overcome the constraint.

Final Interview Question 44. From the list in question 42, what are the two greatest supports or opportunities you perceive to your use of integrated language arts?

Final Interview Question 45. Are there other constraints or supports that you perceive to your use of integrated language arts? Describe how they affect how and what you teach.

People

Principal. The first-year teachers' perceived influence of the principal on their teaching of integrated language arts was assessed by the Final Interview. All five of the first-year teachers in the Full Understanding category (N=5) stated that the principal

had "virtually no influence" on their teaching of integrated language arts.

Three first-year teachers in the Partial Understanding (N=12) indicated that the principal had a "great influence" on the teaching of integrated language arts. Six teachers with Partial Understanding stated that the principal had "some influence", two indicated that the principal had "very little influence", and one stated that the principal had "virtually no influence" on their teaching of integrated language arts.

One first-year teacher in the Misunderstanding category (N=3) stated that the principal had "some influence", one stated that the principal had "very little influence", and one indicated that the principal had "virtually no influence" on the teaching of integrated language arts.

First-year teachers with Full Understanding found the principal to be of almost no influence on their teaching of integrated language arts. The first-year teachers in the Partial Understanding and Misunderstanding categories gave a variety of responses regarding the influence of the principal from a "great influence" to "virtually no influence".

Principal as a Constraint to the Use of Integrated Language Arts. Two first-year teachers in the Full Understanding category (N=5), four teachers in the Partial Understanding category (N=12), and no teachers in the Misunderstanding category (N=3) named the principal as the biggest constraint to their use of integrated language arts. The constraint was overcome late in the year by one teacher in the Full Understanding category when he/she realized it was "just my perception of his role that kept me from doing more integrated language arts," and by listening to how other teachers worked with the principal he/she made changes. Full and Partial Integrators dealt with the principal as a constraint by deciding that while their philosophies about reading/language arts were different, but when the first-year teacher closed the classroom door much freedom of choice was available.

Principal as an Opportunity to the Use of Integrated Language Arts. The principal was not listed as an opportunity or encourager of integrated language arts by any of the first-year teachers in this study. The responses of the first-year teachers suggest that the principal most frequently had an influence on the teaching of integrated language arts that was not perceived as encouraging its use.

Parents of Students in the Classroom. First-year teachers' perceptions about the role of the parents of the students in their classes as an influence on what was taught in reading/language arts was assessed by the Final Interview. Three first-year teachers in the Full Understanding category (N=5) responded that parents of students had "very little influence" and two teachers stated that parents had "virtually no influence" on their teaching of integrated language arts.

Three first-year teachers in the Partial Understanding category (N=12) stated that the parents of students had "great influence", six teachers stated that parents had "some influence", two teachers indicated that parents had "very little influence", and one teacher responded that parents had "virtually no influence" on their teaching of integrated language arts.

One first-year teacher in the Misunderstanding category (N=3) indicated that the parents of students had "some influence", one teacher stated that parents had "very little influence", and one teacher stated that parents had "virtually no influence" on their language arts teaching.

First-year teachers in the Full Understanding, the Partial Understanding, and the Misunderstanding categories seemed to generally perceive the parents of their

students as having little influence on their teaching of integrated language arts.

Parents of Students as a Constraint to the Use of Integrated Language Arts. One first-year teacher in the Partial Understanding category (N=12) stated that parents were a constraint to the use of integrated language arts. No first-year teachers in the Full Understanding (N=5) or the Misunderstanding (N=3) categories gave this response. The constraint was overcome by the first-year teacher by communicating to the parents of students that worksheets and workbook assignments would not be sent home as often because classroom learning tasks involved more complicated and integrated tasks, e.g. second graders keeping personal science journals to record information they felt was important from a science unit on plants.

Parents of Students as an Opportunity to the Use of Integrated Language Arts. One first-year teacher in the Full Understanding category (N=5) and one teacher from the Partial Understanding category (N=12) mentioned parents as an opportunity to their use of integrated language arts. The teachers perceived the parents were an influence by their encouragement of the teachers' uses of integration. The parents were perceived to

demonstrate positive regard by bringing in books on classroom unit topics and by their willingness to help with special projects.

Other Teachers in the Building. The first-year teachers were asked to assess the influence of other teachers in the building on their teaching of integrated language arts. Three first-year teachers in the Full Understanding category (N=5) indicated that the other teachers in the building had "some influence" on their teaching of integrated language arts. One first-year teacher in the Full Understanding category stated that the other teachers had "very little influence" and one first-year teacher stated that the other teachers had "virtually no influence" on their teaching of integrated language arts.

Five first-year teachers in the Partial Understanding category (N=12) stated that the other teachers had "great influence", four first-year teachers stated that the other teachers had "some influence", two first-year teachers indicated that the other teachers had "very little influence", and one first-year teacher responded that the other teachers had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Misunderstanding category (N=3) stated that other teachers had "some

influence" and one first-year teacher stated that other teachers had "very little" influence on their teaching of integrated language arts.

First-year teachers in the Full Understanding and the Misunderstanding categories perceived the other teachers in their building had some influence, but the influence on their teaching of integrated language arts was not great. For most of the first-year teachers in the Partial Understanding category the other teachers in the building were a major influence on their teaching of integrated language arts.

Other Teachers in the Building as a Constraint to the Use of Integrated Language Arts. One first-year teacher in the Full Understanding category (N=5) and one teacher in the Misunderstanding category (N=3) listed other teachers as a constraint to their teaching of integrated language arts. There were no teachers in the Partial Understanding category (N=12) who listed other teachers as a constraint. The constraint of other teachers was difficult to overcome and the most often stated strategy used by first-year teachers was to ignore the teachers who made statements like, "You're young. You'll run out of energy."

Other Teachers in the Building as an Opportunity to the Use of Integrated Language Arts. One first-year teacher in the Full Understanding category (N=5), seven first-year teachers in the Partial Understanding category (N=12), and one teacher in the Misunderstanding category (N=3) stated that other teachers were an encouragement to their use of integrated language arts. The first-year teachers made statements about how they used the positive comments of other teachers to be encouraged in their use of integrated language arts. The statements made by the first-year teachers were that they: a) reflected on ideas other teachers used and then tried to implement the ideas in their own classrooms, and b) borrowed materials or were given means to find materials for integrated lessons.

First-year teachers in general found the other teachers in the building to be a positive influence on their teaching of integrated language arts. Other teachers were the second most often mentioned "opportunity" for integrated language arts in this study. The majority of the first-year teachers mentioning other teachers as an opportunity for their teaching were in the Partial Understanding category. The first-year teachers rarely mentioned the other teachers as a constraint.

Children in the Classroom. The children within the first-year teachers' class or classes were also perceived as an influence on the reading/language arts taught. Three first-year teachers in the Full Understanding category (N=5) stated that the children in the classroom had a "great influence" and two teachers indicated that the children had "some influence" on what they taught in language arts.

Seven first-year teachers in the Partial Understanding category (N=12) indicated that the children had a "great influence" and five teachers responded that the children had "some influence" on what they taught in language arts.

Three first-year teachers in the Misunderstanding category (N=3) indicated that the children in their classroom had a "great influence" on what they taught in language arts.

The majority of first-year teachers at all levels of understanding--Full Understanding, Partial Understanding, and Misunderstanding--perceived the children in their classrooms as an influence that greatly affected their teaching in language arts.

Children in the Classroom as a Constraint to the Use of Integrated Language Arts. Two of the teachers in the Partial Understanding category (N=12) and no

teachers in the Full Understanding (N=5) or Misunderstanding categories stated that the children they taught were the greatest constraint to their teaching of integrated language arts. Low student achievement levels and negative attitudes about school caused the teachers to modify planned lessons and units. The teacher did not feel successful in overcoming the constraint caused by the students in the classroom.

Children in the Classroom as an Opportunity to the Use of Integrated Language Arts. Two first-year teachers in the Full Understanding category (N=5), six teachers in the Partial Understanding category (N=12), and two teachers in the Misunderstanding category (N=5) mentioned the children in their classroom as a great opportunity or support to their use of integrated language arts. The support came as positive feedback from students, student excitement, student requests for extra assignments that were also integrated, more student involvement in learning, ideas received from the children, creativity expressed by students, how "kids helped kids" learn, and how the students' responses helped the teacher plan further integrated lessons.

For the first-year teachers in the study the children in their classrooms were often perceived as a supportive influence on their teaching of integrated

language arts. The supportive influence of children was perceived by most teachers in each of the categories of understanding.

Reading Specialist. The reading specialist for the purposes of the research was defined as an individual hired by the school district to deliver specialized services in reading and/or language arts. The reading specialist's role may include working with groups of remedial or accelerated readers, consulting with classroom teachers about reading students, and sharing materials with classroom teachers to improve their instruction in reading/language arts. The reading specialist usually works in one or two buildings in a district. The influence of the reading specialist on first-year teachers' teaching of reading/language arts was assessed by the Final Interview with the first-year teachers.

One first-year teacher in the Full Understanding category (N=5) indicated that the reading specialist had "some influence", two teachers stated that the reading specialist had "very little influence", and two teachers indicated that the reading specialist had "virtually no influence" on their teaching of language arts.

One first-year teacher in the Partial Understanding category (N=12) stated that the reading specialist had

"great influence", three teachers indicated that the reading specialist had "some influence", one teacher responded that the reading specialist had "very little influence", and seven teachers stated that the reading specialist had "virtually no influence" on their teaching of integrated language arts.

One first-year teacher in the Misunderstanding category (N=3) stated that the reading specialist had "some influence", one teacher indicated that the reading specialist had "very little influence", and one teacher responded that the reading specialist had "virtually no influence" on their teaching of integrated language arts.

For the first-year teachers in all three categories of understanding integrated language arts the reading specialist generally seemed to have a minor influence on their language arts teaching.

Reading Specialist as a Constraint to the Use of Integrated Language Arts. One first-year teacher in the Misunderstanding category (N=3) indicated that the reading specialist was a constraint to the use of integrated language arts because of the reading specialist's emphasis on basal reading instruction. No method was found by this teacher to overcoming the constraint of the

reading specialist's emphasis on reading as basal-guided and not part of the language arts block.

Reading Specialist as an Opportunity to the Use of Integrated Language Arts. One first-year teacher in the Partial Understanding category (N=12) stated that the reading specialist was a great support to the teaching of integrated language arts. The reading specialist shared materials that were incorporated into the curriculum.

For the majority of first-year teachers in the study the reading specialist was not perceived as a major restrictive or supportive influence. However, for one of the teachers in the Misunderstanding category the reading specialist was perceived to be a great constraining influence that could not be overcome.

Curriculum Coordinator. The curriculum coordinator for purposes of this study was defined as a district-wide position which included responsibilities for advising in curricular material adoptions, working with faculty committees to develop district-wide objectives, and for assisting district-wide implementation of programs and objectives.

One first-year teacher in the Full Understanding category (N=5) responded that the curriculum coordinator

had "some influence" and four teachers indicated that the curriculum coordinator had "virtually no influence" on their language arts teaching.

Two first-year teachers in the Partial Understanding category (N=12) stated that the curriculum coordinator had a "great influence", two teachers indicated that the curriculum coordinator had "some influence", one teacher stated that the curriculum coordinator had "very little influence", and seven teachers stated that the curriculum coordinator had "virtually no influence" on their language arts teaching.

All three teachers in the Misunderstanding category responded that the curriculum coordinator had "virtually no influence" on their language arts teaching.

For the majority of first-year teachers in all three categories--Full Understanding, Partial Understanding, and Misunderstanding, the influence of the curriculum coordinator had "virtually no" effect on the teaching of language arts.

Curriculum Coordinator as a Constraint to the Use of Integrated Language Arts. One first-year teacher in the Partial Understanding category (N=12) stated that the curriculum coordinator was a constraint to the teaching of integrated language arts. The first-year teacher stated that he/she overcame the constraints from

the curriculum coordinator by going to other resource people such as the reading consultant and his/her teacher education methods textbook materials.

Curriculum Coordinator as an Opportunity to the Use of Integrated Language Arts. The curriculum coordinator was not listed by any teacher in the study as an opportunity to the use of integrated language arts. For most of the first-year teachers in this study the curriculum coordinator was not perceived to have any influence on their teaching.

Materials

Materials are a second major area of potential constraint or opportunity to the use of integrated language arts evaluated by this study. Materials assessed in relation to first-year teachers' perceived constraints and opportunities include: a) basal reading series/textbooks, b) library books and other supplementary materials, and c) the use of standardized tests to evaluate student learning.

Basal Reading Series/Textbooks. First-year teachers' perceptions about the influence of the basal reading series/textbooks were assessed by their responses on the Final Interview.

One first-year teacher in the Full Understanding category (N=5) indicated that the basal reading series/textbooks had a "great influence", one first-year teacher stated that the basal reading series/textbooks had "very little influence", and three first-year teachers stated that the basal reading series/textbooks had "virtually no influence" on their teaching of integrated language arts.

Four first-year teachers in the Partial Understanding category (N=12) stated the basal reading series/textbooks had a "great influence", five first-year teachers indicated that the basal reading series/textbooks had "some influence", one teacher stated that the basal reading series/textbooks had "very little influence", and two teachers stated that the basal reading series textbooks had "virtually no influence" on their teaching of integrated language arts.

One first-year teacher in the Misunderstanding category (N=3) stated that the basal reading series/textbooks had "some influence" and two teachers stated that the basal reading series/textbooks had "very little influence" on what they taught in language arts.

The first-year teachers in the Full Understanding category seemed to find the basal reading

series/textbooks to be of "little" or "no" influence on their teaching of integrated language arts. The teachers in the Partial Understanding category gave responses at all levels of influence, but more responses centered at the "some" or "great" influence levels. The teachers in the Misunderstanding category seemed to perceive the influence of basal reading series/textbooks to have a moderate influence on what they taught in language arts.

Basal Reading Series/Textbooks as a Constraint to the Use of Integrated Language Arts. Three first-year teachers in the Full Understanding category (N=5), seven teachers in the Partial Understanding category (N=12), and two teachers in the Misunderstanding category (N=3) stated that the basal reading series/textbooks were a constraint on their teaching of integrated language arts. The constraints were overcome in a variety of ways. For some of the first-year teachers it necessitated accepting that, although not as many pages of the basal or textbook had been covered, the students had met the district objectives and had increased their ability in the language arts. Others chose not to use all the textbook materials and supplemented basal/textbooks with other materials, such as library books, multiple copies of books, and their own books. Other first-year teachers

used the basal reader, but made plans for changes during the next year that would allow for more integrated language arts. Others modified their teaching by using process writing and with the English grammar book as reference books, or by omitting stories and skipping around in the text to better meet student needs in units developed for their own students.

Basal Reading Series/Textbooks as an Opportunity to the Use of Integrated Language Arts. There were no teachers at any of the three levels of understanding who listed basal reading series/textbooks as an opportunity to their use of integrated language arts.

The most frequently stated constraint by the teachers at the three levels of understanding was basal reading series/textbooks. Most of the first-year teachers in this study taught in districts with mandated basal reading series/textbooks. Two teachers in urban public schools seemed to have the most strict mandates. They were required to complete specific basal materials with specific criteria for student progress. Students were required to achieve passing scores on the basal unit tests; if not, the students were required to repeat the reading unit, which included rereading the same stories and completing the same workbooks/worksheets. Students in one district were required to complete

reading units on a strict schedule to guarantee that materials would be covered during the year. Although not all districts were this prescriptive in the use of basal reading series/textbook materials there was a general perception by the first-year teachers that textbooks constrained what they did in language arts and that textbooks did not have positive aspects that could be used in integration of language arts.

Supplementary Materials. First-year teachers' perceptions of the availability of library books and other supplementary materials and its influence on their teaching of integrated language arts were also assessed.

One first-year teacher in the Full Understanding category (N=5) stated that supplemental materials had "great influence", three first-year teachers stated that supplemental materials had "some influence", and one first-year teacher indicated that supplemental materials had "very little influence" on their teaching of integrated language arts.

Seven first-year teachers in the Partial Understanding category (N=12) indicated that supplemental materials had "great influence" and five teachers stated that supplemental materials had "some influence" on their teaching of integrated language arts.

Two first-year teachers in the Misunderstanding category (N=3) stated that supplemental materials had "great influence" and one first-year teacher stated that supplemental materials had "virtually no influence" on their teaching of integrated language arts.

The first-year teachers in the Full Understanding category, the Partial Understanding category, and the Misunderstanding category seemed to generally perceive the availability of supplemental materials as "some" influence to a "great" influence on what they taught in language arts. Only one teacher, who was in the Misunderstanding category, perceived supplemental materials to be of "virtually no influence".

Supplementary Materials as a Constraint to the Use of Integrated Language Arts. A major constraint for the first-year teachers was the availability of supplemental materials needed to develop integrated units and lessons. The first-year teachers often had few materials of their own, because of their limited experiences in the classroom. They did not always know the formal and informal processes teachers use to collect supplemental materials. Three teachers in the Full Understanding category (N=5), two teachers in the Partial Understanding category (N=12), and one teacher in the Misunderstanding category (N=3) stated that lack of

supplementary materials was a constraint to their integrated language arts teaching. Teachers overcame the constraint of a lack of supplemental materials by "scrounging" for materials in the building, spending their own money, through county or educational service districts, and ordering more children's books through children's book clubs. One of the first-year teachers in the Misunderstanding category was unable to overcome this constraint.

Supplementary Materials as an Opportunity to the Use of Integrated Language Arts. Supplementary materials were an opportunity for no teachers in the Full Understanding (N=5) or the Partial Understanding (N=12) categories. One teacher in the Misunderstanding category (N=3) indicated that the supplementary materials were a support to his/her teaching of language arts. The teacher reported that the school district had excellent resources available for classroom use.

The lack of available supplementary materials was frequently mentioned as a constraint by first-year teachers at all levels of understanding. The first-year teachers used a variety of methods to acquire the materials needed to overcome this constraint.

Standardized Tests. Standardized tests were a final type of material that was assessed to gather data on first-year teachers' perceptions as to its influence. For this study standardized tests were defined as state or nationally known tests to evaluate the student knowledge and achievement in a variety of subject areas.

One first-year teacher in the Full Understanding category (N=5) indicated that standardized tests had "some influence" and four first-year teachers stated that standardized tests had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Partial Understanding category (N=12) responded that standardized tests had "great influence", five teachers stated that standardized tests had "some influence", one teacher indicated that standardized tests had "very little influence", and four first-year teachers stated that standardized tests had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Misunderstanding category (N=3) responded that standardized tests had "very little influence" and one teacher stated that standardized tests had "virtually no influence" on their language arts teaching.

The first-year teachers in the Full Understanding category seemed to perceive, except in the case of one teacher, standardized tests as having "virtually no" effect on their teaching of integrated language arts. The first-year teachers in the Partial Understanding category gave responses at all levels of influence. The first-year teachers in the Misunderstanding category gave responses that indicated that standardized tests were not very influential in their teaching of language arts.

Standardized Tests as a Constraint to the Use of Integrated Language Arts. The use of standardized tests was listed as a constraint to integrated language arts teaching by one first-year teachers in the Full Understanding category (N=5), by one first-year teacher in the Partial Understanding category (N=12), and by one teacher in the Misunderstanding category (N=3). The first-year teachers reported that they overcame the constraints by either realizing that some time should be spent on preparation for the standardized tests, but it was not necessary to concentrate on them; or by ignoring the tests and concentrating on other forms of evaluation.

Standardized Tests as an Opportunity to the Use of Integrated Language Arts. No first-year teacher stated that evaluation by standardized tests was a support to their teaching of integrated language arts.

For the first-year teachers in this study standardized tests were not frequently perceived to be a constraint and were never perceived to be a support to their language arts teaching.

Professional Growth

Professional growth was the third area assessed by responses to Final Interview questions about the perceived constraints and opportunities of first-year teachers. Professional growth was divided into the following areas: a) professional organizations, b) professional journals, c) teacher preparation, and d) inservice workshops.

Professional Organizations. Professional organizations were defined for this study to include state, national, and international organizations for and about teaching in the elementary school. The National Council of Teachers of English (NCTE) or International Reading Association (IRA) would be examples of professional organizations that would be representative of this category.

One first-year teacher in the Full Understanding Category (N=5) responded that professional organizations had "great influence", three first-year teachers stated that professional organizations had "some influence", and one teacher indicated that professional organizations had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Partial Understanding category (N=12) stated that professional organizations had "great influence", four teachers indicated that professional organizations had "very little influence", and six teachers responded that professional organizations had "virtually no influence" on their teaching of integrated language arts.

All three first-year teachers in the Misunderstanding category (N=3) indicated that professional organizations had "virtually no influence" on their language arts teaching.

The first-year teachers in the Full Understanding category tended to perceive the influence of professional organizations as some influence on their language arts teaching. The first-year teachers in the Partial Understanding category and the Misunderstanding category perceived the influence of professional organizations on their language arts teaching to be limited.

Professional Organizations as a Constraint or Opportunity to the Use of Integrated Language Arts.

Professional organizations, such as the National Council of Teachers of English or the International Reading Association, were not mentioned by any teacher as a constraint or an opportunity to the use of integrated language arts. The first-year teachers, in general, were not involved with professional organizations as members.

Professional Journals and Magazines. The first-year teachers were asked to state their perceptions of the influence of professional journals and magazines on their teaching of integrated language arts. Professional journals and magazines for this study were defined to be publications for elementary teachers about teaching in the elementary schools. Some professional journals and magazines are published by professional organizations, such as National Council of Teachers of English's Language Arts, and some are not published by professional organizations or associations, such as Learning 1988.

Three first-year teachers in the Full Understanding category (N=5) indicated that professional journals had "great influence", one teacher stated that professional journals had "some" influence, and one teacher responded

that professional journals had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Partial Understanding category (N=12) stated that professional journals had "great influence", six teacher responded that professional journals had "some influence", and four teachers indicated that professional journals had "very little influence" on their teaching with integrated language arts.

Two first-year teachers in the Misunderstanding category (N=3) stated that professional journals had "some influence" and one teacher indicated that professional journals had "very little influence" on their teaching of language arts.

The first-year teachers in the Full Understanding category seemed to find professional journals to have significant influence on their teaching of integrated language arts. The first-year teachers in the Partial Understanding category and in the Misunderstanding category expressed their perception of the influence of professional journals from individuals who stated great influence to those who found professional journals to be of little influence on their teaching.

Professional Journals as a Constraint to the Use of Integrated Language Arts. Professional journals and magazines, such as Language Arts, Reading Teacher, Learning, or Teacher, were not listed as a constraint by any first-year teacher.

Professional Journals as an Opportunity to the Use of Integrated Language Arts. On the other hand, one first-year teacher in the Full Understanding category (N=5) and two teachers in the Partial Understanding category (N=12) stated that professional journals and magazines were a support to their teaching of integrated language arts. They stated that they used the professional journals and magazines to read current research, to reduce the time needed for finding resources, to find ideas on how to overcome some of the other constraints to the use of integrated language arts, to find ideas of methods and materials to use, and to discover how other teachers did integrate language arts.

Professional journals were not found to be a constraint to any of the first-year teachers in the study, however professional journals were rarely mentioned support to the language arts teaching of the first-year teachers. Professional journals were a rarely mentioned resource to the teaching of the first-year teachers in this study.

Teacher Preparation. A third area of perceived influence for professional growth on teaching of integrated language arts was the influence of concepts, methods, and materials received in teacher preparation.

Four first-year teachers in the Full Understanding category (N=5) indicated that teacher preparation had a "great influence" on their teaching of integrated language arts. One first-year teacher in this category stated that teacher preparation had "some influence" on the teaching of integrated language arts.

Seven first-year teachers in the Partial Understanding category (N=12) stated that teacher preparation had a "great influence", four teachers indicated that teacher preparation had "some influence", and one teacher responded that teacher preparation had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Misunderstanding category (N=3) stated that teacher preparation had "some influence" and one teacher responded that teacher preparation had "very little influence" on their teaching of integrated language arts.

The first-year teachers in the Full Understanding and Partial Understanding categories generally seemed to perceive teacher preparation to have a substantial

influence on their teaching of integrated language arts. The first-year teachers in the Misunderstanding category indicated that teacher preparation had "some influence". However, for one teacher in this category teacher preparation was not perceived to be effective in preparing him or her to teaching integrated language arts.

Teacher preparation in the teaching of integrated language arts was not mentioned as a constraint and was frequently mentioned as an opportunity by the first-year teachers who had graduated from the same midwestern university.

Teacher Preparation as a Constraint to the Use of Integrated Language Arts. One first-year teacher in the Partial Understanding category (N=12) and no teachers in the Full Understanding (N=5) or the Misunderstanding (N=3) stated that teacher preparation was a constraint on their teaching of integrated language arts.

Teacher Preparation as an Opportunity to the Use of Integrated Language Arts. Three of the first-year teachers in the Full Understanding category (N=5), six teachers in the Partial Understanding category (N=12), and one of the teachers in the Misunderstanding category (N=3) stated that their teacher preparation was a support to their use of integrated language arts. They

reported that teacher preparation provided support for integrated language arts by teaching them the philosophy or theory behind integrated language arts methods and ideas for planning units and lessons, ways to develop creative activities to help students reach objectives, how to work with children from a variety of backgrounds, and resources available at the university, including former professors. They also reflected back on student teaching experiences.

Inservice Workshops. The perceived influence of inservice workshops on the teaching of integrated language arts is the final area of professional growth that was assessed in the Final Interview with the twenty first-year teachers. The inservice workshops were not confined to topics related to integrated language arts, but included any inservice meetings that the first-year teachers had attended during their first year of teaching in relation to the workshop's influence on their teaching of integrated language arts.

One first-year teacher in the Full Understanding category (N=5) stated that inservice had a "great" influence, three teachers indicated that inservice had "some influence", and one teacher responded that inservice had "virtually no influence" on their teaching of integrated language arts.

Two first-year teachers in the Partial Understanding category (N=12) stated that inservice had a "great influence", three teachers indicated that inservice had "some influence", four teachers responded that inservice had "very little influence", and three teachers stated that inservice had "virtually no influence" on their teaching of integrated language arts.

One first-year teacher in the Misunderstanding category (N=3) stated that inservice had "some influence" and two teachers responded that inservice had "very little influence" on their teaching of language arts.

First-year teachers in the Full Understanding category seemed to generally perceive the influence of inservice to be substantial. First-year teachers in the Partial Understanding and Misunderstanding categories perceived the influence of inservice at a variety of levels, but no single level seemed to predominate the responses given.

Inservice Workshops as a Constraint to the Use of Integrated Language Arts. Teachers' inservice workshops were a constraint to the teaching of integrated language arts of one of the first-year teachers in the Partial Understanding category (N=12) and by none of the teachers in the Full Understanding (N=5) or

Misunderstanding (N=3) categories. The teacher who viewed the inservice as a constraint was able to overcome the constraint of a district-wide workshop which taught teachers how to set up the day with specified reading groups, basal material to be covered, and required boardwork twenty minutes per day by modifying the day to create more integrative approaches to reading and writing instruction.

Inservice Workshops as an Opportunity to the Use of Integrated Language Arts. Two first-year teachers in the Full Understanding category (N=5) and two teachers in the Partial Understanding category (N=12) stated that workshops were a support to their integrated language arts teaching. They used the inservice to gain ideas for integrating subject areas such as religion; concepts on the importance of integrated language arts; procedures on how to more effectively use methods such as process writing; and ideas of new materials available.

Inservice Workshops were perceived to have little constraining or encouraging effect to most of the teachers in this study. However, the teachers who responded found inservice workshops to be more frequently supportive than nonsupportive to their attempts to integrate language arts.

Other

The final major area of perceived influence on the teaching of integrated language arts were comments made under the category "other". All of the responses under "other" were perceived as "great" influences by the first-year teacher making the response. None of the responses under other were made by more than one person and were idiosyncratic. The influences included: a) school policy, b) school-wide objectives, c) professors, d) open space school architecture, e) personal likes and dislikes, f) computer science background, i.e. use of computer for student writing, g) school librarian, h) friends, and i) family.

"Other" Constraints and Opportunities to the Use of Integrated Language Arts. The first-year teachers were also asked to list any other people, things, or activities that might be a constraint or an opportunity to their use of integrated language arts. One of the first-year teachers in the Partial Understanding category suggested that the "open school" setting was a constraint to her use of integrated language arts. Her building, in an inner city location, had no permanent walls between classrooms. The teacher in the other half of the teaching space was a first-year teacher as well. The noise level in the other teacher's classroom was

often disruptive to the first-year teacher being observed and to the students in both classes. In an effort to work in the environment the observed teacher often chose to do more structured assignments so that the students would be quiet and not disturb the other group. The teacher often sought other locations to work so that more group investigation and creative drama tasks could be engaged in. Three first-year teachers in the Partial Understanding category (N=12) stated that time was the greatest constraint to their teaching of integrated language arts.

The data regarding first-year teachers' perceived constraints and opportunities for implementing integrated language arts have been summarized in Tables 4.18-4.21. Table 4.18 summarizes the data regarding the first-year teachers' perception of influences on their language arts teaching. Table 4.19 relates the tallies of first-year teachers' two greatest constraints, and Table 4.20 tallies the two greatest opportunities the first-year teachers mentioned to their use of integrated language arts. Table 4.21 contrasts responses to perceived constraints and perceived opportunities to the use of integrated language arts.

Table 4.18

Influences on the Teaching of Language Arts

	Full Understanding (N=5)				Partial Understanding (N=12)				Misunderstanding (N=3)			
	No	Little	Some	Great	No	Little	Some	Great	No	Little	Some	Great
Principal	5				1	2	6	3	1	1	1	1
Parents	2	3			4	6	1	1	1	1	1	1
Other Teachers	1	1	3		1	2	4	5	1	1	2	
Children			2	3			5	7				3
Reading Specialist	2	1			7	1	3	1	1	1	1	1
Curriculum Coordinator	4		1		7	1	2	2	3			
Basals/Textbooks	3	1		1	2	1	5	4		2	1	
Supplemental Materials		1	3	1			5	7	1			1
Standardized Tests	4		1		4	1	5	2	1	2		
Professional Organizations	1		3	1	6	4		2	1	2		
Professional Journals	1		1	3		4	6	2		1		2
Teacher Preparation		1	4		1		4	7			1	2
Inservice	1		3	1	3	4	3	2		1	1	1

Table 4.19
Two Greatest Constraints for the Use of Integrated Language Arts

Frequency of Response	Principal	Students' Parents	Other Teachers	Children	Reading Specialist	Curriculum Coordinator	Basals/Textbooks	Supplementary Materials	Tests	Professional Organizations	Professional Journals	Teacher Preparation	Inservice	Other
7							7							
6														
5	4						4	3						4
4								2	1				1	
3	2			2			2		1					
2		1	1		1	1			1					
1														
0														

For each category, the first column represents Full Understanding (N=5), the second represents Partial Understanding (N=12), and the third represents Misunderstanding (N=3).

Table 4.20
Two Greatest Opportunities for the Use of Integrated Language Arts

Frequency of Response	Principal	Students' Parents	Other Teachers	Children	Reading Specialist	Curriculum Coordinator	Basals/Textbooks	Supplementary Materials	Tests	Professional Organizations	Professional Journals	Teacher Preparation	Inservice	Other
7			7									6		
6														
5														
4														
3												3		
2				2									2	
1		1	1	2	1						1		2	1
0	0	0	0		0	0	0	0	0	0	0	0	0	0

For each category, the first column represents Full Understanding (N=5), the second represents Partial Understanding (N=12), and the third represents Misunderstanding (N=3).

Table 4.21
Perceived Opportunities and Constraints

Opportunities				Constraints		
Full Understanding (N=5)	Partial Understanding (N=12)	Misunderstanding (N=3)		Full Understanding (N=5)	Partial Understanding (N=12)	Misunderstanding (N=3)
			Principal	2	4	
1	1		Students' Parents		1	
1	7	1	Other Teachers	1		1
2	4	2	Children		2	
			Reading Specialist			
			Curriculum Coordinator		1	
		1	Basals/Textbooks	3	7	2
		1	Supplementary Materials	3	2	1
			Standardized Tests	1	1	1
			Professional Organizations			
1	2		Professional Journals			
3		1	Teacher Preparation		1	
2	2		Inservice		1	
			Other			

Time and Scheduling

Time and scheduling is a fourth area assessed to gather data on first-year teachers' perceptions of the constraints and opportunities to their language arts teaching. The data were collected from the ten first-year teachers who were observed using the Pre-observation Interview and the Observation/Follow-up Questions. The ten first-year teachers observed demonstrated three levels of conceptual understanding about integrated language arts when responding to the Final Interview. The ten first-year teachers were found to be distributed among three levels of conceptual understanding. Five first-year teachers demonstrated Full Understanding, four teachers demonstrated Partial Understanding, and one teacher demonstrated a conceptual Misunderstanding. The levels of understanding will be used to report the findings for time and scheduling and environmental factors.

Time and scheduling was frequently mentioned as a constraint and was rarely mentioned as an opportunity for the implementation of integrated language arts. At the time of the Pre-observation Interview eighty percent (N=8) of the first-year teachers stated that time and scheduling was a constraint on the use of integrated language arts in their classrooms. Twenty percent (N=2)

of the first-year teachers said that they stayed on schedule and were able to teach integrated language arts in the time available.

In the Pre-observation Interview the first-year teachers (N=10) were asked to develop their own time frame for their weekly schedule (Appendix B). They were given freedom to go beyond constraints of the present scheduling system for their school and/or classroom. Only seventy percent (N=7) of the first-year teachers were willing to physically write a new schedule. The remaining thirty percent (N=3) stated that they would not change anything, so it was not necessary to physically rewrite the same schedule. Of those who wrote a new schedule the subject areas and time frames were more related to their present schedule than to any new plan. Several of the first-year teachers remarked after completing the hypothetical schedule that it looked pretty similar to their present schedule and time usage. There were no first-year teachers (N=10) who, when given freedom to develop a schedule of his or her own with no constraint, chose to arrange the day/week into integrated blocks of instruction. The subject areas in the new plans were basically manipulated to include library, physical education, and other planning periods in a pattern that usually included having one of these times

per day. Other subject areas were added or taken out, based on subjects the first-year teachers (N=10) were presently teaching, personal preference, and enjoyment of subject area. The first-year teachers (N=10), although constrained by their present schedules, seemed unable to make substantive changes in the schedules when presented with the opportunity. Time as a constraint was not overcome by use of integrated language arts blocks by any of the first-year teachers when allowed to design a hypothetical schedule.

The ten first-year teachers who stated that they used integrated language arts were observed teaching in their elementary classrooms and were asked questions following their teaching which were summarized in the Observation/Follow-up Questions (Appendix G). The data concerning the mention of time as a constraint or opportunity to the use of integrated language arts were tabulated on the percentage of the total lessons (N=53) taught by the S-I Integrators and observed by the researcher. In 56.6 percent (N=30) of the observations time was mentioned as a constraint to the use of integrated language arts. Although in 43.4 percent (N=23) of the lessons observed time was not mentioned as a constraint, it was never mentioned as an opportunity or support for the integrated language arts lesson.

All of the first-year teachers (N=10) mentioned time as a constraint to integrated language arts in at least one of the lessons observed and one mentioned time as a factor in all of the lessons observed. The first-year teachers (N=10) made no comment on how they might overcome the constraint presented by the amount of time available.

Environmental Factors

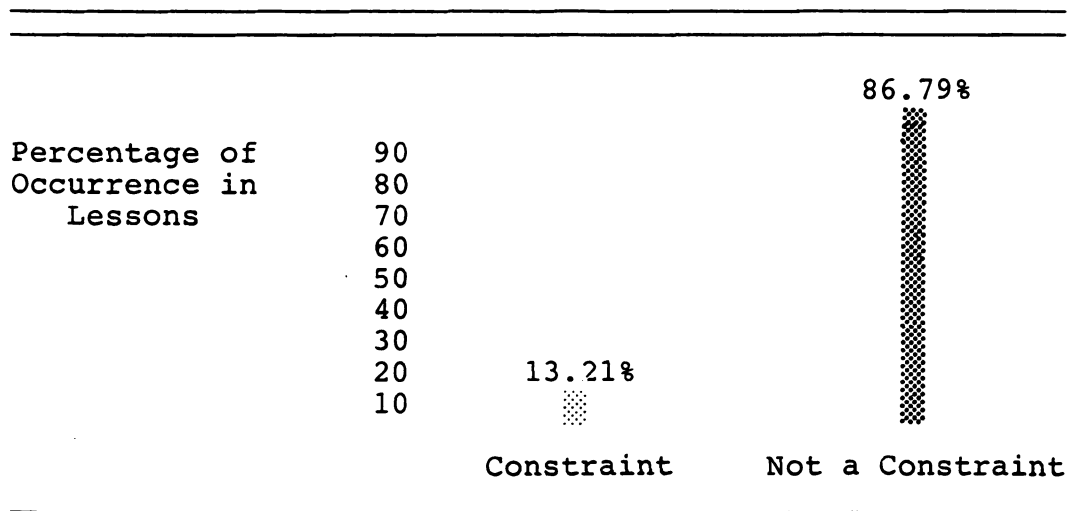
Environmental factors were a final area of constraint or opportunity for the first-year teachers (N=10). Of the lessons observed (N=53), 13.21 percent (N=7) had environmental distractions such as bells, fire drills, or PA announcements which were perceived as a constraint to the integrated lesson planned by the first-year teacher. In 86.79 percent (N=46) of the lessons observed environmental factors were not perceived as a constraint on the integrated lessons planned and taught. The data are summarized in Table 4.22.

Analysis of the Data on Research Question 8

Research Question 8: What are the sources, at least from the first-year teacher's perspective, for the origin of conceptual understandings, values, and strategies for implementing integrated language arts? In what ways has

Table 4.22

Percentage of Occurrence of Environmental Factors
as a Constraint to Use of Integrated Language Arts



the first-year teachers' teacher education program informed their conceptual understandings, values, and implementation of integrated language arts?

The Initial Contact Questionnaire (Appendix A) and the Final Interview (Appendix D) were used to collect data for Research Question 8. The Questionnaire was used to collect data from the fifty-one "Respondents". The Final Interview was used to collect data from the first-year teachers selected from the "Respondents" who, based on their responses on the Questionnaire to a question of whether they used integrated language arts, were named the ten Self-Identified Integrators (S-I Integrators) and the ten Self-Identified Non-integrators (S-I Non-integrators). The ten S-I Integrators were observed and interviewed and the ten S-I Non-integrators were interviewed. The responses on the Final Interview were analyzed using content analysis and it was found that three categories of understanding were found among the S-I Integrators (N=10) and two of the same categories were found among the S-I Non-integrators (N=10). The categories Full Understanding, Partial Understanding, and Misunderstanding became more appropriate descriptors of the individual first-year teachers' knowledge/use of integrated language arts than their response of "yes" or

"no" on the Initial Contact Questionnaire that was used to develop the two original subgroups, the S-I Integrators (N=10) and the S-I Non-integrators (N=10). The responses of those with Full Understanding (N=5), Partial Understanding (N=12), and Misunderstanding (N=3) were used to report the findings for Research Question 8 in relation to responses to the Final Interview questions.

Initial Contact Questionnaire Question 8

Initial Contact Questionnaire Question 8.

Considering your teacher preparation in Mathematics, Social Studies, Language Arts, Reading, and Science, which curricular area do you feel prepared:

The Most _____

The Least _____

The "Respondents" (N=51) to the Initial Contact Questionnaire were asked which academic areas, including reading and language arts, they felt most and least prepared to teach (Appendix E. The responses* to the Initial Contact Questionnaire for the group of fifty-one

*Note: there were a total of fifty-nine responses due to several individuals who gave more than one curricular area in their response regarding which area they felt most prepared to teach.

first-year teachers were that 22.03 percent (N=13) stated that they felt most prepared to teach language arts and 42.37 percent (N=25) felt most prepared to teach reading for a total of 64.40 percent (N=48). (The other percentage points were given to math, 15.25 percent (N=9); social studies, 5.10 percent (N=3); and science 15.25 percent (N=9).) The Initial Contact Questionnaire responses* included 9.10 percent (N=5) stating that they were the least prepared to teach language arts and 12.72 percent (N=7) felt least prepared to teach reading given their teacher education program. (The other subject areas the "Respondents" felt least prepared to teach were math, 14.54 percent (N=8); social studies, 36.36 percent (N=20); and science, 27.27 percent (N=15).)

For the "Respondents" (N=51) to the Initial Contact Questionnaire the findings suggest that more first-year teachers perceived themselves to be most prepared to teach reading and language arts than to teach math, social studies, and science.

*Note: there were a total of fifty-five responses due to several individuals who gave more than one curricular area in their response regarding which area they felt least prepared to teach.

Final Interview Questions 4-12

Final Interview Question 4. What were your undergraduate major(s) and minor(s)?

Final Interview Question 5. Did you have any memorable classes in language arts, reading, and/or children's literature that taught you about integrated language arts? What made them memorable?

Final Interview Question 6. Did you have any memorable professors or instructors in language arts, reading, or children's literature? What made their instruction memorable?

Final Interview Question 7. Would you regard the content of your own formal education as broad? Please specify at what levels of schooling.

Final Interview Question 8. Would you regard your informal education as broad? In what ways do you think it was broad?

Final Interview Question 9. Did your parents read to you when you were young?

Final Interview Question 10. Have you ever had a teacher, at any time in your education, who was a remarkable teacher of integrated language arts? Someone who left a significant

impression on you? Could you describe him/her as a teacher? Tell me more.

Final Interview Question 11. Did your cooperating teacher(s) use integrated language arts within the language arts and with other subject areas? Probe: What do you think has been the influence of your cooperating teacher(s) on your use of language arts integration in your own classroom?

Final Interview Question 12. Did your university field instructor(s) influence your learning to be a teacher of integrated language arts? Describe the influence(s).

In response to Questions 4-12 on the Final Interview the first-year teachers indicated their perceptions of the source(s) of their knowledge of integrated language arts by responding "yes" or "no". The responses were tallied and were presented as percentages (Appendix H).

Perceived Sources of Knowledge about How to Teach Integrated Language Arts

Majors and Minors. The academic majors and minors taken by the teachers with Full Understanding (N=5), Partial Understanding (N=12), and Misunderstanding (N=3) provided information on one possible source for the

conceptual understandings held. All of the first-year teachers were elementary education majors; however, pre-service teacher education students at the midwestern university in this study had two options for majors and/or minors as they prepared to be elementary teachers. Option A was a major in social studies, fine arts, language arts, science, special education, or early childhood, plus thirty quarter credits in general-liberal education which included a variety of courses in math, science, English, social science, and the humanities. Option B was to select two minors of thirty-six quarter credits each in social studies, fine arts, foreign language, language arts, science, bilingual, physical education, and thirty quarter credits in a planned program of general-liberal courses and elementary course work. A major or minor in language arts involved taking courses in literature, composition, and other language-related topics, not courses in methods of teaching language arts. The twenty first-year teachers in this study did not seem to major or to minor in language arts. None of the teachers with Full Understanding (N=5) had a major or minor in language arts. One of the teachers with a Partial Understanding (N=12) majored in language arts and one teacher minored in language arts. One of the teachers in the Misunderstanding

category (N=3) had a minor in language arts. The first-year teachers in each category of understanding most frequently majored or minored in Science.

Memorable Professors. The first-year teachers in response to the Final Interview stated whether or not they had memorable professors who taught about integrated language arts. One hundred percent (N=5) of those with Full Understanding, 91.67 percent (N=11) of those with Partial Understanding, and 33.33 percent (N=1) of those with a Misunderstanding responded that they had a memorable professor who taught about integrated language arts.

Memorable Classes. The twenty first-year teachers distributed into the three categories Full Understanding (N=5), Partial Understanding (N=12), and Misunderstanding (N=3) were asked if they had memorable classes in their teacher preparation which taught the methods and materials necessary to prepare them to teach integrated language arts in the elementary classroom. One hundred percent (N=5) of the Full Understanding group said "yes" they had had memorable courses in language arts. Those with Partial Understanding had 91.67 percent (N=11) responding "yes". Only one teacher in the

Misunderstanding category (33.33 percent) stated "yes" that he/she had had a memorable course in language arts.

Cooperating Teacher. The student teaching experience was evaluated. The first-year teachers' cooperating teacher(s) and his or her university student teaching supervisors' encouragement of integrated language arts was reported. Forty percent (N=2) of those with Full Understanding, seventy-five percent (N=9) of those with Partial Understanding, and 66.67 percent (N=2) of those with Misunderstanding stated that their cooperating teacher used integrated language arts.

Student Teaching Supervisor. The university student teaching supervisor was defined for this study as the individual from the midwestern university who came to observe the progress of the student teacher in the student teaching classroom setting. Forty percent (N=2) of those in the Full Understanding, 58.33 percent (N=7) of those with Partial Understanding, and none of those in the Misunderstanding category stated that the university supervisor encouraged the use of integrated language arts.

Past Experiences with Integrated Language Arts

Four areas concerned with the past experiences of the first-year teacher were assessed to determine

possible sources and resources for the use of integrated language arts. The areas included: a) formal education, b) informal education, c) parents reading to them, and d) their own elementary teacher(s) who used integrated language arts.

Formal Education. The first-year teachers were asked to state if they felt they had a comprehensive formal education as an elementary and secondary student. The definition of formal education in this study was the education received as a student in public or private schools (K-12) in a variety of academic areas such as reading/language, math, science, and social sciences. For eighty percent (N=4) of those with Full Understanding, for 83.33 percent (N=10) of those with Partial Understanding, and for 66.67 percent (N=2) of those with Misunderstanding a positive response was given to the question about their formal education. They felt that they had a broad, comprehensive formal education.

Informal Education. The informal, experiential education of the first-year teachers was also assessed. The experiences included traveling, family life, jobs, and other potential learning experiences outside the formal academic setting. One hundred percent (N=5) of those with Full Understanding described their informal

education as broad and seventy-five percent (N=9) of those with Partial Understanding gave this response. For those in the Misunderstanding category the response that their informal education was broad was given in 66.67 percent (N=2) of the cases.

Being Read to as a Child. Early experiences with children's books read at home was assessed by a question about whether the first-year teachers had been read to as children. One hundred percent (N=5) of those with Full Understanding said they had been read to as children. For those with Partial Understanding, 91.67 percent (N=9) stated that they had been read to as children. One hundred percent of those with a Misunderstanding had been read to as children.

Former Elementary Teachers. Past experiences were assessed to report possible sources of understanding of language arts integration based on their own elementary and secondary teachers' uses of integrated language arts. Sixty percent (N=3) of those with Full Understanding, twenty percent (N=3) of those with Partial Understanding, and 33.33 percent (N=1) of those with a Misunderstanding stated that they had had at least one former teacher who had used integrated language arts. However, those who answered that they did not have one

teacher who used integrated language arts also stated that it was because they could not remember much about past school experiences.

The data regarding first-year teachers' discussion of possible sources of conceptual understanding about integrated language arts are included in Table 4.23.

Summary of the Data on Sources of Becoming
a Teacher of Integrated Language Arts

For five of the first-year teachers in the Full Understanding category (N=5) and for eleven of the teachers in the Partial Understanding category (N=12) memorable professors and memorable courses, in which integrated language arts was taught, were the most often mentioned source of learning how to use integrated language arts in their own teaching. In contrast, only one of the first-year teachers in the Misunderstanding category (N=3) stated that professors or courses were perceived to be a source of learning how to teach with integrated language arts.

Past experiences provided most of the first-year teachers at all levels of understanding with broad formal and informal educational opportunities as background knowledge for their teaching. All of the first-year teachers except one teacher in the Partial

Table 4.23
Perceived Sources of Learning to Be a Teacher of Integrated Language Arts

	Full Understanding (N=5)	Partial Understanding (N=12)	Misunderstanding (N=3)
Memorable Professors	5	11	1
Memorable Courses	5	11	1
Cooperating Teachers Who Used Integrated Language Arts	2	9	2
University Supervisor	2	7	0
Formal Education	4	10	2
Informal Education	5	9	2
Read to as a Child	5	11	3
Former Teachers Who Used Integrated Language Arts	3	3	1

Understanding category had been read children's literature selections when they were children.

Most of the first-year teachers in the Full Understanding (N=5) category did not perceive their cooperating teachers and university supervisors to be sources of knowledge about how to teach integrated language arts. Only two first-year teachers in the Full Understanding category (N=5) stated that the cooperating teacher and university supervisor were sources of knowledge about integrated language arts teaching. None of the first-year teachers in the Misunderstanding category (N=3) found the university supervisor to be a source. Nine of the first-year teachers in the Partial Understanding category (N=12) found their cooperating teacher and seven first-year teachers in the Partial Understanding category found their university supervisor to be a source of learning to be a teacher of integrated language arts. Those in the Partial Understanding (N=12) category were most likely to perceive their cooperating teacher and university supervisor to be a source of knowledge about integrated language arts.

The former teacher as a source of knowledge was mentioned by three first-year teachers in the Full Understanding category (N=5), three teachers in the

Partial Understanding category (N=12), and one teacher in the Misunderstanding category (N=3).

In summary, for most first-year teachers who understood integrated language arts in the Full or Partial Understanding categories memorable professors and memorable courses were the most often mentioned sources of learning to teach integrated language arts. For the first-year teachers in the Misunderstanding category the example of their cooperating teacher was the most often mentioned source of learning to teach language arts. For most of the first-year teachers in the Full Understanding category their cooperating teachers and university supervisors were the least often mentioned source for their knowledge of how to teach integrated language arts. For the teachers in the Partial Understanding category (N=12) their former teachers were the least often perceived source of how to be a teacher of integrated language arts. The teachers in the Misunderstanding category (N=3) did not perceive their university supervisors as a source of learning how to teach language arts.

Final Interview Question 13. In your opinion, how do you think you learned to teach language arts the way you do? What have been the main influences?

The data from responses to Question 13, the first-year teachers' perceived sources of learning to teach language arts, were analyzed using content analysis. The responses of the first-year teachers regarding how they perceived that they had learned how to teach language arts were listed for each first-year teacher. The responses were assessed and commonalities between the responses were noted. A number of similar responses made by several first-year teachers formed categories. The sources most often mentioned were teacher preparation and other teachers. Other responses made by individual first-year teachers were listed as separate responses. The individual responses became single-item categories.

All of the first-year teachers in the Full Understanding category (N=5), eleven teachers in the Partial Understanding (N=12), and one teacher in the Misunderstanding (N=3) categories stated that their undergraduate courses in language arts were a source of information on how to teach integrated language arts. Three first-year teachers in the Partial Understanding category (N=12) and one teacher in the Misunderstanding category (N=3) responded that other teachers in the building were a source of information on how to teach integrated language arts. No first-year teacher in the

Full Understanding category (N=5) gave the response that other teachers were a source of learning how to integrate language arts. The other responses given by the first-year teachers were made by only one teacher in each case. The individual sources of learning to be a teacher of integrated language arts included: a) professional journals, b) work on a research project as an undergraduate, c) reflecting on former teachers, d) own interests, e) cooperating teacher, f) school district, f) student teaching, g) textbooks and basal reading series, and h) the reading consultant.

Teacher Statements of Sources of Knowledge
about How to Teach Integrated Language Arts

The twenty first-year teachers responding to the Final Interview were asked to respond to an open-ended question about how they thought they had learned to integrate language arts.

The responses by those with Full Understanding (N=5) were such that each of the five teachers in this category mentioned their university teacher education program as the means they used to learn how to teach integrated language arts. One teacher stated that the theory of integrated language arts was stressed. For another the teacher education courses built on each other in a pattern that reinforced the use of integrated

language arts. She learned about integrated language arts, practiced using the concepts with students, and her applications were critiqued by a university supervisor. Four of the first-year teachers in the Full Understanding category (N=5) mentioned their university teacher preparation as their first response. Other influences on their teaching of language arts included: the teaching of former teachers, previous experiences in schools as a teacher's aide, teachers' magazines and journals, being involved while an undergraduate in a math education research project, and personal creativity. Each of the other influences was mentioned by only one of the first-year teachers with Full Understanding.

All of the first-year teachers with Partial Understanding (N=12) responded that they learned to teach language arts from the influence of their university teacher preparation program. Nine of the twelve first-year teachers with Partial Understanding mentioned their university teacher preparation as their first response. Other influences mentioned by only one first-year teacher in the Partial Understanding category included: own interests, cooperating teacher, and school district mandates. Three of the twelve first-year teachers in the Partial Understanding category stated that other

teachers in the building were an influence on their teaching of integrated language arts.

The first-year teachers in the Misunderstanding category answered the question about how they learned to teach language arts as they did with a variety of responses. One of those in the Misunderstanding category (N=3) stated that the university teacher preparation was an influence because the aspects of the process of writing were learned, i.e. spelling, grammar. For another first-year teacher in the Misunderstanding category the main influence on the teaching of language arts was realizing the possibilities of using the textbooks and the help from the reading consultant who provided worksheets for creative writing. The other first-year teacher in the Misunderstanding category stated that some ideas from teacher preparation methods courses had been tried and the lack of success she had was because university professors were "not into the realities of schools."

In summary, all of the first-year teachers in the Full Understanding (N=5) and Partial Understanding (N=12) categories mentioned that their teacher preparation was perceived to be a source of how they learned to teach integrated language arts. Other teachers were mentioned by three of the teachers in the Partial

Understanding (N=12) category. All other responses were mentioned by only first-year teacher.

Teacher Preparation Programs at the
Midwestern University

The twenty first-year teachers selected for the study were all graduates of a midwestern university in which there was a standard teacher preparation program and four alternative programs for teacher preparation. Each of the four alternative programs has a unique conceptual framework or theme for structuring the teacher program. Program I emphasized academics through subject area knowledge, Program II emphasized the diverse needs of students in a pluralistic society, Program III emphasized the classroom as community for personal and social responsibility, and Program IV emphasized the teacher as decision maker. Program V was not an alternative program and did not have a specific conceptual framework, but consisted of the collection of courses needed by an individual to meet state certification requirements to become an elementary teacher.

The first-year teachers in the three categories of conceptual understanding were evaluated by teacher preparation program. It was found that sixty percent (N=3) of those with a Full Understanding were in Program I, none were in Program II nor Program III, twenty

percent (N=1) were in Program IV, and twenty percent (N=1) were in Program V. The Partial Understanding category (N=12) included no first-year teachers from Program I, 16.67 percent (N=2) were from Program II, 8.33 percent (N=1) from Program III, twenty-five (N=3) percent from Program IV, and fifty percent (N=6) from Program V. The Misunderstanding category (N=3) included no first-year teachers from Program I, 66.67 percent (N=2) from Program II, 33.33 percent (N=1) from Program III, and none from Program IV nor Program V. The data are displayed in Table 4.24.

The data regarding teacher preparation programs at the midwestern university need to be viewed carefully in light of the fact that the number of subjects in the total study was small and the actual number of first-year teachers who were prepared by any one of the teacher preparation programs was even smaller. Although the data suggests possible differences between these particular graduates of the various teacher preparation programs, generalizations should be made cautiously.

Summary

The first-year teachers' responses and perceptions have been tabulated by research question using the data available from the Initial Contact Questionnaire, the Pre-observation Interview, the Observation/Follow-up

Table 4.24

Category of Understanding by Teacher Preparation Program

Program	Full Understanding	Partial Understanding	Misunderstanding
I	3	0	0
II	0	2	2
III	0	1	1
IV	1	3	0
V	1	6	0

Questions, and the Final Interview. The frequencies, percentages, and verbal responses have been used to present the findings and to analyze the interrelationships between the responses given by the first-year teachers. The findings suggest that there were three levels of understanding, three types of values, and three levels of implementation of integrated language arts. The first-year teachers generally were able to implement what they understood integrated language arts to be while they overcame constraints or used opportunities from the individuals, materials, and factors for professional growth available in their experience.

In Chapter V the findings and implications for further research will be discussed.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Summary

The purpose of the study was to determine first-year teachers' conceptual knowledge, values, and implementations of integrated language arts. In this study data were collected on the understandings and teaching practice of first-year teachers to determine the types of applications of the theory and methodology of integrated language arts they were able to make. The first-year teachers' perceptions about the constraints and opportunities related to their use of integrated language arts were also assessed.

The procedure used to collect data for this study began with retrieval from the placement, teacher education, and alumni records of names of the elementary education graduates from a midwestern university. All of the elementary education graduates had completed their elementary certification and graduation requirements between December 1985 and August 1986. Ninety-seven first-year teachers met the criteria of having taken a minimum of three courses in reading/language arts/children's literature and of being employed as full-time

first-year teacher in an elementary school. The ninety-seven were sent the fifteen-item Initial Contact Questionnaire, which ended with a question about their willingness to participate in the research project by completing two interviews and by being observed while teaching. From the sixty-nine individuals who responded to the Questionnaire, fifty-one were teaching grade levels and/or subjects within the study. Those teaching pre-school or adult education were excluded, for the grade levels they were teaching were not within the scope of the study. From the fifty-one first-year teachers who responded to the Initial Contact Questionnaire ten first-year teachers who stated that they used integrated language arts (the Self-Identified Integrators) and ten who stated that they did not or could not use integrated language arts (the Self-Identified Non-integrators) were chosen.

The Self-Identified Integrators (S-I Integrators N=10) were observed teaching in order to collect data on the possible relationship between their understandings and their applications of integrated language arts as well as constraints and/or opportunities they might encounter. The data were collected by various means: the Pre-observation Interview was used before observations of the first-year teachers; the Observation/

Follow-up Questions were used to summarize the observations made during actual teaching and during interviews directly following these observations; and the Final Interview was used at the completion of all the observations. The Self-Identified Non-Integrators (S-I Non-integrators N=10) were also asked the questions of the Final Interview.

The data from each of the instruments were evaluated. The data were categorized and then tallied in terms of frequencies and percentages or were analyzed by content analysis. Three categories of understanding, three types of values, and three categories of implementation were described. The categories described the types of thinking and use of integrated language arts found among the first-year teachers in this study.

Summary of Findings

The data obtained from the first-year teachers has been categorized and will be presented in the following brief summary of the findings. Three levels of understanding were found among the twenty first-year teachers from the two groups, the S-I Integrators (N=10) and the S-I Non-integrators (N=10). The analysis of data from the Final Interview suggested that the first-year teachers' self-identifications were less accurate than the responses they made to Final Interview questions.

The responses of the twenty first-year teachers to the Final Interview were evaluated and the three categories were developed. The levels were Full Understanding, Partial Understanding, and Misunderstanding. Five first-year teachers, all from the S-I Integrators, were in the Full Understanding category. Twelve first-year teachers were in the Partial Understanding category: four teachers were from the S-I Integrators, and eight teachers were from the S-I Non-integrators. Three first-year teachers were in the Misunderstanding category: one teacher was from the S-I Integrators, and two teachers were from the S-I Non-integrators.

First-year teachers with Full Understanding (N=5) gave responses that described integrated language arts as four interrelated forms of communication which share common oral or written characteristics and that these characteristics can be used to strengthen the teaching of the language art areas or of the subject areas. The first-year teachers in the Full Implementation category discussed the importance of teaching all four language arts--listening, speaking, reading, and writing.

First-year teachers with Partial Understanding (N=12) gave responses which included: a) several but not all four language arts in integrations, or b) all four language arts without integrations in the subject areas.

The first-year teachers seemed to possess a conceptual understanding that was limited, and did not possess the entire concept of integrated language arts.

First-year teachers in the Misunderstanding category (N=3) held concepts about language arts and language arts integration that included stating that spelling, grammar, and handwriting were language arts areas. First-year teachers in the Misunderstanding category discussed integrated language arts as activities or projects that would motivate students, but were unable to describe the theoretical background behind the activities.

Secondly, the first-year teachers' responses on the Initial Contact Questionnaire and Final Interview provided the data regarding attitudes and values about using integrated language arts. The first-year teachers with Partial Understanding or Misunderstanding were able to "value" language arts integration only to the extent they understood language arts integration. The values and attitudes were framed by the concepts the first-year teachers held about the nature of integrated language arts. A first-year teacher who possessed a concept of integrated language arts which included only reading and writing integrations would have limited "enjoyment" of integrated language arts. In contrast, the first-year

teacher with a Full Understanding of all the language arts would enjoy the integration of language arts within all four language arts and within subject areas.

The implementations made by first-year teachers was a third area of focus in the research for this study. Ten S-I Integrators were observed to assess the types of implementations they made in their teaching. The observation and analysis of their teaching process suggested three categories of implementation. First-year teachers at the Full Implementation level of integrated language arts (N=4) were able to articulate their conceptual understanding in statements made during and/or in interviews following integrated lessons. Statements included discussion of the communication framework--message sending and receiving--of the language arts, interrelationships of past and present teaching, the uses of integrated language arts to provide critical thinking opportunities, and how integrated language arts may be used in real-life situations. The first-year teachers used combinations of all four of the language arts and used the language arts in subject area integrations.

The first-year teachers at the Modified Implementation level (N=5) were able to state their conceptual understanding about their integrated lessons in more than fifty percent but in less than one hundred percent

of lessons observed. The types of integrations used by the Modified Implementors included language arts integrations that most frequently included only integrations of reading and writing or only one language arts area, especially writing, with subject areas.

The first-year teachers at the Weak Implementation level (N=1) were able to make statements about their conceptual understanding in less than fifty percent of the language arts lessons observed. For Weak Implementors, integration was a way to develop activities to get students involved and to motivate students. For Weak Implementors, integrated language arts was frequently used as a unit culmination activity.

The categories of conceptual understanding and implementation for each of the S-I Integrators (N=10) were compared. It was found that four of the first-year teachers had Full Understanding and made Full Implementation, one teacher had Full Understanding and made Modified Implementation, four teachers had Partial Understanding and made Modified Implementation, and one first-year teacher had conceptual Misunderstanding and made Weak Implementation. The four cases could be represented as:

Full Understanding → Value → Full Implementation
 Full Understanding → Value → Modified Implementation
 Partial Understanding → "Value" → Modified Implementation
 Misunderstanding → "Value" → Weak Implementation

The perceived constraints and opportunities of the first-year teachers (N=20) were analyzed to provide information about the complexities they encountered as they attempted to implement integrated language arts. On the Final Interview, from a list of factors dealing with schools and teaching, the twenty first-year teachers were asked to indicate which factors were perceived to be constraining or supporting influences on their integrated language arts teaching. The factors included: a) principal, b) parents of students in the classroom, c) other teachers in the building, d) children in the classroom, e) reading specialist, f) curriculum director, g) basal reading series/textbooks, h) availability of library books and other supplementary materials, i) standardized tests, j) professional organizations, k) professional journals, l) teacher preparation, m) inservice workshops, n) time and scheduling, o) environmental factors, and p) other.

The responses of the twenty first-year teachers were evaluated. Generally, for the first-year teachers, the most frequently mentioned constraints were the basal

reading series/textbooks, the principal, and availability of supplementary materials. For the first-year teachers, the most often stated opportunities or sources of support to their use of integrated language arts were teacher preparation, other teachers in the building, and the children in their classrooms.

The twenty first-year teachers were asked in the Final Interview to indicate, from their perspectives, the source of their conceptual understandings, their values about integrated language arts, and their strategies for implementing integrated language arts. The sources included: a) choice of majors and minors, b) memorable courses, c) memorable professors, d) cooperating teachers, e) university supervisors, f) formal education, g) informal education, h) former teachers, and i) read to as a child. The most frequent positive responses were being read to as a child, memorable professors, and memorable courses. The least frequently mentioned positive sources of learning to be a teacher of integrated language arts were former teachers who used integrated language arts and university student teaching supervisors.

The first-year teachers through responses to the Initial Contact Questionnaire, the Pre-observation Interview, the Observation/Follow-up Questions, and the

Final Interview described their understandings, values, and implementations. The constraints and opportunities perceived by the first-year teachers suggested some of the complexities involved when the first-year teachers attempted to incorporate into practice their theoretical understandings about integrated language arts.

Discussion and Implications of the Data

For each of the Research Questions the data that were collected will be cited, discussed, and implications will be made. After all Research Questions have been discussed, other possible implications will be discussed based on interactions from the data reported under each separate Research Question.

Research Question 1

Research Question 1. What are first-year teachers' conceptual understandings of integrated language arts both within the language arts and in other subject areas?

There were three types of conceptual understanding found in an analysis of the data from the Initial Contact Questionnaire (Appendix E) and from the Final Interview (Appendix H). The three types of conceptual understanding were Full Understanding, Partial Understanding, and Misunderstanding. Data were collected

from the ten S-I Integrators and the ten S-I Non-integrators.

Full Understanding

Demonstrations of Full Understanding were gleaned from responses on the Initial Contact Questionnaire and the Final Interview in which the first-year teachers discussed all four language arts--listening, speaking, reading, and writing--in relation to each other and as distinct areas. The first-year teachers were asked to discuss how they perceived student motivation and student learning to be enhanced by the use of integrated language arts.

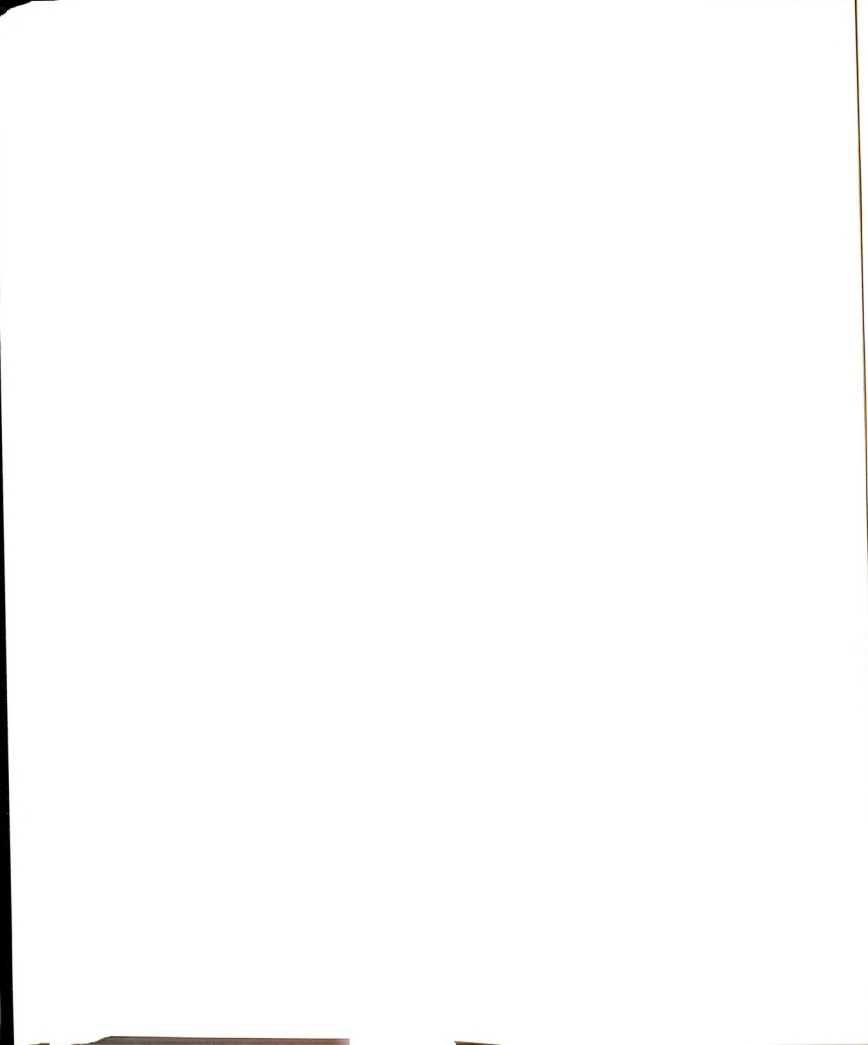
The five S-I Integrators (N=10) with Full Understanding made statements which emphasized the theoretical framework of integrated language arts. The comments which follow typify the kinds of statements made by individuals with Full Understanding.* For example, Subject G stated:

Language Arts is used in every subject. They do it in everything--social studies, science-- [they are] always using all the language arts --reading, writing, speaking, and listening. I try to teach all four equally. I don't want them to think each subject is separate.

*Note: the statements quoted were made by individual subjects and are representative of the statements made by each S-I Integrator (N=10) who was in the particular category of understanding. The statements were made in response to questions on the Final

Full Understanding was found in a discussion of the integration process in relation to the links teachers can make between past, present, and future lessons that further integrate the language arts and subject areas being taught. Subject C stated that the teacher "can choose to cast forward or backward to make links and is able to add on the spot [interactively while teaching] to make links." Comments made by Subject I are representative of statements about student learning and motivation made by first-year teachers with Full Understanding. "Student skills are more developed. There is meaningfulness and ownership in their work. They [the children] are using their potential. They [the children] are comfortable." Subject G remarked that "the children had enjoyment and motivation. They had to think more." The relation between the real-life experiences of children and use of integrated language arts was emphasized by Subjects J and A. Subject J: "The children need to apply the knowledge from books."

Interviews. The questions were asked by the researcher and the researcher wrote down the responses, which often came as phrases. To facilitate the reading of this study the researcher has expanded the phrases by using quotes to denote the actual words used by the first-year teachers and by adding words in [] where necessary to form a complete sentence. Every attempt was made not to obscure or modify the meaning of the statements made by the first-year teachers.



Subject A stated that integrated language arts should "relate to the life of the child."

Partial Understanding

The type of responses on the Initial Contact Questionnaire and Final Interview in the Partial Understanding category reveal incomplete knowledge about integrated language arts. The first-year teachers with this type of thinking would discuss: a) integrations of only the language arts with other language arts; b) integrations of subject areas with only reading and writing; and/or c) integrations of only reading and writing. Student learning or motivation was limited by language arts and/or subject areas that the first-year teachers understood and implemented as integrated language arts. For the first-year teachers who understood language arts integration to be only combining reading and writing, the perception of student motivation and learning in relation to integrated language arts would also be limited to the areas of reading and writing.

The twelve first-year teachers in the Partial Understanding category came from both the S-I Integrators and the S-I Non-integrators. Four S-I Integrators and eight S-I Non-integrators were found to be in the Partial Understanding category. The first-year teachers in the Partial Understanding category (N=12) made

statements that demonstrated their knowledge about integrated language arts. In an example of this category of thinking, Subject F² stated that "Reading and writing go hand-in-hand. It is based on research. They [children] think that way." While Subject F² could discuss that research confirms that the thinking of children is structured in a way that incorporates the communication interrelationships of reading and writing, no mention is made of speaking or listening or how other subject areas are communicated by the language arts. Subject H stated,

[They] are always reading, writing, and speaking. The language arts are involved in everything. [There are] ways to use language arts --reading, writing, and speaking--in all subjects, when it is used more in practice students think about the material and [have] retention of the information.

Subject H represents further the thinking of teachers with Partial Understanding (N=12) by discussing the matter of retention of content covered using integrated language arts; however, Subject H only includes three of the four language arts in her thinking. The first-year teachers in the Partial Understanding category often mentioned that using integrated lessons was motivating to student learning. Subject B² stated that, "You reach more students. They are more interested and more motivated when integrating language arts."

First-year teachers in the Partial Understanding category (N=12) made statements that reflected an inclusion in their thinking of integrations of only a portion of the language arts and subject areas.

Misunderstanding

Three first-year teachers, one from the S-I Integrators and two from the S-I Non-integrators, were found to be in the conceptual Misunderstanding category (N=3). First-year teachers in this category discussed the use of English and reading textbooks in their teaching of what they called integrated language arts. The first-year teachers in the Misunderstanding category also included other school or textbook subjects such as grammar, spelling, or handwriting as language arts areas. Subject E stated that possible positive effects of using integrated language arts would be that the students could "write more and get more practice to be better writers by a focus on parts of speech. The textbooks are there to go back to." Subject E's statement demonstrated a focus on aspects of one language art, writing, and showed a reliance on textbook materials. Individuals in this category discussed integrated language arts as skills within a language art area or as the teaching from textbooks. Their responses

demonstrated a misconception of the theoretical framework of integrated language arts.

Discussion and Implications

There were five S-I Integrators (N=10) who gave responses that demonstrated a Full Understanding. There were no S-I Non-integrators (N=10) who gave Full Understanding responses. Four S-I Integrators (N=10) and eight S-I Non-integrators (N=10) gave Partial Understanding responses. One S-I Integrator (N=10) and two S-I Non-integrators (N=10) gave responses in the conceptual Misunderstanding category.

There seemed to be some relationship between the statements made by the first-year teachers identifying themselves as integrators, because only teachers from the S-I Integrators gave responses in the Full Implementation category. However, not all of the S-I Integrators were in the Full Implementation category. Self-identification as an integrator was true in only fifty percent (N=5) of the cases. The eight S-I Non-integrators gave responses that were at the Partial Understanding level, which is beyond the level they had used to identify themselves when they had stated on the Initial Contact Questionnaire that they did not integrate language arts. Only two S-I Non-integrators gave responses that fell into the category they had chosen for

themselves, which was that they did not integrate. The first-year teachers' self-identified labels were less informative than their responses, which were categorized Full Understanding, Partial Understanding, and Misunderstanding.

The first-year teachers in the Full Understanding (N=5) and the Partial Understanding (N=12) categories were able to articulate at least a partial understanding of integrated language arts that reflected the theoretical framework of the field. Goodman,¹ Newman,² and Moffett,³ among others, discuss the interrelated structure of the language arts. Speaking and listening are oral language modes, and reading and writing are written language. At the same time, speaking and writing are expressive language, and reading and listening are receptive language modes.

¹Kenneth S. Goodman, What's Whole in Whole Language (Portsmouth, NH: Heinemann, 1986) 11-24.

²Judith M. Newman, ed., Whole Language: Theory in Use (Portsmouth, NH: Heinemann, 1985) 7-36.

³James Moffett and Betty J. Wagner, Student Centered Language Arts and Reading, K-13: A Handbook for Teachers, 3rd ed. (Boston: Houghton, 1986) 2-50.

Kroll and Vann,⁴ Newman,⁵ Gordon and Brawn,⁶ and Devine⁷ explored the interrelationships of the various language arts and how the communication framework could be understood and used in classroom practice. An understanding of the similarities and uniqueness of each of the language arts provided the Full Understanding (N=5) first-year teachers with a framework for integrating within the language arts or for using the language arts to communicate subject area information. The first-year teachers with Full Understanding (N=5) comprehended and could discuss the interrelationships between all four language arts and the communication possibilities when the language arts are integrated into subject area teaching. The first-year teachers in the Partial Understanding category (N=12) were limited in the interrelationships that they understood. They discussed the interrelationships between reading and writing or

⁴Barry M. Kroll and Roberta J. Vann, eds., Exploring Speaking-Writing Relationships: Connections and Contrasts (Urbana, IL: NCTE, 1981) 32-54.

⁵Newman 181-185.

⁶Christine J. Gordon and Carl Braun, "Mental Processes in Reading and Writing: A Critical Look at Self-Reports as Supportive Data," Journal of Educational Research 79 (1986) 299-300.

⁷Thomas G. Devine, "Listening: What Do We Know After Fifty Years of Research and Theorizing?" Journal of Reading 21 (1978): 298-303.

between writing and the subject areas, but rarely included speaking and listening. The teachers with Partial Understanding possessed part of the whole theoretical framework but not the entire complexity. For those with Partial Understanding, there are questions about teacher preparation and other sources of learning how to teach integrated language arts.

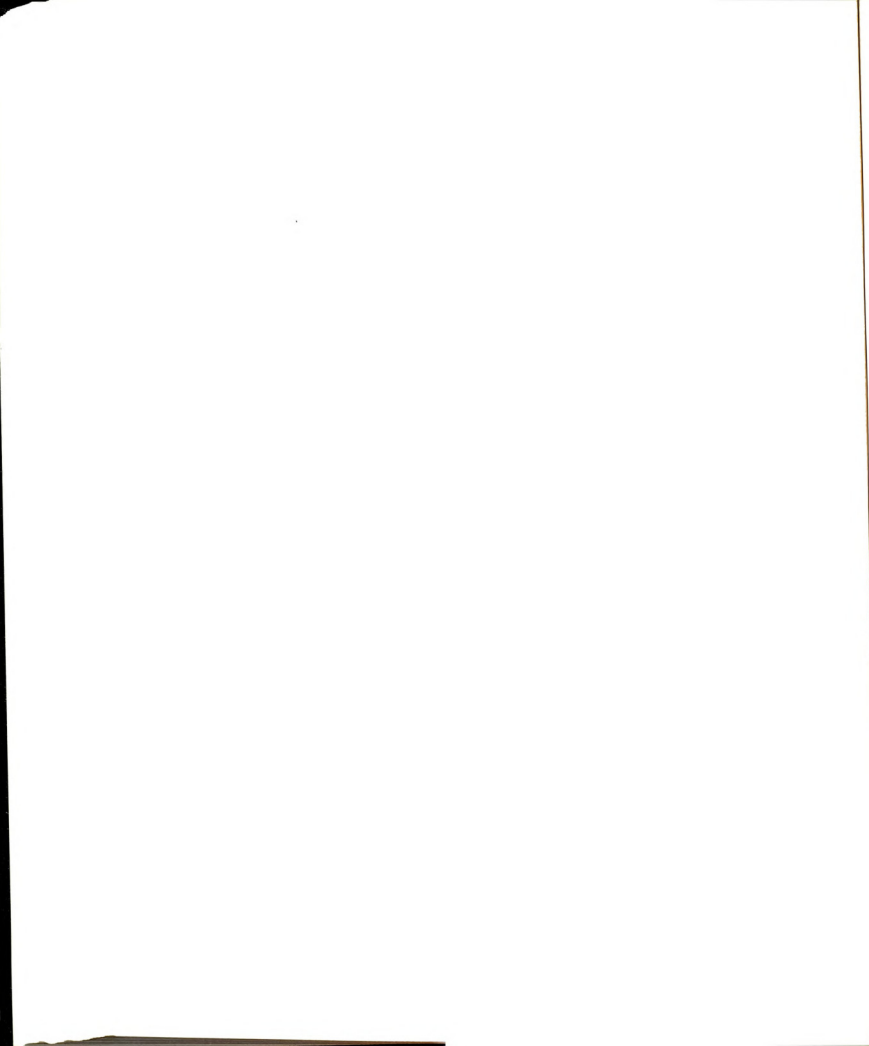
The first-year teachers in the Misunderstanding category (N=3) seemed to possess a theoretical framework that included few, if any, of the understandings of integrated language arts. First-year teachers in this category tended to have a variety of misconceptions. Some perceived "integrated language arts" to be a subject area or something that was taught from a textbook. Others described "integrated language arts" as a culminating activity at the end of a unit of instruction. The culminating activity was seen as a method by which all students could become involved and have fun with the content being taught. The language arts--listening, speaking, reading, or writing--were used to convey the content, but students were not taught the specifics of how to use the language art areas.

Although eighty-five percent of the twenty first-year teachers reported that instruction on integrated language arts was included in their teacher preparation

course and/or program, some students internalized or were taught different portions of the theoretical framework of integrated language arts. Several implications seem to follow. One implication would suggest a need to provide instruction about integrated language arts in such a way that all language arts areas are emphasized and the interrelatedness between all the language arts demonstrated. Preservice teacher preparation coursework should include discussions and demonstrations of the theoretical framework of integrated language arts and opportunities to practice applying the methodology in field placements, such as student teaching.

Teacher preparation programs/courses need to be structured to develop appropriate conceptual understanding by providing preservice teachers with the means to become actively involved in the learning process. An emphasis on planning for student learning and a de-emphasis on planning student activity could prevent the misconception that integrated language arts relates only to culminating or motivating activities in units and not to student learning in daily lessons or in units.

Preservice teachers need to have instruction in the relationship of spelling, grammar, and handwriting to the language arts. Teacher preparation courses and programs should be structured so that preservice teachers



with misconceptions that spelling, grammar, and handwriting are integrated language arts can be challenged by professors and peers to reassess their understandings and to modify their thinking.

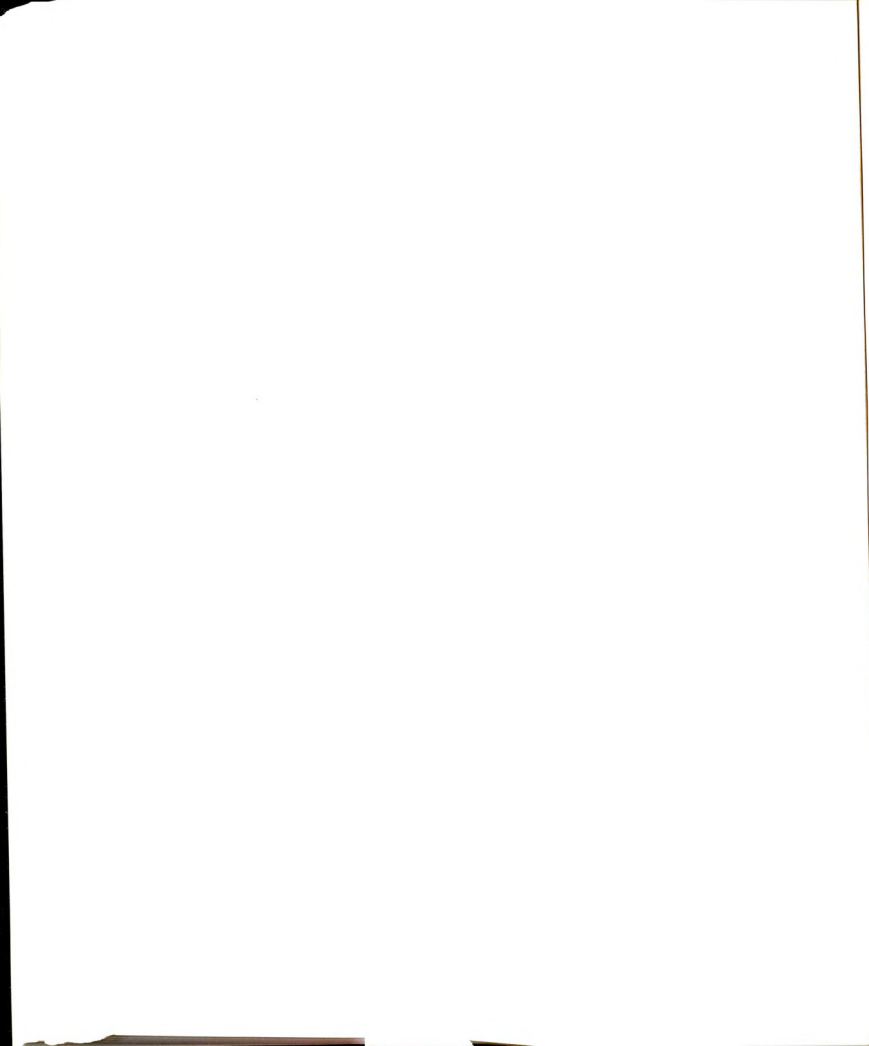
Inservice teachers can be challenged to develop a more complex conceptual understanding of integrated language arts. Inservice workshops and graduate courses in integrated language arts should be offered opportunities to increase inservice teachers' knowledge of integrated language arts. There is a need to provide the theoretical foundation of integrated language arts that is the framework for applications inservice teachers can make and to prevent integrated language arts from being understood only as motivating activities or as a new technique in teaching.

Research Question 2

Research Question 2. What are first-year teachers' attitudes or values about the use of integrated language arts both within the language arts and in other subject areas?

The first-year teachers in both the S-I Integrators (N=10) and the S-I Non-integrators (N=10) perceived integrated language arts to be enjoyable to themselves and from that to their students. The majority of teachers at each conceptual level--Full Understanding,

Partial Understanding, and Misunderstanding--stated that they enjoyed teaching integrated language arts. The first-year teachers made comments regarding the enjoyment of teaching language arts--language art integrations (LA/LA) and language art-subject area integrations (LA/SA). At the Partial Understanding level S-I Non-integrator Subject B² stated using integration is "not boring. It is more interesting to students. They [the students] can learn from other ways than just being told. They can learn from reading and writing." Subject C, a first-year teacher with Full Understanding, stated, "Integrated language arts is motivating and challenging to students. It is a different way to look at things. A new way to teach it." A first-year teacher with conceptual Misunderstanding, Subject E, commented, "Integrated lessons get kids thinking. A variety of activities got them to think it is fun." The statements by the three first-year teachers, although at different levels of conceptual understanding, reflect enjoyment in teaching integrated language arts at their level of understanding. The responses suggest that not only did the first-year teachers state that they enjoyed integrated language arts, but the enjoyment focused on the children's positive responses to the integrated



lessons whether taught by a teacher with Full Understanding, Partial Understanding, or Misunderstanding.

However, in relation to the level of conceptual understanding of the first-year teachers, what they were able to "enjoy" or to think was "important" was not the same. The first-year teachers with a conceptual Misunderstanding of integrated language arts were "enjoying" and finding "important" lessons directed by textbook materials or in school subjects like spelling, handwriting, or grammar. Those first-year teachers with a Partial Understanding "enjoyed" and found "important" lessons that integrated only a portion of the language arts. Those with a Full Understanding could state that they enjoyed and thought language arts integration was important in applications in integrations of all four language arts and in uses of language arts to convey subject matter knowledge.

In comparison, the responses to questions about the difficulty in teaching integrated language arts were much less uniform. When the first-year teachers were asked to rank the amount of difficulty in teaching reading, language arts, social studies, science, and math, reading and language arts generally occupied the mid-range with most of the fifty-one "Respondent" first-year teachers stating that social studies and science were

more difficult and that math was less difficult to teach.

The S-I Integrators (N=10) and S-I Non-integrators were asked to reply if they perceived that it was difficult to use integrated language arts within the language arts or within the subject areas. For sixty to seventy-five percent of the first-year teachers at all levels of conceptual understanding, language arts integration was difficult. As an example for the Full Understanding category, Subject J stated, "It takes more planning to integrate. [The class is] not quite as controlled. They need to communicate." Subject A stated, "Materials are not always available. You must go after materials and it takes time to make/get materials." Subject D², from the Partial Understanding category, stated that "Integration takes thought and planning to be creative. Plans are not available in the basals. They are not laid out for you." Subject J², from the Misunderstanding category, stated "More time is needed for preparation. If I'd been taught in college how to plan for integrated language arts then it would be better." The representative comments by the first-year teachers communicated a perception of the difficulties that include the time required for planning and procuring materials and possible concerns about classroom management.

Discussion and Implications

In light of the findings about first-year teachers' values and attitudes about integrated language arts several implications could be suggested. First, the majority of first-year teachers reported that they enjoyed teaching integrated language arts, although that "enjoyment" was tempered by their conceptual understanding. The first-year teachers at all levels reported their enjoyment in using integrated language arts to be related to the excitement and enthusiasm of their students during integrated lessons. The first-year teachers seemed to have transitioned to Fuller's⁸ student-centered level of concern. The first-year teachers in this study were no longer so preoccupied with concerns about their own performance as language arts teachers, but they were able instead to focus their teaching on student needs and interests. One might conclude that the use of integrated language arts and the student enthusiasm it generates allows first-year teachers to focus on student needs and interests. It would seem first-year teachers should be encouraged by administrators and other teachers to grow in their

⁸Frances F. Fuller, "Concerns of Teachers: A Developmental Conceptualization," American Educational Research Journal 6 (1969): 207-226.

ability to show student-centered concern by using methods such as integrated language arts.

The first-year teachers, although they enjoyed teaching integrated language arts, often found it difficult to implement. In the responses of the first-year teachers, they frequently stated that teaching with integrated language arts was difficult because time for planning and for finding or creating appropriate supplementary materials was not available. It was found that the first-year teachers were willing to spend time in planning and creating materials, because they regarded integrated language arts as valuable, but they felt constrained by time.

The findings suggest a need in teacher preparation courses and programs to provide preservice teachers with strategies to maximize the efficiency of their planning and material development for integrated lessons. Preservice teachers need to be provided with strategies for obtaining supplementary materials, and the strategies need to be applied and reinforced in field experiences. The teacher preparation programs should provide practice that leads to habituation of behaviors that reduce the time required to complete planning and materials development. Preservice teachers, as well as first-year teachers, need appropriate responses from professors,

cooperating teachers/mentors, peers/colleagues, and university supervisors regarding the amount of time involved in planning and material development. The responses need to follow examination of the lesson/unit content and integrations versus the amount of time required to prepare for the lesson/unit. With examination the preservice or inservice teacher could develop a system which balances cost in preparation time versus outcomes in student learning and motivation. It would seem that by developing a system of self-evaluation teachers would be able to enjoy teaching with integrated language arts while overcoming the difficulties caused by preparation of materials.

Research Question 3

Research Question 3. To what extent do first-year teachers integrate language arts, children's literature, and other subject areas? What types of integrations do they use?

Summary

The types of implementations of integrated language arts made by the S-I Integrators (N=10) were collected with the Observation/Follow-up Questions. From the data collected from classroom teaching observations, four aspects of the implementations were used to develop

categories of implementation. The four aspects of implementation that were analyzed to form three categories of implementation were: a) use of concepts about integrated language arts; b) complexity of lessons, which included the number of language arts or subject areas in a lesson; c) duration, the length of time that integrated language arts was used; and d) type of integration used. The three categories are Full Implementation, Modified Implementation, and Weak Implementation.

Full Implementation. First-year teachers at this level made statements during or after all of their integrated language arts teaching that demonstrated conceptual knowledge about integrated language arts that was the basis of their language arts planning and teaching. When they discussed the reasons for teaching a lesson in a particular way they used the terms and concepts from the theoretical framework of integrated language arts. They discussed the communication or language-base of the language arts, the possible uses of the language arts in critical thinking, and the relationship between past and present instruction and relationships to real-life situations.

An example of Full Implementation would be a statement by Subject I in reference to a lesson in which second grade students were taught how to write two-digit

addition and subtraction story problems. When asked for her plan or objective(s) for the lesson the following areas were listed: a) developing math skills in reading and correctly computing two-digit story problems; b) developing writing skills necessary to write mathematically appropriate story problems; c) strengthening oral language skills in speaking and listening to each other explain the problems written and how the problem could be solved; and d) developing logical thinking skills by understanding the concepts and structure behind two-digit addition and subtraction story problems.

Subject I was applying knowledge about the structure of writing to provide experiences in the mathematical story problem solving. The plan also included a structured emphasis on speaking and listening, when the students shared their story problems with the whole group. Students were reminded to speak clearly to the group while explaining their problems and to listen for the appropriate written structure in their peers' story problems. They were to listen for explanations of ways to solve the story problems and to decide if the explanations "made sense." Subject I's lesson represents the type of conceptual thinking involved in the planning and implementation of integrated language arts

lessons in the Full Implementation category, because she was able to articulate the theoretical framework of integrated language arts that was the basis for the lesson.

Another example of the thinking of the Full Implementor would be Subject G, a fifth grade teacher. The lesson had started two days before and used the structure of a jury trial, which had been taught several weeks earlier in another context. Two days earlier the students had listened to a reading of the story Goldilocks and the Three Bears. The students were then given either particular roles of the characters of the book, i.e. Goldilocks, Mother Bear, or roles of individuals involved in American jury trials, i.e. judge, prosecuting attorneys, and jury. The students had been given in-class time to plan for their roles in the trial of Goldilocks. In the trial, Goldilocks was to be tried for breaking and entering the Three Bears' home. The lesson observation was of the actual trial of Goldilocks. The written opening statements were read by the defense and prosecuting attorneys, with the jury being directed by the judge to listen to the evidence carefully. After calling several witnesses and making final statements the jury was instructed to weigh the evidence and give their verdict.

Subject G stated that the integrated plan for the lesson included: a) use of speaking and listening because of the jury trial format, b) use of writing and reading by several of the students in preparing the opening and closing statements, and c) the application of social studies content about the United States' legal system and the process of trial by jury. The extended plan of Subject G during the next week was to use a jury trial to express the major views for and against slavery held at the time of the Civil War in the United States. A statement by Subject G about this lesson demonstrates another aspect of thinking about integrated language arts. "The importance of the lesson is to foster creative expression, to motivate student learning, and to see what they are learning (U.S. legal system) can be applied to the real world."

Full Implementors used a variety of complexities. They taught lessons that integrated two to five language arts or subject areas with language arts. They also used durations of one lesson, of a unit, and of semester-long integrations of language arts. The variety of complexity and duration used by the Full Implementors can be seen in lessons by Subject C. In a two-area integration, the first grade students were asked to draw a cover for the book they had just read.

The cover was to be designed to help future readers predict what the story was about. Subject C had been discussing the importance of prediction in the reading process. The plan for this lesson, which included two areas, was to actively involve the children in learning about how to illustrate books and also to help improve reading as a prediction process.

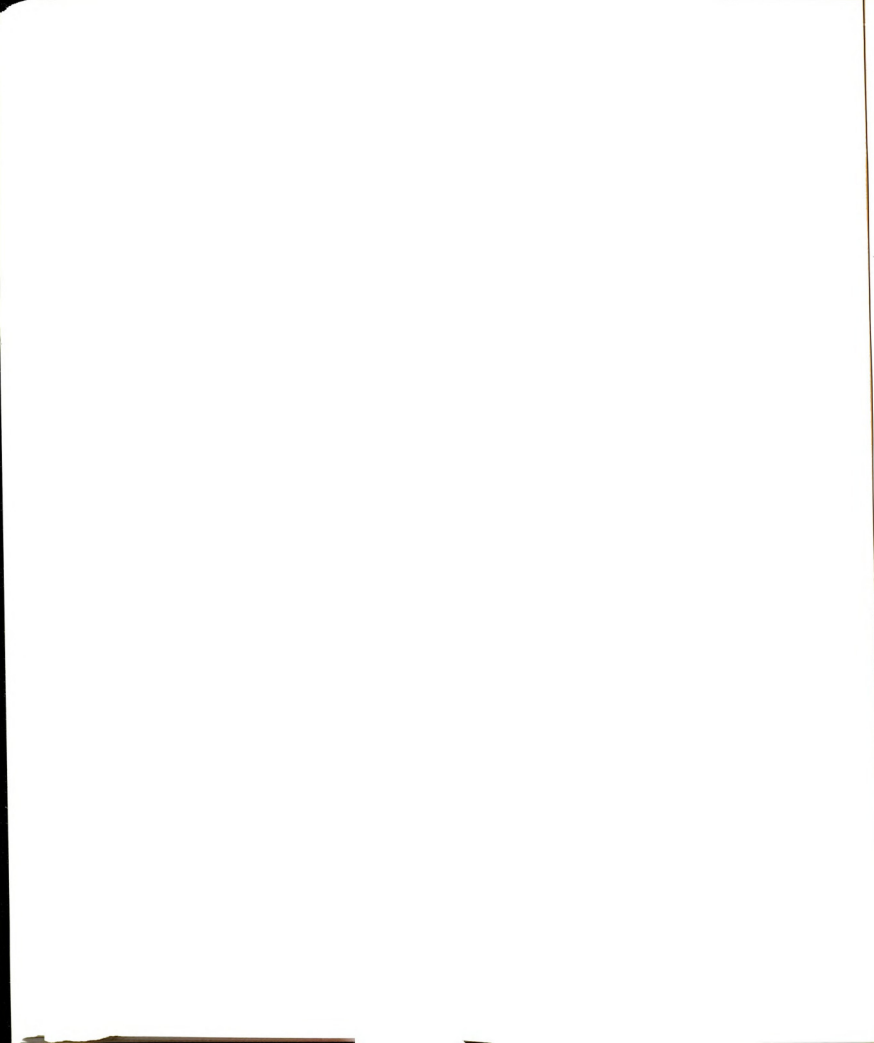
This two-area integration plan by Subject C can be contrasted with another more complex lesson taught to the same first grade classroom on another occasion. The second lesson involved a plan to integrate a study of Michigan state symbols in social studies with writing and speaking. Also involved in Subject C's thinking while planning and teaching this unit was a desire to strengthen critical thinking skills and student ability to work in cooperative-learning groups. The students had been studying Michigan symbols, such as the state bird and state animal. The first graders had also been sharing experiences they had had visiting various parts of the state and the types of animals, flowers, and land they had seen.

The day of the observed lesson, the students were told that "the governor had requested" that new state symbols be chosen. Each group was to work together to select a new symbol for the present state symbol named

on their poster-sized paper. They were to draw a picture of the new symbol and to write at least three reasons why the members of the group had chosen the new symbol. After the drawings were completed each group presented their new symbol and reasons. In this lesson, Subject C appropriately used more complexity and a longer duration, by including structured learning in social studies, writing, and speaking, and by planning lessons within a unit of instruction that lasted several days.

The Full Implementors (N=4) used their conceptual knowledge about language arts to develop lessons with variety and complexity, and with purposeful integration they felt would increase student learning and motivation. They were able to discuss the conceptual framework of their teaching integrated language arts.

Modified Implementation. The Modified Implementors (N=5) were not consistently able to discuss the thinking used to develop language arts integrations. First-year teachers in this category made statements about the importance of communication sending and receiving, critical thinking, references to prior learning in the area, and real-life uses of the material being taught in little more than fifty percent of their lessons. Their teaching of language arts, although integrated, lacked a



stated purposefulness and did not include all four language arts and/or subject area integration of language arts. They did use a variety of language arts and subject matter integrations and lesson durations. The Modified Implementors used one-lesson integrations, unit integrations, and semester-long integrations.

The thinking of Modified Implementors was demonstrated from observations of several first-year teachers' lessons. The contrast between modified implementations that included statements of conceptual framework and implementations without statements was made with the following examples. A lesson taught by Subject F illustrates a lesson in which a Modified Implementor was able to discuss the theoretical framework used in the observed lesson. Subject F integrated science and writing in a lesson on dinosaurs in a second grade classroom. The students were divided into groups of four and taught how to make a group semantic map of what they knew about dinosaurs. The class had used semantic maps in several previous lessons. Subject F taught them how to make use of semantic maps in the new setting, which was to brainstorm information about dinosaurs. The students used the "brainstorming technique" of semantic maps which served as a pre-writing

activity. Then they used these words and phrases as the basis for writing stories about dinosaurs.

Subject F stated that writing of the semantic maps and the stories had been used to help the students review the scientific facts they knew about dinosaurs. Subject F in this lesson was able to discuss her conceptual framework for the integrated lesson.

Subject B, in a lesson taught to a third grade class, integrated speaking and writing. The students were divided into groups of three or four and given parts for the choral reading "What Did You Put in your Pocket?" The students practiced in their groups and then the choral reading was done by the whole group. The students were instructed to be prepared to present their section of the choral reading by "speaking out. Clearly say your lines like in a play." After the students had practiced, they did the choral reading several times and were, by smiles on faces and requests "to do it again," apparently motivated by the lesson. They were each asked to create at least one additional verse for the poem in which they were to follow the structure of the poem and add several interesting adjectives.

Subject B, although integrating speaking and writing in the lesson, was not explicit with children, nor, when questioned after the observation, was she able

to discuss the integrated framework of the lesson. She could not/did not discuss her thinking about the relationship as means of communication between the speaking in the choral reading and the students' writing of their own poems modeled after the choral reading. For Subject B, integrations that included listening were not found. Subject B did discuss how the lesson related to past lessons which used speaking skills and how the group was improving. Future lessons in writing were also discussed with a plan to have students do a choral reading from the new verses they had created for the poem. Subject B could discuss which language arts areas were involved in the lesson and could place the lesson within lessons past and future, but she was unable to discuss the communication interrelationships involved in the lesson.

All of the Modified Implementors had lessons similar to Subject B's lesson, in which they were unable to articulate a theoretical framework consistent with those of the field of integrated language arts. All of the first-year teachers in the Modified Implementation category also taught lessons in which they did articulate a framework consistent with integrated language theory. Over the lessons observed, it seemed to be an inability to consistently articulate the theoretical background of

integrated language arts that explains the Modified Implementors. The Modified Implementors (N=5) taught some lessons that were integrated; however, they were unable to consistently give statements which stressed the thinking about the communication interrelatedness of the language arts and/or how the language arts could be used to communicate subject area knowledge.

Weak Implementation. Weak Implementors were very inconsistent in their ability to make statements during lessons that demonstrated a purposeful use of the concepts of integrated language arts. Statements were found in less than fifty percent of the lessons observed. The Weak Implementors used a variety of durations and complexities; however, they tended to use integration during a unit culmination activity, not in daily lessons.

The Weak Implementors' use of integration can be demonstrated by several observed lessons. As a culmination to a unit with fourth graders on Michigan history, Subject E's classroom presented a pageant to parents. In the pageant, each of the students stood in front of the poster he or she had made and spoke for two or three minutes about a Michigan historic person or a group of people illustrated by the poster. Each historic individual or group was introduced by a group refrain, and

then each individual student spoke his or her memorized part. When asked the plan for the observed lesson, Subject E stated that "it was to conclude a unit on Michigan history, to make art posters that provided a backdrop for the pageant, and to give a play for parents." When asked why it was decided to present the information this way, Subject E responded that "I wanted to have a play, a modern play that didn't need more than costumes to present." The use of the play seemed, from these comments, to be a method or activity rather than a forum for developing speaking skills. It was also an enjoyable way to culminate a unit that involved extensive reading of the basal text on Michigan and writing out answers to questions at the end of each chapter.

In an observed language arts lesson, Subject E demonstrated a language arts lesson which was not within the study's definition of integrated language arts, yet in Subject E's understanding it was integrated language arts. The lesson involved the writing of letters to pen pals in another school. The plan involved having the students "write a letter to return to the pen pals and to write creatively." Many of the students were unable to think of information to include in their letters, so Subject E suggested that they write a creative story as the body of the letter. When asked the importance of

the instruction to student learning, Subject E¹ suggested that the students would have "opportunities to use language--nouns, adverbs; components of the language arts--spelling and punctuation; and proper letter writing form."

Subject E's misconception about the aspects of the language arts, i.e., that spelling and punctuation are language arts, provides an example of the misunderstandings that could create the inaccurate theoretical framework of those in the Weak Implementation category. Subject E also demonstrated a misconception about integrated language arts by not purposefully directing the students to include in their letters to their pen pals facts about Michigan history when discussing the Michigan history pageant they were preparing. The first-year teacher did not focus the students' understanding and appreciation toward the social studies content and the correct form of a friendly letter, which should have been the case were this truly an integrated lesson.

Summary of Relationships between Conceptual Understanding and Implementation of Language Arts

There appears to be a relationship between what the first-year teachers understood about integrated language arts and the applications they were able to make in their teaching of language arts. Four of the five

first-year teachers in the S-I Integrators (N=10) with Full Understanding also made Full Implementations. One first-year teacher with Full Understanding made Modified Implementations. Four first-year teachers with Partial Understanding made Modified Implementations and the one teacher with a conceptual Misunderstanding made Weak Implementations. The four cases could be stated as:

Full Understanding	→ Full Implementation (N=4)
Full Understanding	→ Modified Implementation (N=1)
Partial Understanding	→ Modified Implementation (N=4)
Misunderstanding	→ Weak Implementation (N=1)

Although the number of subjects in this study is very small (N=10), it is possible to tentatively discuss the ability demonstrated by the first-year teachers to translate conceptual understandings about integrated language arts into their teaching practice. Generally, what they understood they could implement in practice; however, what they did not understand or had not been taught they could not implement. The first-year teachers in the Full Implementation and Modified Implementation categories did not return to the practice of their former teachers as Lortie⁹ and Ryan¹⁰ have

⁹Dan C. Lortie, School-Teacher: A Sociological Study (Chicago: U of Chicago Press, 1975) 79-82.

¹⁰Kevin Ryan, ed., Don't Smile Until Christmas (Chicago: U of Chicago Press, 1970) 166-170.

suggested, but the first-year teachers made plans that included creative ways to integrate language arts into their teaching.

The Full Implementors (N=4) and Partial Implementors (N=5) were similar in several ways. Both groups were teaching units and lessons that included a variety of durations from one lesson to unit to semester-long integrations. Full Implementors and Partial Implementors used lessons/units with differing amounts of complexity. The lessons observed included integration of two language arts or a language art and subject areas to integration of five areas. The Full and Partial Implementors made decisions about the number of integrations based on objectives for student learning; therefore, five integrations was not necessarily better unless the decision made about how students would best learn the material suggested that five integrations would be most effective. Both Full and Modified Implementors used language arts-language arts integrations with children's literature.

While the Full Implementors and Modified Implementors had many similarities, the most consistent differences between the two groups were that the Full Implementors were able to consistently discuss the conceptual framework for the lesson observed and that they could

discuss and implement integrations with all four of the language arts--listening, speaking, reading, and writing--with the language arts and in subject areas. The Modified Implementors were inconsistent in being able to discuss the conceptual framework behind their lessons. The Modified Implementors seemed to be able to implement what they knew, but they were unable to go beyond the limitations of what they knew. They were able to use and discuss part of the whole. The Full Implementors also were able to go to the limits of what they knew; however, their knowledge made the "limits" the entire concept of integrated language arts.

Discussion and Implications

The relationships between the first-year teachers' conceptual understanding and their implementations in practice suggest several implications. In light of the findings, there seems to be a need to provide course work and field experience that includes conceptual knowledge about all four language arts--listening, speaking, reading, and writing--as means for communication. The theoretical background of speaking and listening, as well as methods and materials in the spoken language arts, need to be incorporated into teacher preparation courses. Teacher preparation courses in language arts need to emphasize the teaching

of all four language arts while providing preservice teachers with models of inservice teachers who effectively use integrated language arts in their teaching.

It would seem important that course work should also include discussions of the rationale for using listening, speaking, reading, and writing in the subject areas. Instructors of methods courses in the subject areas should also reinforce conceptual understandings about integrations by providing examples and requiring assignments that include language arts integrations.

It seems that preservice teachers also need to have opportunities during field experiences and student teaching to apply their understandings of integrated language arts within the language arts and within subject areas. The preservice teachers should receive appropriate guidance about their implementations and should be challenged to teach integrated language arts lessons. Cooperating teachers should be chosen who use integrated language arts and can provide a model for field experience students and for student teachers.

For teachers who did not receive instruction in language arts integration or those who were not able to apply knowledge about it from teacher preparation, inservice opportunities should be provided. Inservice workshops or graduate courses need to impart the

conceptual framework of integrated language arts, especially emphasizing the importance of instruction in speaking and listening. The leaders of workshops and instructors of courses need to guard against becoming focused on enjoyable activities to do with children without communicating to the inservice teachers the theoretical background of the activities in which students learn through integrated language arts. There is also need to discuss how or if school subjects such as spelling, grammar, and handwriting fit into an integrated language arts classroom.

For the ten first-year teachers in this study who were observed, there appears to be a strong relationship between what they understood about integrated language arts and what they implemented in their teaching. This finding suggests that instruction for preservice and inservice teachers needs to include discussion of the theoretical framework of integrated language arts that emphasizes all four language arts and that allows the teachers to apply their learning while receiving critical responses about the types of applications made.

Research Questions 4-7

Research Question 4. What constraints do first-year teachers perceive that prevent implementation of integrated language arts?

Research Question 5. What do first-year teachers do to overcome real and perceived constraints that inhibit implementation of integrated language arts?

Research Question 6. What opportunities do first-year teachers identify that facilitate implementation of integrated language arts?

Research Question 7. What do first-year teachers do to make use of real or perceived opportunities for implementation of integrated language arts?

The findings for Research Questions 4-7 were reported together, because of the interrelationship between the the constraints and opportunities for use of integrated language arts. Eighteen factors were assessed to determine possible influences on the implementation of integrated language arts by first-year teachers. The factors included: a) time, b) environmental factors, c) principal, d) parents of students, e) other teachers in the building, f) children in the classroom, g) reading specialist, h) curriculum director, i) basal reading series/textbooks, j) library and supplemental materials, k) standardized tests, l) professional organizations, m) professional journals/

teachers' magazines, n) teacher preparation, o) inservice, and p) other.

Perceived Constraints

There were three factors which were most frequently mentioned as constraints to the use of integrated language arts. They were the basal reading series/textbooks, principal, and time.

Basal Reading Series/Textbooks: Discussion and Implications. The basal reading series/textbooks were the most often mentioned constraint. The constraint, for some first-year teachers, was linked to the lack of supplementary materials. First-year teachers attempting to overcome the constraint of using only the basal reading series/textbook often ran into another constraint when they discovered a lack of supplementary materials to replace the basal reading series/textbooks. Another constraint for eighty percent of the first-year teachers interviewed (N=20) was that the basals and textbooks were mandated in their district. The first-year teachers in the Full Understanding Category (N=5) overcame the mandate by modifying or dropping the use of the mandated basal reading series/textbooks, and/or developing a supply of supplemental materials, such as a classroom collection of paperback books. The first-year

teachers in the Partial Understanding category (N=12) were more likely to allow real or perceived constraints regarding basal reading series/textbooks to prevent them from implementing more integrated lessons and units. The first-year teachers in the Misunderstanding category (N=3) attempted to overcome the constraint in a way that was consistent with their understanding by using the teacher's manual or by finding more ways to reinforce grammar and spelling skills in writing. For those in the Misunderstanding category, their biggest constraint was their understanding of integrated language arts. The one S-I Integrator (N=1) who had Full Understanding and Modified Implementation was most constrained by the need to use the basal and textbook materials, because she felt obligated to use the materials the parents of her students paid for as private school participants.

In light of the findings regarding basal reading series/textbooks as a constraint, it seems necessary to provide preservice and inservice teachers with strategies for overcoming the constraint potentially caused by basal reading series/textbooks. The teachers need to develop proactive strategies for discussing with administrators and teachers plans for using integrated language arts and how basal reading series/textbooks fit into the plan. The teachers also need methods for

procuring alternatives to the basal text, such as books, creative drama materials, and ideas for process writing.

Principal: Discussion and Implications. The principal was perceived to be a constraint to the use of integrated language arts by two teachers in the Full Understanding category, by four teachers in the Partial Understanding category, and by no teachers in the Misunderstanding category. The principal was often seen as the one enforcing the use of basal and textbook materials. For example, "The principal brought down the basal manuals and told me I had to use them." All of the first-year teachers in the Full Understanding category stated that the principal had virtually no influence over what they taught. The first-year teachers overcoming the principal as a constraint to their use of integrated language arts either chose to empower themselves and go secretively about their own integrated language arts teaching or they confronted the principal with a well-thought-through case for the use of integrated language arts.

In regards to the findings about the principal as a constraint to the use of integrated language arts, it seems that strategies for communicating appropriately with the principal and others should be included in teacher preparation and inservice programs. The

preservice and inservice teachers should be instructed in communication skills, so that they can relate the theoretical framework of integrated language arts assertively and clearly.

Another implication appears to be the need in preservice course work to address the organizational structure of schools and the potential for school politics. First-year teachers should be aware of the human aspects of the organizational structure of schools and to develop strategies to work effectively in and with the structure.

Time: Discussion and Implications. Time was a frequently and consistently mentioned constraint to the teaching of integrated language arts by the first-year teachers. Time was a constraint because of amount of time needed to prepare for integrated lessons compared to using basal or textbook material. Time was also a constraint during the actual teaching of the integrated lessons. Each of the first-year teachers who were observed stated that time was a constraint to what they wanted to do with integrated language arts in at least one of the lessons observed. For all but one first-year teacher, time was mentioned as a constraint in fifty percent of the lessons observed by this researcher. The first-year teachers could offer few suggestions about

how to overcome this constraint. They suggested that time could possibly be part of what makes teaching integrated language arts difficult.

From the findings about the influence of time on first-year teachers' use of integrated language arts, it is likely that time as a constraint is related to inexperience and lack of accumulated materials. One might conclude that first-year teachers may need to be patient with their own progress. However, as stated earlier (see Discussion and Implications under Research Question 2), it appears that first-year teachers could benefit from course work that emphasizes balancing the time required for preparation of materials and the perceived benefits in student outcomes. First-year teachers need opportunities to practice modifying the amount of time needed for preparation and teaching integrated language arts lessons/units balanced against assessment of student outcomes. The preservice teachers may come to realize that using a prepared choral reading script on a social studies topic may provide for student learning and enjoyment just as well as a script written by the first-year teacher, yet it would require much less preparation time. It appears that time for planning and teaching integrated language arts is a constraint, but that the constraint may be overcome with

experience and strategies for balancing time for preparation and teaching with student learning and enjoyment.

Perceived Opportunities

The three most often mentioned opportunities for integrated language arts were teacher preparation, children in the classroom, and the other teachers in the building.

Teacher Preparation: Discussion and Implications.

Teacher preparation was mentioned as a support to integrated language arts. It was perceived as the source for the theoretical knowledge, the ideas, and in some cases the practical experiences with integrated language arts. The majority of the first-year teachers in the Full Understanding and Partial Understanding categories mentioned their teacher preparation as the greatest support to their use of integrated language arts. One of the first-year teachers in the Misunderstanding category (N=3) mentioned teacher preparation as a great support, but then proceeded to discuss how he/she had learned about process writing and how to improve writing skills of grammar and spelling. This first-year teacher's inaccurate concept of integrated language arts only included writing. One first-year teacher in the Misunderstanding category stated that what she had learned

about integrated language arts was taught by university professors who were not in touch with the realities of teaching in elementary schools.

In light of these findings, it seems necessary to continue to develop undergraduate teacher preparation programs that include course work and field experiences which teach about integrations within all four language arts areas--listening, speaking, reading, and writing--and integration with language arts in subject areas. One might conclude that the first-year teachers need to have the theoretical framework of integrated language arts from course work to be able to implement integrated language arts in their teaching.

Children in the Classroom: Discussion and Implications. The children in the classroom were also perceived and mentioned as an opportunity for language arts integration by first-year teachers in all three categories of understanding. The enthusiasm and the learning of children from integrated lessons and units was a great encouragement to the first-year teachers. Research on experienced teachers by Mass¹¹ and

¹¹Leslie Mass, "An Exploratory Study of Change: Experienced Teachers Integrate Language Arts, Reading and Literature in Their Elementary Classrooms," diss., Ohio State U, 1981, 153.

Buckley¹² had found that they were positive about the further course work they had taken in integrated language arts and how it affected the motivation of children in the classroom. They felt positive about how the courses prepared them to implement integrated language arts in their classes. One might conclude that the children's enthusiasm and learning was the motivating force that helped overcome the difference between the amount of time required and the difficulty encountered by first-year teachers in preparing integrated lessons and their willingness to exert the effort. The first-year teachers used the encouragement of the children's responses as motivation to develop new integrated lessons and units.

It would appear from the findings that not only did the children in the classroom have a great influence on the first-year teachers' use of integrated language arts, but that the influence was one of support. The first-year teachers were able to focus on the needs of the children and to be encouraged by the children's responses to integrated lessons and units. It would seem that the findings demonstrated the first-year teachers' abilities to provide effective instruction and

¹²Marilyn H. Buckley, "When Teachers Decide to Integrate the Language Arts," Language Arts 63 (1986): 375-76.

modify its success. It appears that teacher preparation and inservice programs in language arts should be encouraged to provide teachers with means to refine skills of student assessment and student motivation.

Other Teachers: Discussion and Implications. The other teachers in the building were perceived as the second most important force behind the first-year teachers' use of integrated language arts. The other teachers provided encouragement, ideas, and library/supplemental materials. The first-year teachers with Full Understanding rarely saw the other teachers as a support to integrated language arts. The first-year teachers in the Partial Understanding category most often stated that the other teachers in the building were an opportunity for integrated language arts. Because those with Partial Understanding continued to be Modified Implementors, the assistance from the other teachers did not seem to help to increase their level of understanding about integrated language arts.

Research by Schmidt et al.¹³ found that most experienced teachers did not use integrated language

¹³William H. Schmidt, Laura Roehler, Jacqueline L. Caul, Margret Buchmann, Barbara Diamond, David Solomon, and Pat Cianciolo, "The Uses of Curriculum Integration in Language Arts instruction: A Study of Six Classrooms," Journal of Curriculum Studies 17 (1985) 310-13.

arts, but taught the subjects as separate areas. It appears that if they were not using integrated language arts that they might not be able to help first-year teachers with partial understanding to increase their understanding. The first-year teachers with Full Understanding did not, in most cases, find the other teachers to be supportive of integrated language arts. The teachers with Full Understanding may have had a better understanding of integrated language arts, so they found the experienced teachers to be of little support.

In light of the findings, it appears that preservice teachers in language arts courses need to discuss methods for working with other teachers in the building that will communicate positive regard for the experienced teachers without compromising the application of understandings about integrated language arts.

It seems necessary, in light of many new induction programs that are being implemented to help first-year teachers transition into the role of teacher, that experienced mentor-teachers be cognizant of integrated language arts. The mentor-teacher should support the use of integrated language arts based on an understanding of its conceptual framework, whether or not he/she uses integrated language arts in his/her teaching.

Areas of Little Influence

The other areas, a) environmental factors, b) parents of students, c) reading specialist, d) curriculum coordinator, e) standardized tests, f) professional organizations, g) professional journals/teachers' magazines, and h) inservice were mentioned as some influence, but they were not seen as major constraints or opportunities to the use of integrated language arts. It appears that the first-year teachers in an attempt to manage the complexities of teaching had areas that took on a lesser importance to their teaching than others. The areas of lesser influence seemed also to have similarities across all twenty of the first-year teachers interviewed. It is likely that the reading specialist, curriculum coordinator, standardized tests, professional organizations, and professional journals were not known to the first-year teachers as something that could affect their teaching of integrated language arts.

It seems evident that all of these areas should be addressed in teacher preparation and inservice programs. Preservice teachers should be encouraged to join professional organizations in language arts and to read professional journals. Course work on the organization of schools should include information on the roles of the reading specialist and curriculum coordinator. One

might conclude that first-year teachers may not be able to manage all aspects that might influence their implementation of integrated language arts. First-year teachers need to have been provided with instruction in language arts courses and other courses in teacher preparation programs on the various aspects that may influence their teaching of integrated language arts so that they can begin their applications of integrated language arts supported by information on how to overcome constraints and to use opportunities.

Research Question 8

Research Question 8. What are the sources, at least from the first-year teachers' perspective, for the origin of conceptual understandings, values, and strategies for implementing integrated language arts? In what ways have the first-year teacher's teacher education programs informed their conceptual understandings, values, and implementation of integrated language arts?

Perceived Sources of Becoming a Teacher of Integrated Language Arts

The "Respondents" (N=51) to the Initial Contact Questionnaire and the twenty first-year teachers who were interviewed were asked to describe the sources they

perceived as the origin of their conceptual knowledge and abilities to implement integrated language arts. Their responses were developed into several categories of sources of learning to be a teacher of integrated language arts that will be discussed and possible implications suggested. The categories include: a) choice of majors and minors, b) memorable classes, c) memorable professors, d) cooperating teacher, e) student teaching supervisor, f) formal education, g) informal education, h) being read to as a child, and i) former elementary teachers.

Majors and Minors: Discussion and Implications.

The majority of first-year teachers at all three levels of conceptual understanding about integrated language arts responded that they had not majored or minored in language arts. A major or minor in language arts at the midwestern university these students attended involved taking courses in literature, composition, and other language related topics, but did not include further courses in methods of teaching these areas of English/language arts. Not one of the five first-year teachers in the Full Understanding category had majored or minored in language arts. Only two of the first-year teachers in the Partial Understanding (N=12) and only one first-year teacher in the Misunderstanding (N=3)

categories majored or minored in language arts. Most of the first-year teachers had majored or minored in science.

The small number of first-year teachers in this study did not major or minor in language arts. This did not seem to influence their ability or lack of ability to integrate language arts. It appears that the first-year teachers used sources other than academic majors or minors in language arts to learn how to teach integrated language arts. One possible source might be that the first-year teachers at all levels of understanding had been required by teacher certification standards to have teacher preparation courses in reading, language arts/children's literature, and the subject areas.

The findings suggest that academic majors and minors, in language arts or any other subject, were not an important source for learning how to be a teacher of integrated language arts. Academic majors and minors included general liberal arts courses in an academic field, such as language arts. Teachers need a broad background of information that can be found in courses for majors or minors. First-year teachers use general liberal arts knowledge in language arts integration, but just knowing about the aspects of language arts is not enough; methods and materials for applying the content

are needed. Preservice teachers need teacher preparation coursework that demonstrates how the general liberal arts knowledge can be used to develop lessons and units that teach subject area knowledge, and how to employ the language arts to communicate understanding of subject matter knowledge. The academic majors and minors might be seen as a means for preservice teachers to gain background knowledge in subject areas, so that they have sources of information for integration of language arts and subject areas. In light of the findings on academic majors and minors, it seems likely that professional or methods courses in language arts would be a more important source in formal teacher preparation for educating first-year teachers who can integrate language arts than would majors or minors in language arts.

Memorable Professors and Courses in Language Arts:
Discussion and Implications. The first-year teachers responded to questions on the final interview about memorable professors of integrated language arts and memorable courses in integrated language arts. All five of the first-year teachers in the Full Understanding category, eleven first-year teachers in the Partial Understanding category (N=12), and one first-year teacher in the Misunderstanding category (N=3) responded that memorable professors and courses were a source of

learning to use integrated language arts. The same first-year teachers gave the same response whether asked about professors or courses. Memorable professors and courses were linked together by the first-year teachers, because the memorable professor often taught the memorable course.

When asked what made the courses and professors memorable the first-year teachers made responses that fell into several areas. The positive responses about professors and courses included responses regarding the content knowledge and research the professor discussed in class, the types of teaching methods and experiences used by the professor in teaching the class, and personality characteristics of the professors. Subject I stated that the professor "focused course content on reading, speaking, listening, and writing using the research [in the field of integrated language arts]." For Subject F, "keeping a journal about class learnings and field experiences [in integrated language arts] and talking about them in class" was a helpful method for learning about how to integrate language arts. Subject A stated, "We learned to integrate language arts and the subject areas, then we actually taught the plan in field experience." For Subject H, "the professor's discussion of his or her own experiences" teaching

integrated language arts was a memorable portion of the course. The most often stated personality characteristic was enthusiasm. The professor's enjoyment in teaching integrated language arts was often mentioned by the first-year teachers. Subject E² responded that the professor was memorable because he/she was "enthusiastic about the teaching. It was not just a job. [The professor] realized that students were human. To this professor, learning was important." Other comments were made about professors who were warm and caring and who believed in what they were teaching, yet were open to other ideas.

The findings were that, for the first-year teachers in this study, memorable professors and memorable courses were the most often mentioned positive source of learning to be a teacher of integrated language arts.

The responses of the first-year teachers in this study, when asked how they thought that they learned to integrate language arts, also suggest that teacher preparation was regarded as an important source of learning to integrate language arts. All of the first-year teachers in the Full Understanding category (N=5) and all of the teachers in the Partial Understanding category (N=12) stated that they had learned to teach integrated language arts in teacher preparation. There

were no first-year teachers in the Misunderstanding category (N=3) who responded that he or she had learned to teach language arts in teacher preparation courses. Subject E stated, "I never had a course in teaching methods in language arts."

In light of the findings about memorable courses and professors in teacher preparation, it seems that professors should continue to develop methods and strategies for relating the theoretical framework of integrated language arts to preservice teachers in ways that demonstrate the professor's knowledge and enthusiasm. Teacher preparation in language arts should also include field experiences, as well as student teaching, so that preservice teachers can apply the concepts and methods they are encountering during methods courses in classroom teaching situations.

Cooperating Teachers and University Supervisors:
Discussion and Implications. Two individuals involved with the preservice teacher during field experience and/or student teaching are the cooperating teacher and university supervisor. These individuals are responsible for observing preservice teachers as they begin the process of implementing course work learning in lessons and units with children. The first-year teachers in this study were asked to respond if their

cooperating teacher used integrated language arts and if their university supervisor encouraged the use of integrated language arts. Two first-year teachers in the Full Understanding category (N=5) stated that their cooperating teacher used integrated language arts and two teachers stated that their university supervisor encouraged using integrated language arts. Nine first-year teachers in the Partial Understanding (N=12) stated that their cooperating teacher used integrated language arts and seven teachers stated that their university supervisor encouraged the use of integrated language arts. Two teachers in the Misunderstanding category (N=3) stated that their cooperating teacher made use of integrated language arts. None of the teachers in the Misunderstanding category indicated that their university supervisor encouraged the use of integrated language arts.

The findings seem to confirm research done by Schmidt et al.¹⁴ on experienced teachers. They found that most experienced teachers do not implement integrated language arts in their classrooms. The findings of this study suggest that most of the first-year teachers with Full Understanding (N=5) had cooperating teachers who as experienced teachers did not use

¹⁴Schmidt et al. 317-19.

integrated language arts in their teaching. The first-year teachers with Partial Understanding had cooperating teachers they perceived to be using integrated language arts; however, because those in the Partial Understanding category only understood part of the theoretical framework of integrated language arts their cooperating teachers may have only been implementing a portion of the knowledge of integrated language arts. The first-year teachers with a Misunderstanding of integrated language arts may also have used their own inaccurate understanding of language arts integration when they discussed whether their cooperating teachers used integrated language arts.

The university supervisors, in most cases, were also former teachers. Their level of understanding regarding integrated language arts could possibly have influenced their ability to encourage students to use integrated language arts in field experience or student teaching. If they were unaware of the theoretical framework of integrated language arts they would not have been able to be a source of information of integrated language arts needed by the first-year teachers.

One might conclude that, for students in field experiences and student teaching to be able to implement a full conceptual understanding of integrated language

arts, they need to be placed with cooperating teachers who have full conceptual understandings. If cooperating teachers are not aware of the current research in language arts they should be provided with college courses and/or inservice workshops.

It appears that university supervisors should receive information on the theory and methodology that has been taught to the students they will supervise. There seems to be a need to strengthen possible applications preservice teachers can make by providing responses from university supervisors who are informed about current theory and methodology in integrated language arts.

Background Experiences: Discussion and Implications. The twenty first-year teachers interviewed were asked about their formal and informal educational backgrounds and if they were read to as children. The responses by the majority of individuals from all three levels of conceptual understanding were that they perceived themselves to have had a broad formal education in elementary through high school grades. The majority of first-year teachers at each level of understanding stated that their informal education was broad and filled with the experiences of traveling, meeting people from other countries, and pursuing personal interests,

talents, and hobbies. All of the first-year teachers interviewed except one stated that they remembered being read to as a child.

Formal education, informal education, and being read to as a child are background experiences first-year teachers bring to their classroom teaching. The findings of this study suggest that background experiences seem to be a source for first-year teachers at all levels of understanding, and they are not sources that differentiate levels of understanding or use of integrated language arts. It seems possible to suggest that preservice and inservice teachers be encouraged to value and incorporate their past experiences into their teaching in integrated language arts or in other areas, but they cannot focus on these experiences as a major source on how to implement integrated language arts.

Former Teachers: Discussion and Implications. The twenty first-year teachers were asked to state if they remembered a remarkable teacher of integrated language arts. Three first-year teachers in the Full Understanding category (N=5), three first-year teachers in the Partial Understanding category (N=12), and one first-year teacher in the Misunderstanding category (N=3) stated that they had had a former teacher who used integrated language arts in elementary and secondary school.

The first-year teachers' former teachers were a source of learning how to teach integrated language arts for several of the first-year teachers in the Full Understanding category; however, they were rarely seen as a source by those teachers in the Partial Understanding category and the Misunderstanding category. While former teachers were a source for three teachers in the Full Understanding category (N=5), more first-year teachers in this category named memorable professors or courses as a source. The findings suggest that although former teachers were perceived to be a source of learning to teach integrated language arts by those in the Full Understanding category, factors related to teacher preparation were stated as a source by more members of the category. It seems possible to suggest that the influence of former teachers was a source for some of the first-year teachers in the Full Understanding category, but that it is not necessary to have had a former teacher who used integrated language arts to be able to understand the theoretical framework.

It appears that preservice teachers should be encouraged to reflect on the teaching of their former teachers to determine if the former teachers used integrated language arts in order to counter possible

negative influences or to appreciate possible positive influences.

Teacher Preparation Programs: Discussion and Implications. Although there appear to be some differences between graduates of the different teacher education programs at the midwestern university, it is necessary to qualify all discussion and implication by restating that the number of first-year teachers studied from each teacher preparation program at this university was quite small. Three first-year teachers were from Program I, which has a focus on academic subject area knowledge. Four teachers were in Program II, which has a focus on the diversity of learners. Two first-year teachers were from Program III, which has a theme of personal and social responsibility. Four teachers were in Program IV, which focuses on developing teachers who are professional decision-makers. Seven first-year teachers were in Program V, which provides the courses needed to meet state certification requirements. The small number of first-year teachers from each program can be categorized by level of understanding. All three first-year teachers from Program I were in the Full Understanding category. All of the first-year teachers from Program II (N=4) and from Program III (N=2) were in the Partial or Misunderstanding categories. All first-

year teachers from Program IV (N=4) and from Program V (N=7) were in the Full or Partial Understanding categories. There tentatively appear to be some differences between programs; however, with such a small group of subjects it would be ill-advised to make statements about the relative effectiveness of one teacher preparation program compared to the others.

The findings suggest that in all five programs at the university, most of the first-year teachers had acquired some knowledge about integrated language arts and most of the first-year teachers observed (N=10) were able to integrated language arts, at least in part, in their classroom teaching. One might conclude that teacher preparation programs continue to research the ability of their graduates to effectively implement the methodologies they have been taught, such as integration of language arts. The research can be used to evaluate program effectiveness and to continue to improve the way methods courses and field experiences in integrated language arts are structured.

Recommendations for Further Research

Based on the research findings of this study, the following areas for further research are recommended:

A study of first-year teachers from other university to assess their conceptual understandings, values, and implementations of integrated language arts.

A study of a larger number of first-year teachers from the various teacher preparation programs at the midwestern university to determine their conceptual knowledge and implementation of integrated language arts.

A study that includes the relationship between first-year teachers' conceptual knowledge, implementations, and student learning with integrated language arts.

A study comparing first-year teachers and experienced teachers' conceptual understandings and implementations of integrated language arts.

A study of college supervisors' conceptual understandings and their supervisory conferences with preservice field experience students and student teachers.

A study of first-year teachers' conceptual understandings of how children learn and the impact their individual conceptual understandings about children's learning have on their teaching and on student learning.

Summary

The findings that first-year teachers in this study were in three categories of conceptual understanding, at

three levels of valuing, and in three categories in their ability to implement integrated language arts suggested implications about the types of preservice and inservice preparation teachers should receive in integrated language arts. It was also found that the category of conceptual understanding related to the amount of implementation the first-year teachers were able to make. In light of the findings, teacher preparation courses and inservice programs need to stress the conceptual framework of integrated language arts to provide the teachers with the understanding needed to make applications of integrated language arts in their teaching.

The findings on the types of constraints perceived by first-year teachers as they attempt to implement integrated language arts suggest that preservice teachers need to receive instruction in communication skills so that they can assertively discuss the theoretical framework for integrated language arts. They need to develop methods for communicating with the principal, other teachers, parents of students, the children, the curriculum coordinator, or the reading specialist in ways that outline how integrated language arts aids student learning and student motivation.

Preservice teachers also need to be given strategies for finding or developing the supplemental materials necessary to implement integrated language arts lessons and units. The strategies should provide methods for modifying or replacing mandated basal reading series/textbooks that will lead to integrated language arts teaching.

Several possible sources for learning how to be a teacher of integrated language arts were assessed. There appears to be a mixture of sources rather than one particular source. Teacher preparation, memorable courses, and memorable professors were frequently mentioned as a source of learning to be an integrated language arts teacher. Cooperating teachers and university supervisors were stated to be encouragers of integrated language arts by some of the first-year teachers. Some of the first-year teachers named their former teachers as models of integrated language arts teaching. Most of the first-year teachers stated that their formal and informal education was broad. The responses were such that the mixture of the sources seemed to provide the fullest background and knowledge base for learning to be an integrated language arts teacher.

APPENDICES

APPENDIX A

INITIAL CONTACT QUESTIONNAIRE

APPENDIX A

INITIAL CONTACT QUESTIONNAIRE

Identification
Number

General Information

1. Sex _____ Male _____ Female
2. Age _____
3. What grade level(s) are you teaching? _____
4. How many courses have you taken that focused on Language Arts, Reading, or Children's Literature? _____
5. Give the response which indicates the degree to which you enjoy teaching each of the five curricular areas listed in A-E. Use the following scale and circle your response:

4 = I thoroughly enjoy teaching this area
3 = I enjoy teaching this curricular area
2 = I do not particularly enjoy teaching this area
1 = I definitely do not enjoy teaching this area

A. Reading	4	3	2	1
B. Science	4	3	2	1
C. Social Studies	4	3	2	1
D. Language Arts	4	3	2	1
E. Mathematics	4	3	2	1
6. Which curricular area listed in question 5 do you enjoy:

The most _____

The least _____
7. Rank the five curricular areas indicating the degree of difficulty you have in teaching the subject. Number your responses in descending order from 5 to 1 with 5 being the most difficult.

_____ Social Studies
_____ Reading
_____ Language Arts
_____ Science
_____ Mathematics

8. Considering your teacher preparation in Mathematics, Social Studies, Language Arts, Reading, and Science, which curricular area do you feel prepared:

The most _____

The least _____

9. Describe how you teach Language Arts in your classroom.

10. Would you describe the "Language Arts" you teach in your classroom as integrated Language Arts?

_____ Yes _____ No

11. Do you integrate Language Arts into instruction in other subject areas?

_____ Yes _____ No

12. In your undergraduate teacher education program did you learn how to integrate the teaching of Language Arts?

_____ Yes _____ No

13. Would you be willing to allow me to observe and interview you about your instruction of Language Arts? It would include four observations and a one-hour interview at the completion of the four observations.

_____ Yes _____ No

14. Name, address, and phone number of elementary school where you teach.

() _____

15. Your present home phone number (optional). () _____

_____ Results Request

APPENDIX B

PRE-OBSERVATION INTERVIEW

APPENDIX B

PRE-OBSERVATION INTERVIEW

Please complete the following written questions:

1. On the following chart record a typical weekly schedule in your classroom. List all curricular areas and times you teach each of them. List the periods during an ordinary week over which you have little or no control because they are set aside by the school for such things as recess, lunch, and any instructional area taught by teachers other than yourself. (Put the times in the first column and identify your schedule in the other columns representing the days of the week.)

[illegible]

2. Do you experience any problems fitting in all curricular areas into your teaching during a typical school day?

 Yes No

- A. If yes, what problems do you experience?

- B. If yes, how do you attempt to deal with the problems?

- C. If no, how would you describe your method for fitting in all curricular areas?

3. How would your day be organized if you had complete freedom to establish your own daily schedule? (Put the times in the first column and identify your schedule in the other columns representing the days of the week.)

[illegible]

APPENDIX C

OBSERVATION/FOLLOW-UP QUESTIONS

APPENDIX C

OBSERVATION/FOLLOW-UP QUESTIONS

Teacher _____
Total Time of Lesson _____Implementing Language Arts Integration

	Yes	No	Description of Behavior
<u>The first-year teacher makes:</u>			
1. Statements that indicate integration by specific use of more than one objective or topic in a lesson at least one of which is a language arts objective.			
2. Statements that indicate the use of language arts as means of communication by sending messages, e.g., "As the author of the story you will be sending your audience a message just like the book we read."			
3. Statements that indicate the use of language arts as means of communication by receiving messages, e.g., "The author of this book about mammals wrote to tell you more about mammals."			
4. Statements that indicate the language arts as means to teach critical thinking skills, e.g., after students have read two versions of a folk tale they will write an essay that compares and contrasts the versions.			
5. Statements that make reference to prior instruction in language arts strategy or other subject areas appropriate to the present lesson, e.g., reminding the students of the importance of using SQ3R learned in reading to better comprehend a social studies selection.			

The first-year teacher makes:	Yes		No		Description of Behavior
6. Statements that indicate the usefulness of a topic in real life, e.g., writing a letter to a friend to give information about a pet.					
7. Type I--Statements of specific strategies that direct students to use two or more of the language arts, e.g., teaching how to write autobiographies after the students read an autobiography in a textbook.					
A. Expressive modes--writing and speaking					
B. Receptive modes--reading and listening					
C. Written modes--writing and reading					
D. Oral modes--speaking and listening					
E. Functions--listening and writing					
F. Functions--reading and speaking					
G. Other--more than two language arts--list under description					

The first-year teacher makes:	Yes	No	Description of Behavior
8. Type II--statements made by the teacher that integrate language arts with another subject area, e.g., teaching how to write reports to summarize what has been learned about amphibians.			
A. Math			
B. Science			
C. Social Studies			
D. Music			
E. Art			
F. Other			

Uses of Children's Literature for Integration of Language Arts

	Yes	No	Description of Behavior
<u>The first-year teacher makes:</u>			
9. Type I--statements made by the teacher that indicate direct use of children's literature to integrate the language arts, e.g., using a children's book as a pattern for creative writing.			
A. Reading			
B. Writing			
C. Speaking			
D. Listening			
E. Other			
<u>The first-year teacher makes:</u>			
10. Type II--statements that indicate direct use of children's literature to integrate language arts with another subject area, e.g., using a children's book on a social studies topic.			
A. Math			
B. Science			
C. Social Studies			
D. Music			
E. Art			
F. Other			

		Description of Behavior	
		Yes	No
<u>The first-year teacher:</u>			
11. Statements that indicate the direct use of children's literature (written word and/or illustration) as means to teach.			
A. Content or facts, e.g., using a book about George Washington to learn more about his life.			
B. Communication, e.g., discussion of the author's purpose in writing and/or illustrating the book.			
C. Aesthetic value, e.g., using a book for affect.			
D. Other			
<u>Constraints and Opportunities for Language Arts Integration</u>			
<u>The first-year teacher:</u>			
12. States time schedule as a factor in the lesson, e.g., "We only have 20 minutes to complete this."			
13. Observes sudden environmental constraints, e.g., P.A. announcement of unexpected event, such as school closing or non-functioning audio-visual equipment.			
14. Other statements of constraint to the integration of language arts in the lesson.			
15. Other statements of opportunity or support to the integration of language arts in the lesson.			

Environmental Description Related to the Observation of Integrated Language Arts

	Yes	No	Description
16. Classroom setting seems to demonstrate a valuing of language arts integration by providing a literate environment that:			
A. Has a book corner or library in the classroom			
B. Has books displayed on specific themes for student use			
C. Has written work displayed that is related to language arts			
D. Has written work displayed that is related to subject area(s)			
E. Has art work displayed that is related to language arts			
F. Has art work displayed that is related to subject area(s)			
G. Other description of the environment related to language arts integration			
H. Interest or learning centers			
I. Desks arranged in tables (make map below)			
J. Open space or common space			

FOLLOW-UP QUESTIONS TO OBSERVATIONS

For the lesson observed:

1. What was the plan for your language arts instruction today?
and/or

What was the plan for your subject area instruction today?

Probe: What was (were) your objective(s)?

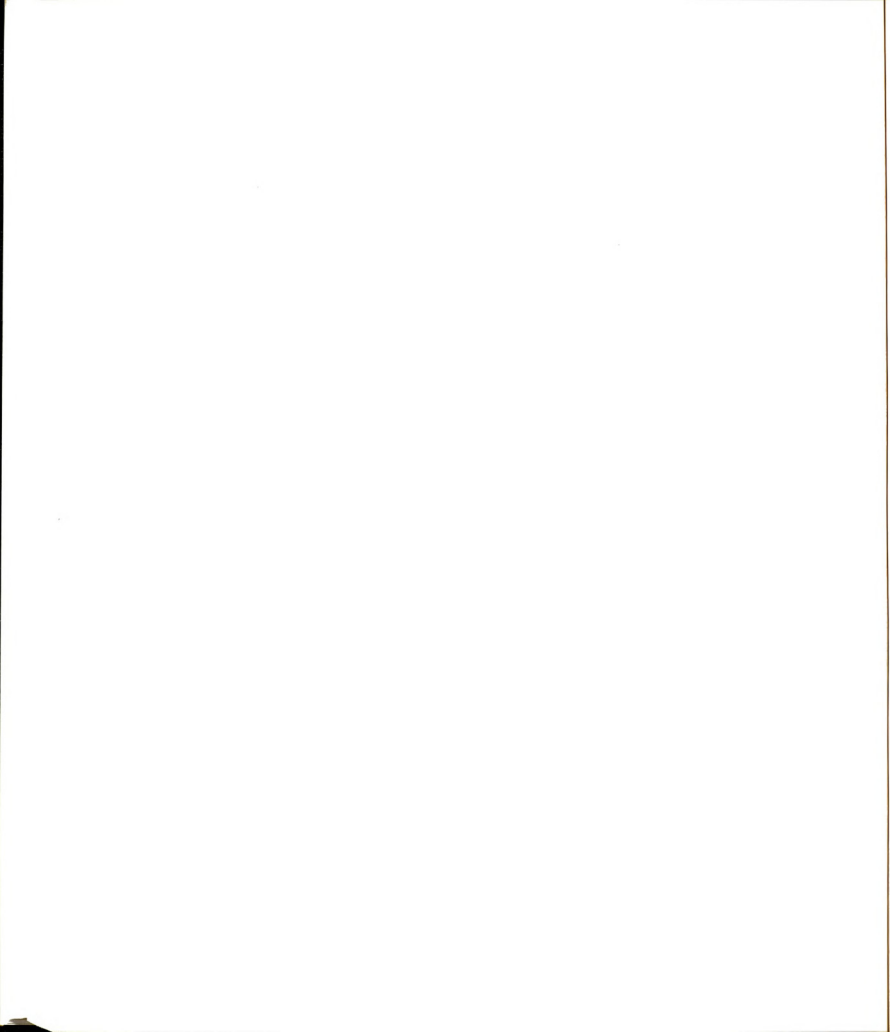
2. How did you choose to teach the lesson in this way? Why?

Probe: How does your understanding of the subject matter contribute to the method used to instruct the lesson?

3. How did this lesson fit with what your students have been learning in the area(s) in previous lessons?

4. How did this lesson fit with what your students will be learning in the area in future lessons?

5. What is the importance of the instruction observed to the students' learning?



6. As you planned for instruction today, what did you consider as inhibiting the lesson you wanted to present? Examples?

Probe: Are there constraints on your planning and implementation of lessons in language arts and/or other subject areas?

7. After you decided on the plan and taught it, to what extent were you able to do what you had planned to do in the instruction?

A. What are the constraints?

B. What sources proved supportive?

8. Did you, while teaching, alter the instruction you had planned? Why?

Probe: What control did you feel you had over the modifications you made during the lesson?

APPENDIX D

FINAL INTERVIEW

APPENDIX D

FINAL INTERVIEW

INTRODUCTION

I am interested in your language arts instruction including reading. In this interview, I will be asking about the materials you use, how you will use them, and how you came to choose them. We will also be asking you about your education and background.

Other sections of the interview will be concerned with your thinking concerning instruction.

DEMOGRAPHIC SECTIONDirections and Data Collection

- | | |
|---|---|
| <p>1. Note the sex of the teacher being interviewed.</p> <p>2.</p> <p>3. Use the following chart to keep track of levels taught.</p> <p>_____ At kindergarten</p> <p>_____ At grade 1</p> <p>_____ At grade 2</p> <p>_____ At grade 3</p> <p>_____ At grade 4</p> <p>_____ At grade 5</p> <p>_____ At grade 6</p> <p>_____ At grades 7-8</p> <p>_____ At High School (9-12)</p> <p>_____ Special Education</p> <p>_____ At multiple grade levels</p> <p>_____ At other levels</p> <p>_____ Total years experience</p> <p>3a. Yes No</p> <p>3b.</p> | <p>1.</p> <p>2. What grade are you currently teaching?</p> <p>3. What level(s) have you taught during your preservice preparation?</p> <p>Probe: Student teaching?
Other field experience?</p> <p>3a. Are you currently enrolled in a graduate program? If so, what is it called?</p> <p>3b. What college or university courses are you or have you taken since graduation?</p> |
|---|---|

BECOMING A TEACHER OF INTEGRATED LANGUAGE ARTS

- | | |
|---|---|
| <p>4. Undergraduate major(s) and minor(s)</p> | <p>4. What were your undergraduate major(s) and minor(s)?</p> |
|---|---|

5. Yes No

5. Did you have any memorable classes in language arts, reading, and/or children's literature that taught you about integrated language arts? What made them memorable?

6. Yes No

6. Did you have any memorable professors or instructors in language arts, reading, or children's literature? What made their instruction memorable?

7. Yes No

The terms diverse or varied can be used for broad.

If answer is yes

7. Would you regard the content of your own formal education as broad?

Please specify at what levels of schooling.

8. Yes No

If teacher does not understand the question, suggest examples like traveling and/or range of employment.

8. Would you regard your informal education as broad? In what ways do you think it was broad?

9. Yes No

9. Did your parents read to you when you were young?

10. Yes No

If answer is yes

10. Have you ever had a teacher, at any time in your education, who was a remarkable teacher of integrated language arts? Someone who left a significant impression on you?

Could you describe him/her as a teacher?

If needed

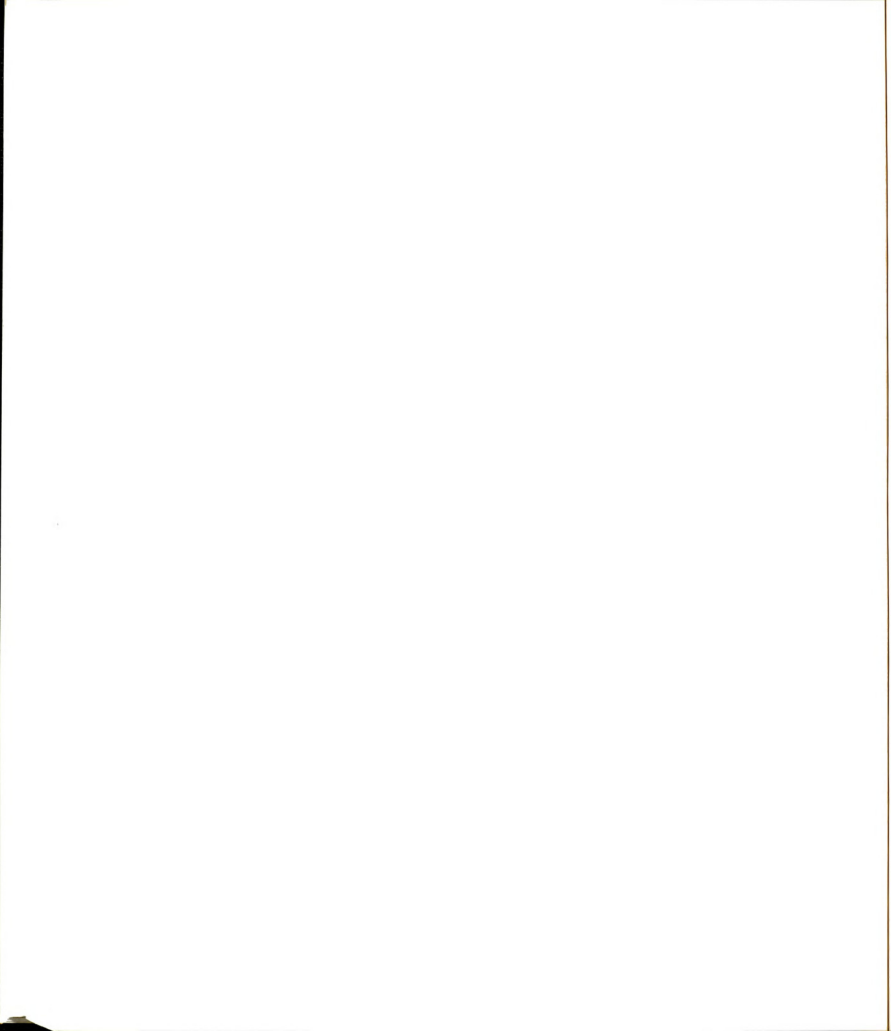
Tell me more.

- | | | |
|---------|----|--|
| 11. Yes | No | <p>11. Did your cooperating teacher(s) use integrated language arts within the language arts and with other subject areas?</p> <p>Probe: What do you think has been the influence of your cooperating teacher(s) on your use of language arts integration in your own classroom?</p> |
| 12. Yes | No | <p>12. Did your university field instructor(s) influence your learning to be a teacher of integrated language arts? Describe the influence(s).</p> |
| 13. | | <p>13. In your opinion, how do you think you learned to teach language arts the way you do? What have been the main influences?</p> |
| 14. | | <p>14. In your opinion, what, if anything, could have been done in your teacher education preparation to help you improve your teaching of integrated language arts?</p> |

IMPLEMENTATION OF INTEGRATED LANGUAGE ARTS

Materials and Groups

- | | | |
|---------|----|--|
| 15. Yes | No | <p>15. Do you use one or more textbook series to teach language arts?</p> |
| If yes | | <p>Give the name(s) and publisher(s) of the language arts series you use to teach.</p> |
| If no | | <p>Describe the materials you use to teach language arts.</p> |



16. Yes No

If yes

If no:

- ☐ Principal
☐ Other Teachers
☐ Curriculum Coordinator
☐ Reading Specialist
☐ Other _____
☐ Do not know

17.

18.

19. Yes No

If yes

If no

20. ☐ Very homogeneous
☐ Somewhat homogeneous
☐ Somewhat heterogeneous
☐ Very heterogeneous

21.

16. Did you have any involvement in the selection of the language arts series for your use?

Explain how you made the choice.

Who determined that this language arts series be used?

17. How many reading groups do you teach?

18. How were the reading groups formed? How were decisions made about the placement of the students in the reading groups?

19. During the year have you moved individual(s) between reading groups?

What was the basis for your decision(s) to move individual(s)?

What was the basis for your decision not to move individuals?

20. Describe the achievement levels of the students you teach in language arts, including reading. The achievement levels of the students are:

21. In what ways do the achievement levels of your students influence what you teach in language arts?

22. For each reading group you teach answer the following questions. Use the columns for the responses for each of the reading groups you teach.

- A. Do you use basal textbook(s) to teach reading?
- B. If yes, give the name(s) and publisher(s) of each reading series you use to teach reading.
- C. If no, describe the materials you use to teach reading.
- D. Did you have any involvement in the selection of the reading series you use?
- E. If yes, explain how you made the choice.
- F. If no, who determined that the reading series be used? Fill in the blanks above with the numbers of one or more of the following? (1) Principal, (2) Other teachers, (3) Curriculum Coordinator, (4) Reading Specialist, (5) Other (please give name or title), or (6) Do not know.

Group 1	Group 2	Group 3
A. ____ Yes ____ No	A. ____ Yes ____ No	A. ____ Yes ____ No
B. _____	B. _____	B. _____
C. _____	C. _____	C. _____
D. ____ Yes ____ No	D. ____ Yes ____ No	D. ____ Yes ____ No
E. _____	E. _____	E. _____
F. _____	F. _____	F. _____

23.

23. Some of the teachers I have talked with have suggested that instead of basal readers they use library books or books from other subjects such as the social studies text for their reading instruction. Why did you choose to use or not to use library books?

24.

24. In what ways do the reading groups of students influence what you teach in language arts?

25. Yes No

If answer is yes

25. When teaching a language art, such as reading, do you use activities from other language arts?

Give me some examples.

26. Yes No

If answer is yes

26. When you teach a subject matter, say science or social studies, do you use activities from the language arts?

Give me some examples. Any more?

27. Show the teacher the statement (separate sheet of paper).

If needed

27. What do you think about the following statement?

Teaching depends on dividing the school day into chunks of time for each separate subject matter area.

Probe: Tell me more. Why?

28. Probe: Outline subject areas and topics taught.

If needed

28. I would like you to recall your teaching yesterday. Tell me about the contents of the instruction for the day.

Imagine you have encouraged students to bring in interesting objects. Yesterday you found several sea shells on your desk at school. You were intrigued by them and decided to use them in some way in your instruction during the day. How would you have used the sea shells in the content for the day?

Probe: Any more ideas that come to mind?

28a. If the teacher has given an answer to 28, use the word better. Ask of all teachers no matter what their response to 28.

If needed

28a. How might you have changed the day in order to (better) incorporate the sea shells in your instruction?

Probe: Any more ideas that come to mind?

- 28b. If question 28a secures limited information, then ask
- 28b. Given the seashells, what reason would you give a parent or principal for using integration to teach the content of the day?
- Probe: Any other reasons?
- Probe: Why do you think it is important?
- 29.
29. Please respond to the following hypothetical situation: You are teaching 3rd grade and your daily schedule is as follows:
- 9:00-9:30 - Sharing
9:30-10:50 - Reading
10:50-11:15 - Writing
11:15-12:00 - Math
- The other school subjects are taught during the after noon. However, a new board policy has just added 20 minutes of career education in your morning schedule. What would you do to modify your morning schedule to add the career education without dropping any of the subject areas previously taught? Give the new schedule and reason(s) for the schedule you have developed.
- 30.
30. How would you justify the way you teach language arts if a parent or principal questioned your methods?
- Probe: What are the underlying theoretical reasons for the integrated language arts that you do? Or the theoretical reasons for what you do?
- Only for those teachers observed
- 31.
31. How typical do you think the instruction observed is to the types of lessons you teach?
- 32.
32. Approximately what percentage of the time in a week would you teach using integration of language arts similar to the means observed?

33.

33. Approximately what percentage of the time in a week would you teach using direct textbook based lessons?

All teachers

34. Yes

No

34. Do (or would you) enjoy teaching using integration of language arts with other language arts? Why or why not?

35. Yes

No

35. Do you think teaching using integration of language arts with other language arts is important to student learning? Why or why not?

36. Yes

No

36. Do you think teaching using integration of language arts with other language arts is difficult? Why or why not?

37. Yes

No

37. Do (or would you) enjoy teaching using integration of language arts with other subject areas? Why or why not?

38. Yes

No

38. Do you think teaching using integration of language arts with other subject areas is important to student learning? Why or why not?

39. Yes

No

39. Do you think teaching using integration of language arts with other subject areas is difficult? Why or why not?

40.

40. In your opinion, what are (or would be) the positive effects of using integration of language arts in your teaching? Describe.

41.

41. In your opinion, what are (or would be) the negative effects of using integration of language arts in your teaching? Describe.

INFLUENCES ON YOUR TEACHING OF INTEGRATED LANGUAGE ARTS

42. Indicate the degree to which the individual(s) and/or factors influence what you teach in reading and language arts.

4 = Has a great influence

3 = Has some influence

2 = Has very little influence

1 = Has virtually no influence

A. Principal	4	3	2	1
B. Parents	4	3	2	1
C. Other Teachers	4	3	2	1
D. Curriculum Coordinator	4	3	2	1
E. Reading Specialist	4	3	2	1
F. Tests, such as the Michigan Educational Assessment Program (MEAP) or standardized achievement tests, such as the California Achievement Test (CAT).	4	3	2	1
G. Professional organizations, such as Michigan Reading Association or Michigan Council of Teachers of English.	4	3	2	1
H. Professional magazines and journals, such as <u>Instructor</u> , <u>Reading Teacher</u> , or <u>Language Arts</u> .	4	3	2	1
I. Textbooks	4	3	2	1
J. Your teacher preparation	4	3	2	1
K. The students in your room	4	3	2	1
L. Materials available	4	3	2	1
M. Inservice Workshops	4	3	2	1
N. Other _____	4	3	2	1

43. List two:

A. _____

B. _____

43. From the list in question 42, what are the two greatest constraints you perceive to your use of integrated language arts?

Probe: Explain why each of the factors or individuals listed is a constraint to your use of integrated language arts, and if and how you overcome the constraint.

44. List two:

A. _____

B. _____

44. From the list in question 42, what are the two greatest supports or opportunities you perceive to your use of integrated language arts?

Probe: Explain why each of the factors or individuals listed is a support to your use of integrated language arts and how you utilize the support.

45.

45. Are there other constraints or supports that you perceive to your use of integrated language arts? Describe how they affect how and what you teach.

APPENDIX E

SUMMARY OF DATA FROM THE
INITIAL CONTACT QUESTIONNAIRE

APPENDIX E

SUMMARY OF DATA FROM THE INITIAL CONTACT QUESTIONNAIRE

Identification
Number

General Information

1. Sex 2 Male 49 Female
2. Age 21-25 26-30 31-35 36+
Number of respondents 30 2 0 2
3. What grade level(s) are you teaching?

<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
6.3	9.3	8.8	6.5	3.5	7.3	4.8	2.3	2.3

The number of teachers teaching at each grade level is presented in decimal numerals because the first-year teachers reported teaching more than one grade level. The decimals represent the portion of the teacher's load that was distributed between two or three grade levels.

4. How many courses have you taken that focused on Language Arts, Reading, or Children's Literature?
5. Give the response which indicates the degree to which you enjoy teaching each of the five curricular areas listed in A-E. Use the following scale and circle your response:

- 4 = I thoroughly enjoy teaching this area
3 = I enjoy teaching this curricular area
2 = I do not particularly enjoy teaching this area
1 = I definitely do not enjoy teaching this area

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
A. Reading	16	31	3	1
B. Science	17	27	6	1
C. Social Studies	12	26	13	0
D. Language Arts	24	21	6	0
E. Mathematics	29	19	2	1

6. Which curricular area listed in question 5 do you enjoy:

The most Language Arts--14; Reading--13; Math--18; Social Studies--6; Science--9

The least Language Arts--5; Reading--3; Math--5; Social Studies--21; Science--13

7. Rank the five curricular areas indicating the degree of difficulty you have in teaching the subject. Number your responses in descending order from 5 to 1 with 5 being the most difficult.

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
_____ Social Studies	18	15	7	5	4
_____ Reading	4	5	14	14	10
_____ Language Arts	5	8	12	12	12
_____ Science	16	15	7	8	3
_____ Mathematics	5	6	9	9	20

8. Considering your teacher preparation in Mathematics, Social Studies, Language Arts, Reading, and Science, which curricular area do you feel prepared:

The most Language Arts--13; Reading--25; Math--9; Social Studies--3; Science--9

The least Language Arts--5; Reading--7; Math--8; Social Studies--20; Science--15

9. Describe how you teach Language Arts in your classroom.

Responses varied

10. Would you describe the "Language Arts" you teach in your classroom as integrated Language Arts?

45 Yes 6 No

11. Do you integrate Language Arts into instruction in other subject areas?

48 Yes 3 No

12. In your undergraduate teacher education program did you learn how to integrate the teaching of Language Arts?

45 Yes 6 No

13. Would you be willing to allow me to observe and interview you about your instruction of Language Arts? It would include four observations and a one-hour interview at the completion of the four observations.

24 Yes 27 No

14. Name, address, and phone number of elementary school where you teach.

() _____

15. Your present home phone number (optional). () _____

_____ Results Request

APPENDIX F

SUMMARY OF DATA FROM
THE PRE-OBSERVATION INTERVIEW

APPENDIX F

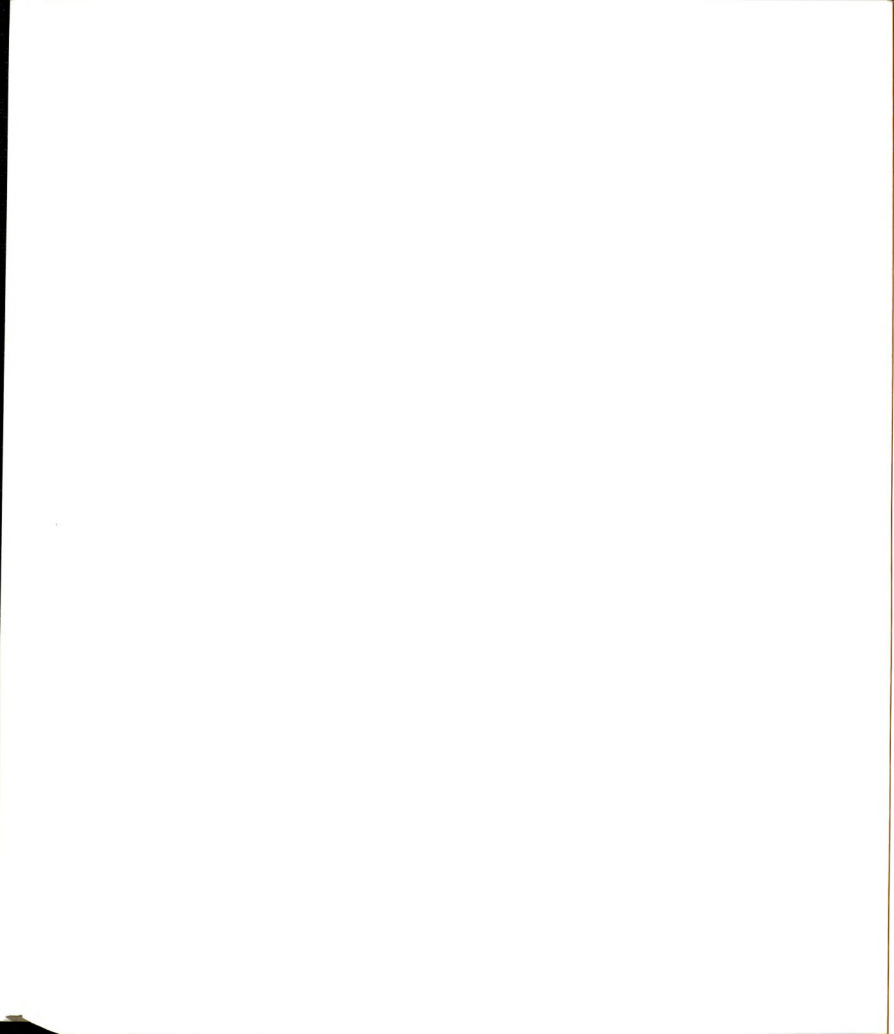
SUMMARY OF DATA FROM THE PRE-OBSERVATION INTERVIEW

Please complete the following written questions:

1. On the following chart record a typical weekly schedule in your classroom. List all curricular areas and times you teach each of them. List the periods during an ordinary week over which you have little or no control because they are set aside by the school for such things as recess, lunch, and any instructional area taught by teachers other than yourself. (Put the times in the first column and identify your schedule in the other columns representing the days of the week.)

[illegible]

*Answers varied



2. Do you experience any problems fitting in all curricular areas into your teaching during a typical school day?

8 Yes 2 No

- A. If yes, what problems do you experience?

Answers varied

- B. If yes, how do you attempt to deal with the problems?

Answers varied

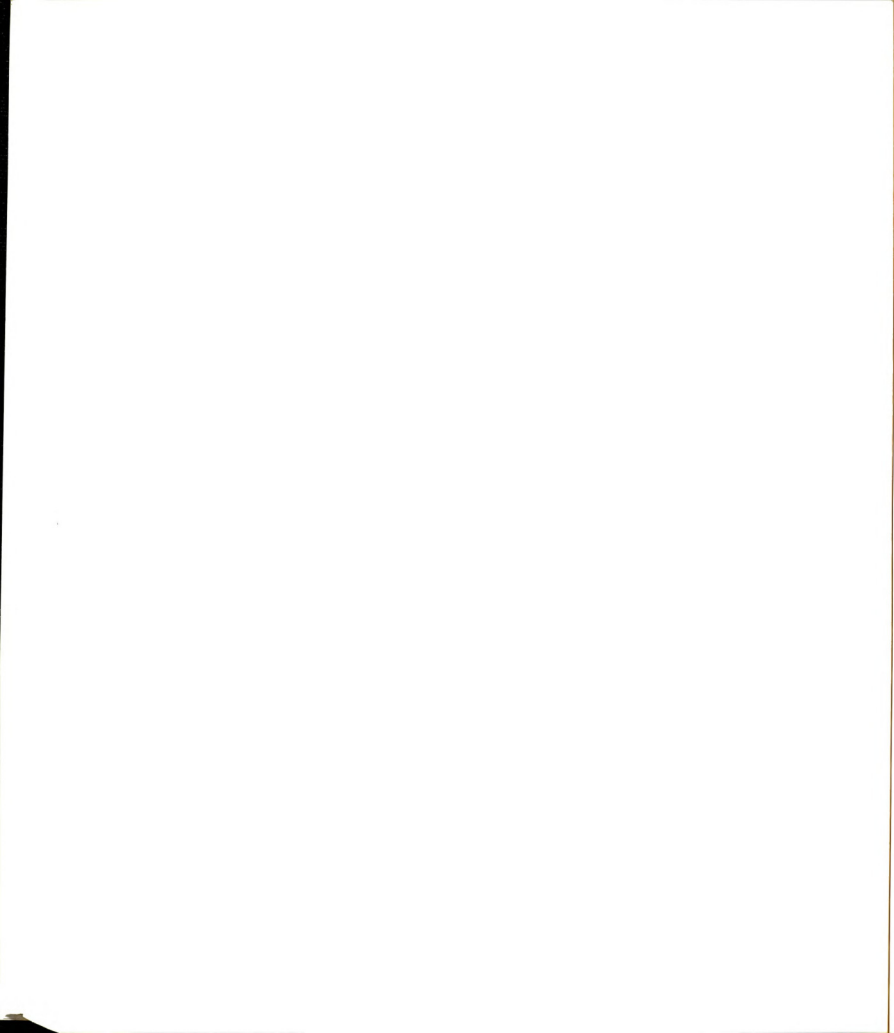
- C. If no, how would you describe your method for fitting in all curricular areas?

Answers varied

3. How would your day be organized if you had complete freedom to establish your own daily schedule? (Put the times in the first column and identify your schedule in the other columns representing the days of the week.)

[illegible]

*Answers varied



APPENDIX G

SUMMARY OF DATA FROM THE
OBSERVATION/FOLLOW-UP QUESTIONS

APPENDIX G

SUMMARY OF DATA FROM THE OBSERVATION/FOLLOW-UP QUESTIONS

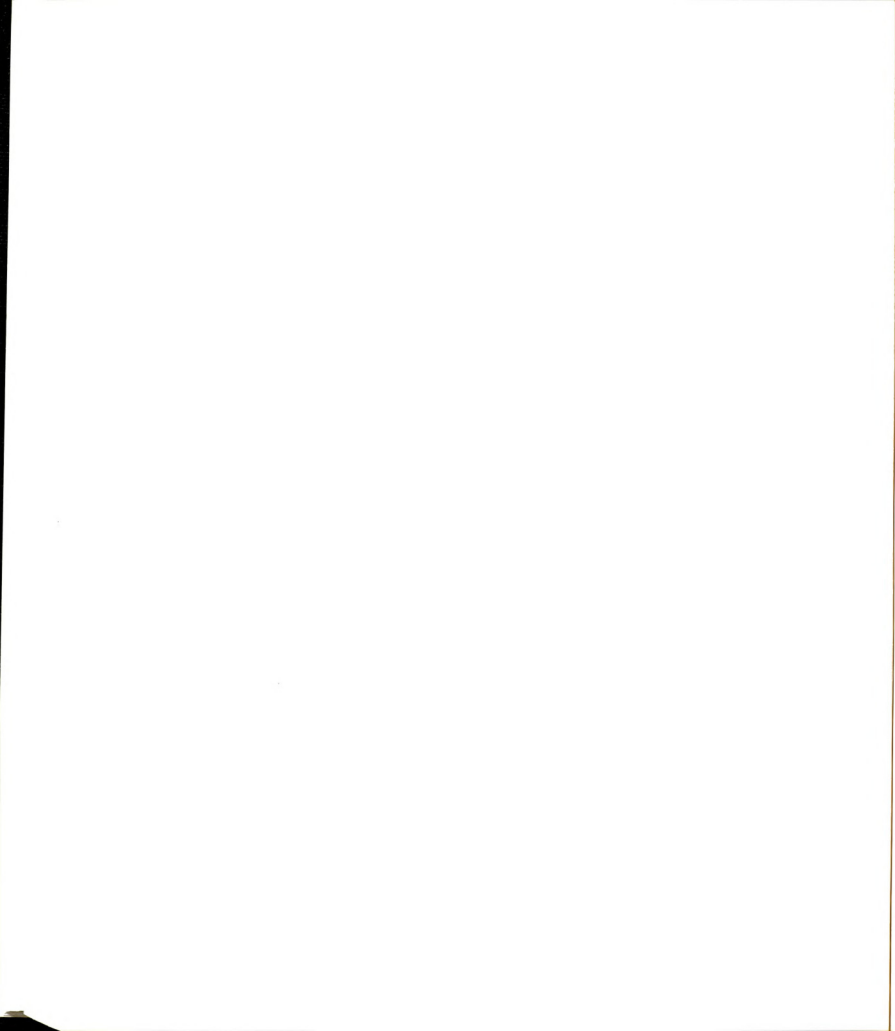
Implementing Language Arts Integration *

Teacher

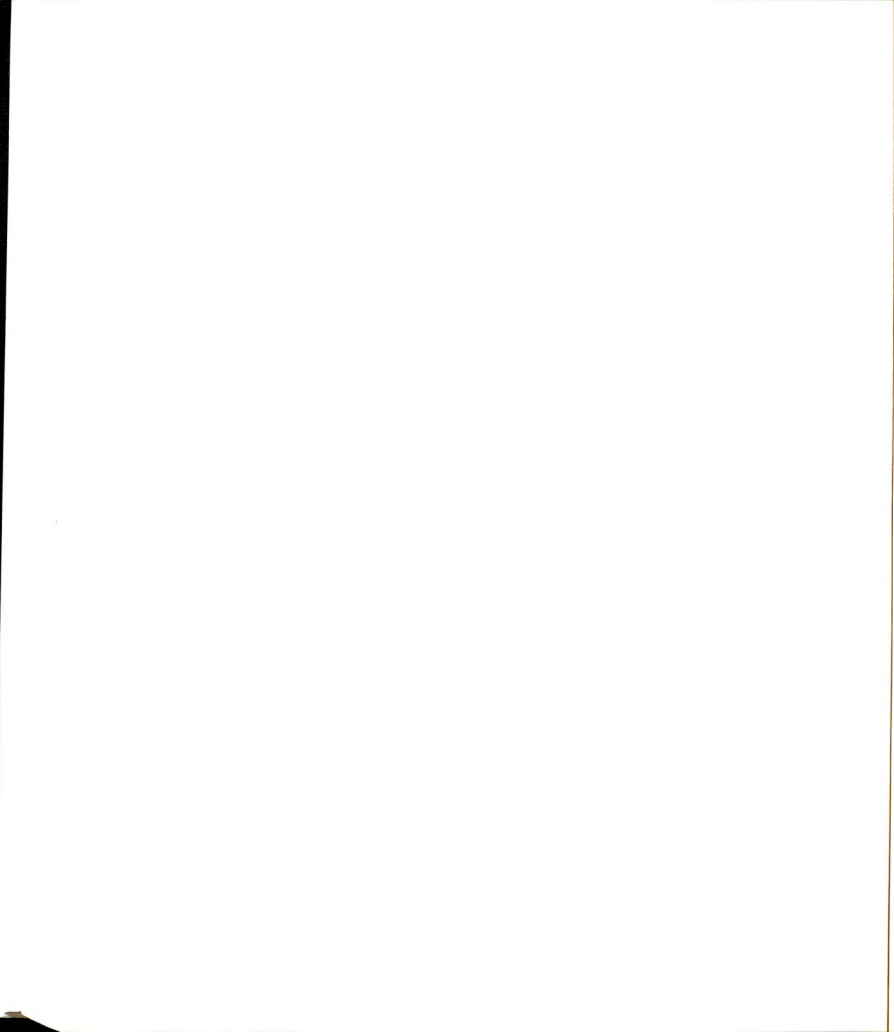
Total Time of Lesson

The first-year teacher makes:	Yes No		Description of Behavior
	Yes	No	
1. Statements that indicate integration by specific use of more than one objective or topic in a lesson at least one of which is a language arts objective.	53	7	
2. Statements that indicate the use of language arts as means of communication by sending messages, e.g., "As the author of the story you will be sending your audience a message just like the book we read."	15	38	
3. Statements that indicate the use of language arts as means of communication by receiving messages, e.g., "The author of this book about mammals wrote to tell you more about mammals."	4	49	
4. Statements that indicate the language arts as means to teach critical thinking skills, e.g., after students have read two versions of a folk tale they will write an essay that compares and contrasts the versions.	20	33	
5. Statements that make reference to prior instruction in language arts strategy or other subject areas appropriate to the present lesson, e.g., reminding the students of the importance of using SQ3R learned in reading to better comprehend a social studies selection.	34	19	

*Answers are based on the number of integrated language arts lessons observed (N=53) except for question 1, which included sixty lessons, seven of which were not integrated lessons.



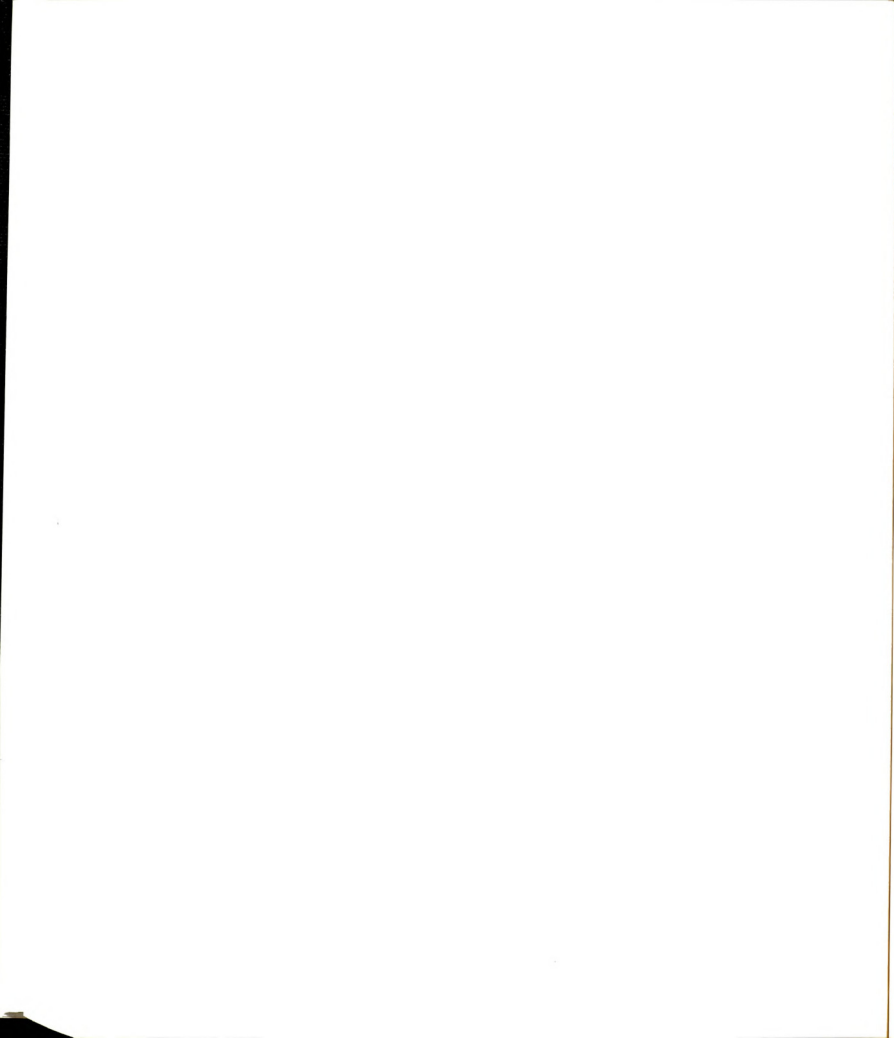
The first-year teacher makes:		Yes	No	Description of Behavior
6. Statements that indicate the usefulness of a topic in real life, e.g., writing a letter to a friend to give information about a pet.		4	49	
7. Type I--Statements of specific strategies that direct students to use two or more of the language arts, e.g., teaching how to write autobiographies after the students read an autobiography in a textbook.				
A. Expressive modes--writing and speaking		4	49	
B. Receptive modes--reading and listening		0	53	
C. Written modes--writing and reading		5	48	
D. Oral modes--speaking and listening		3	50	
E. Functions--listening and writing		2	51	
F. Functions--reading and speaking		0	53	
G. Other--more than two language arts--list under description		4	49	R-W-S - 2 W-S-L - 1 W-R-L - 1



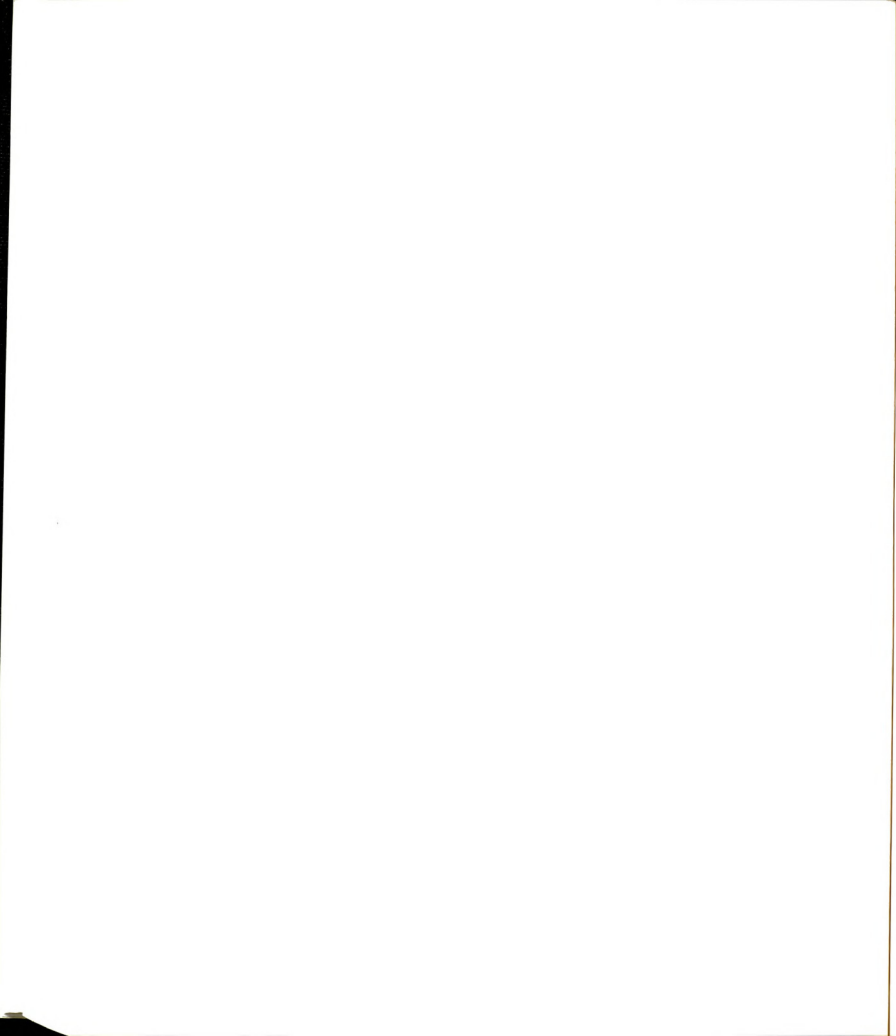
The first-year teacher makes:		Yes	No	Description of Behavior
8. Type II--statements made by the teacher that integrate language arts with another subject area, e.g., teaching how to write reports to summarize what has been learned about amphibians.				
A. Math		4		
B. Science		3		
C. Social Studies		6		
D. Music		0		
E. Art		10		
F. Other		3		1 - religion 2 - all subjects

Uses of Children's Literature for Integration of Language Arts

	Yes	No	Description of Behavior
<u>The first-year teacher makes:</u>			
9. Type I--statements made by the teacher that indicate direct use of children's literature to integrate the language arts, e.g., using a children's book as a pattern for creative writing.			
A. Reading	3		
B. Writing	1		
C. Speaking	0		
D. Listening	2		
E. Other	2		R-W-S - 1 R-W-S-L - 1
<u>The first-year teacher makes:</u>			
10. Type II--statements that indicate direct use of children's literature to integrate language arts with another subject area, e.g., using a children's book on a social studies topic.			
A. Math	1		
B. Science	4		
C. Social Studies	3		
D. Music	2		
E. Art	4		
F. Other	1		Health



The first-year teacher:		Yes	No	Description of Behavior
11. Statements that indicate the direct use of children's literature (written word and/or illustration) as means to teach.				
A. Content or facts, e.g., using a book about George Washington to learn more about his life.		5		
B. Communication, e.g., discussion of the author's purpose in writing and/or illustrating the book.		5		
C. Aesthetic value, e.g., using a book for affect.		3		
D. Other		2		1 - problem solving 2 - critical reading
<u>Constraints and Opportunities for Language Arts Integration</u>				
The first-year teacher:				
12. States time schedule as a factor in the lesson, e.g., "We only have 20 minutes to complete this."		29	24	
13. Observes sudden environmental constraints, e.g., P.A. announcement of unexpected event, such as school closing or non-functioning audio-visual equipment.		7	46	
14. Other statements of constraint to the integration of language arts in the lesson.		44	9	
15. Other statements of opportunity or support to the integration of language arts in the lesson.		46	7	



Environmental Description Related to the Observation of Integrated Language Arts

	Yes	No	Description
16. Classroom setting seems to demonstrate a valuing of language arts integration by providing a literate environment that:			
A. Has a book corner or library in the classroom	22	6	
B. Has books displayed on specific themes for student use	10	18	
C. Has written work displayed that is related to language arts	16	12	
D. Has written work displayed that is related to subject area(s)	7	21	
E. Has art work displayed that is related to language arts	13	15	
F. Has art work displayed that is related to subject area(s)	11	17	
G. Other description of the environment related to language arts integration	8	20	
H. Interest or learning centers	14	14	
I. Desks arranged in tables (make map below)	22	6	
J. Open space or common space	21	7	

APPENDIX H

SUMMARY OF DATA FROM THE FINAL INTERVIEW

APPENDIX H

SUMMARY OF DATA FROM THE FINAL INTERVIEW

Directions and Data Collection

1. Note the sex of the teacher being interviewed.
 1. Male - 2 Female - 18
2.

<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>4/5</u>	<u>5</u>	<u>6</u>
1	3	4	4	2	1	2	3
- 2a.

<u>19</u>	<u>20-21</u>	<u>22-23</u>	<u>24-25</u>	<u>26-27</u>	<u>28-30</u>	<u>30+</u>
<u>1</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>2</u>
3. Use the following chart to keep track of levels taught.

F.E.	S.T.	
<u>4</u>	<u>1</u>	At kindergarten
<u>6</u>	<u>5</u>	At grade 1
<u>5</u>	<u>1</u>	At grade 2
<u>4</u>	<u>5</u>	At grade 3
<u>11</u>	<u>2</u>	At grade 4
<u>6</u>	<u>4</u>	At grade 5
<u>2</u>	<u>1</u>	At grade 6
<u>1</u>	<u>1</u>	At grades 7-8
—	—	At High School (9-12)
<u>1</u>	—	Special Education
—	—	At multiple grade levels
—	—	At other levels
- 3a.

Yes	No
6	14
- 3b.
 1. Curriculum construction
 2. Reading methods & materials
 3. Classroom management
1. What grade are you currently teaching?
 - 2a. How many students do you teach?
(Number of students)
(Number of teachers)
 3. What level(s) have you taught during your preservice preparation?

Probe: Student teaching?
Other field experience?

F.E. = Field Experience--the experiences observing and working in classrooms

S.T. = Student Teaching--the full-time classroom teaching done during teacher preparation
- 3a. Are you currently enrolled in a graduate program? If so, what is it called?
 - 3b. What college or university courses are you or have you taken since graduation?

BECOMING A TEACHER OF INTEGRATED LANGUAGE ARTS

4. Undergraduate minor(s)		major(s) and			4. What were your undergraduate major(s) and minor(s)?	
	Language Arts	Social Studies	Science		Fine Arts	Spanish
Major	1	1	7		1	1
Minor	3	9	10		3	0
5. Yes		No		5. Did you have any memorable classes in language arts, reading, and/or children's literature that taught you about integrated language arts? What made them memorable?		
17		3				
6. Yes		No		6. Did you have any memorable professors or instructors in language arts, reading, or children's literature? What made their instruction memorable?		
17		3				
7. Yes		No		7. Would you regard the content of your own formal education as broad?		
16		4				
The terms diverse or varied can be used for broad.				Please specify at what levels of schooling.		
If answer is yes						
8. Yes	16	No	4	8. Would you regard your informal education as broad? In what ways do you think it was broad?		
If teacher does not understand the question, suggest examples like traveling and/or range of employment.						
9. Yes	18	No	2	9. Did your parents read to you when you were young?		
10. Yes	9	No	11	10. Have you ever had a teacher, at any time in your education, who was a remarkable teacher of integrated language arts? Someone who left a significant impression on you?		
If answer is yes				Could you describe him/her as a teacher?		
If needed				Tell me more.		

11. Yes No
 12 8

11. Did your cooperating teacher(s) use integrated language arts within the language arts and with other subject areas?

Probe: What do you think has been the influence of your cooperating teacher(s) on your use of language arts integration in your own classroom?

12. Yes No
 9 11

12. Did your university field instructor(s) influence your learning to be a teacher of integrated language arts? Describe the influence(s).

13.

13. In your opinion, how do you think you learned to teach language arts the way you do? What have been the main influences?

14.

14. In your opinion, what, if anything, could have been done in your teacher education preparation to help you improve your teaching of integrated language arts?

IMPLEMENTATION OF INTEGRATED LANGUAGE ARTS

Materials and Groups

15. Yes No
 16 4

15. Do you use one or more textbook series to teach language arts?

If yes

Give the name(s) and publisher(s) of the language arts series you use to teach.

If no

Describe the materials you use to teach language arts.

16. Yes No
 4 16
 If yes
- If no:
 1 Principal
 4 Other Teachers
 2 Curriculum Coordinator
 0 Reading Specialist
 7 Other _____
 2 Do not know
17. Number of groups 1 2 3 4 5
 Teachers responding 4 3 5 5 3
- 18.
19. Yes No
 17 3
 If yes
- If no
20. 0 Very homogeneous
 4 Somewhat homogeneous
 5 Somewhat heterogeneous
 11 Very heterogeneous
- 21.
16. Did you have any involvement in the selection of the language arts series for your use?
 Explain how you made the choice.
- Who determined that this language arts series be used?
17. How many reading groups do you teach?
18. How were the reading groups formed?
 How were decisions made about the placement of the students in the reading groups?
19. During the year have you moved individual(s) between reading groups?
 What was the basis for your decision(s) to move individual(s)?
- What was the basis for your decision not to move individuals?
20. Describe the achievement levels of the students you teach in language arts, including reading. The achievement levels of the students are:
21. In what ways do the achievement levels of your students influence what you teach in language arts?

22. For each reading group you teach answer the following questions. Use the columns for the responses for each of the reading groups you teach.

- A. Do you use basal textbook(s) to teach reading?
- B. If yes, give the name(s) and publisher(s) of each reading series you use to teach reading.
- C. If no, describe the materials you use to teach reading.
- D. Did you have any involvement in the selection of the reading series you use?
- E. If yes, explain how you made the choice.
- F. If no, who determined that the reading series be used? Fill in the blanks above with the numbers of one or more of the following? (1) Principal, (2) Other teachers, (3) Curriculum Coordinator, (4) Reading Specialist, (5) Other (please give name or title), or (6) Do not know.

Group 1*	Group 2	Group 3
A. <u>18</u> Yes <u>2</u> No	A. _____ Yes _____ No	A. _____ Yes _____ No
B. _____	B. _____	B. _____
C. _____	C. _____	C. _____
D. <u>3</u> Yes <u>17</u> No	D. _____ Yes _____ No	D. _____ Yes _____ No
E. _____	E. _____	E. _____
F. _____	F. _____	F. _____

23.

23. Some of the teachers I have talked with have suggested that instead of basal readers they use library books or books from other subjects such as the social studies text for their reading instruction. Why did you choose to use or not to use library books?

24.

24. In what ways do the reading groups of students influence what you teach in language arts?

*Responses were true for all reading groups taught by each first-year teacher

25. Yes No
 19 1

If answer is yes

26. Yes No
 18 2

If answer is yes

27. Show the teacher the statement
 (separate sheet of paper).

If needed

28. Probe: Outline subject areas and
 topics taught.

If needed

28a. If the teacher has given an
 answer to 28, use the word
 better. Ask of all teachers no
 matter what their response to 28.

If needed

25. When teaching a language art, such
 as reading, do you use activities
 from other language arts?

Give me some examples.

26. When you teach a subject matter,
 say science or social studies, do
 you use activities from the
 language arts?

Give me some examples. Any more?

27. What do you think about the
 following statement?

Teaching depends on dividing the
 school day into chunks of time for
 each separate subject matter area.

Probe: Tell me more. Why?

28. I would like you to recall your
 teaching yesterday. Tell me about
 the contents of the instruction for
 the day.

Imagine you have encouraged
 students to bring in interesting
 objects. Yesterday you found
 several sea shells on your desk at
 school. You were intrigued by them
 and decided to use them in some way
 in your instruction during the day.
 How would you have used the sea
 shells in the content for the day?

Probe: Any more ideas that come to
 mind?

28a. How might you have changed the day
 in order to (better) incorporate
 the sea shells in your instruction?

Probe: Any more ideas that come to
 mind?

28b. If question 28a secures limited information, then ask

28b. Given the seashells, what reason would you give a parent or principal for using integration to teach the content of the day?

Probe: Any other reasons?

Probe: Why do you think it is important?

29.

29. Please respond to the following hypothetical situation: You are teaching 3rd grade and your daily schedule is as follows:

9:00-9:30 - Sharing
9:30-10:50 - Reading
10:50-11:15 - Writing
11:15-12:00 - Math

The other school subjects are taught during the after noon. However, a new board policy has just added 20 minutes of career education in your morning schedule. What would you do to modify your morning schedule to add the career education without dropping any of the subject areas previously taught? Give the new schedule and reason(s) for the schedule you have developed.

30.

30. How would you justify the way you teach language arts if a parent or principal questioned your methods?

Probe: What are the underlying theoretical reasons for the integrated language arts that you do? Or the theoretical reasons for what you do?

Only for those teachers observed (N=10)

31. Typical Not Typical
10 0

31. How typical do you think the instruction observed is to the types of lessons you teach?

32. 0-20 21-40 41-60 61-81 81-100
0 2 2 3 3

32. Approximately what percentage of the time in a week would you teach using integration of language arts similar to the means observed?

33.

33. Approximately what percentage of the time in a week would you teach using direct textbook based lessons?

All teachers (N=20)

34. Yes No
20 0

34. Do (or would you) enjoy teaching using integration of language arts with other language arts? Why or why not?

35. Yes No

35. Do you think teaching using integration of language arts with other language arts is important to student learning? Why or why not?

36. Yes No*
12 7

36. Do you think teaching using integration of language arts with other language arts is difficult? Why or why not?

37. Yes No
20 0

37. Do (or would you) enjoy teaching using integration of language arts with other subject areas? Why or why not?

38. Yes No
20 0

38. Do you think teaching using integration of language arts with other subject areas is important to student learning? Why or why not?

39. Yes No
15 5

39. Do you think teaching using integration of language arts with other subject areas is difficult? Why or why not?

40.

40. In your opinion, what are (or would be) the positive effects of using integration of language arts in your teaching? Describe.

*One first-year teacher was unable to respond to this question

41.

41. In your opinion, what are (or would be) the negative effects of using integration of language arts in your teaching? Describe.

INFLUENCES ON YOUR TEACHING OF INTEGRATED LANGUAGE ARTS

42. Indicate the degree to which the individual(s) and/or factors influence what you teach in reading and language arts.

4 = Has a great influence

3 = Has some influence

2 = Has very little influence

1 = Has virtually no influence

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
A. Principal	3	7	3	7
B. Parents	1	2	10	7
C. Other Teachers	5	9	4	2
D. Curriculum Coordinator	4	3	1	14
E. Reading Specialist	1	6	3	10
F. Standardized tests	2	6	3	9
G. Professional organizations	3	3	4	10
H. Professional journals	5	9	3	0
I. Textbooks	5	6	5	5
J. Your teacher preparation	1	7	1	1
K. The students in your room	13	7	0	0
L. Materials available	10	7	3	1
M. Inservice Workshops	3	6	7	4
N. Other	11	4	0	0

43. List two:

A. _____

B. _____

43. From the list in question 42, what are the two greatest constraints you perceive to your use of integrated language arts?

Probe: Explain why each of the factors or individuals listed is a constraint to your use of integrated language arts, and if and how you overcome the constraint.

44. List two:

A. _____

B. _____

44. From the list in question 42, what are the two greatest supports or opportunities you perceive to your use of integrated language arts?

Probe: Explain why each of the factors or individuals listed is a support to your use of integrated language arts and how you utilize the support.

45.

45. Are there other constraints or supports that you perceive to your use of integrated language arts? Describe how they affect how and what you teach.

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