

U04A2 Literature Review Draft

What Factors Constitute an Effective Bilingual Education Program for Limited English Learners?

name

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Course

school

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CHAPTER 1. INTRODUCTION

Description of Topic of Study

The purpose of the educational system is to make certain that children have the education they need to achieve success in life. Contemporary educational research has found that migrants experience an educational disadvantage compared to their native born peers (Duarte, 2011). Bilingual learners may have a disadvantage in the classroom, but those that are proficient in more than one language have a decided advantage on the job market (Callahan and Gandara, 2014). Even though it is a requirement for schools provide bilingual education if they meet certain criteria, the introduction of a standardized curriculum has schools moving away from bilingual education, if they can get away with it (Lopez and Makar, 2015). This places English as second language (ESL) students at an even greater disadvantage, because they will not be prepared when they enter the job market.

The literature is mixed on the impact of bilingual education the ability of students to learn English. Conger (2010) argues that bilingual education delays the ability to learn English, but others found that it did not cause a delay (Allanis and Rodriguez, 2008). Studies found that even if bilingual education has a negative effect on the ability to learn English, this negative effect fades over time (Conger, 2010; Faltis, 2011). Johnson (2009) found that differences in the programs themselves are responsible for the different outcomes. Language and literacy are result of social interaction, which some authors claim has been thwarted by introduction of scripted lessons in standardized tests (Lopez and Makar, 2015). The ability to make accommodations for certain groups of students can also affect the outcome. For instance, for students that are deaf technology can be used to present the lesson using ASL and assign her to interpret the lesson student, allowing the classroom become bilingual for deaf learners also (Baer and Osbrink,

2016). This study will examine how to best prepare ESL students for the job market by finding ways to improve teaching methods in the classroom.

Significance of Topic of Study

This study will play an important role in developing effective classroom techniques for teaching a variety of learners. It will focus on those whose primary language is not English. It will rely on studies on educational methods used in bilingual classrooms. It will examine techniques being used by primary grade teachers that are implementing an immersive ESL literacy program in their classroom. It will play an important role in the ability to design better classroom methods were teaching ESL students.

Overview of Research Strategy

The purpose of this research is to learn what methods are being used in classrooms, and how effective they are in reaching not only the ESL students, but also the general population classroom. This research methodology will allow the researcher to explore not only the effects on the ESL students, but also on classroom management, and curriculum development. This qualitative research study will involve interviews with between 8 and 12 teachers that are teaching ESL classrooms. It will also involve collection of the teachers' curriculum and making classroom observations. The interviews will be analyzed using thematic analysis.

This research methodology will allow the researcher to explore what constitutes to effective, and ineffective classroom strategies in classrooms that have a bilingual population. It will help them to meet the goals of No Child Left Behind and to provide students with skills that they need when they enter the job market. This study will help to shape classroom practices by developing evidence-based classroom strategies.

CHAPTER 2. LITERATURE REVIEW

This study examines teaching techniques that are used to help teach in a bilingual classroom setting. It examines current scholarly research on methods used in classrooms including curriculum, materials, and various teaching methods to help ESL students, as well as the general population. This literature review examines academic research on this topic to discover literature gaps, as well as current theory and understanding of the topic.

Summary of Theoretical Background

This research study will be guided by two types of theory, as it involves both ELL learners and teachers. For the students, psychological theories regarding how ELL students learn English will play an important role in the success of the students and in the development of teaching models in the classroom. Vygotsky (1931/1977) considered the process of internalization to be an important element in the learning process. This theory suggests that children learn through exchanges and that they learn through internalizing the content of these changes. Vygotsky also felt that it was important to investigate mental functions, such as language acquisition through their precursors. Vygotsky's third assumption is that higher mental functions are mediated by culturally derived systems (Vygotsky, 1931/1977). These theories will form the foundation of how students learn, which will also affect the teaching model used by teacher.

The second set of theories that will shape this research study are those that have to do with the experiences of the teachers and how they are responding to these learners. The literature suggested the teacher plays an important role in the success of the learner in terms of language acquisition. Bandura (1977) suggested that a person's self-efficacy was a determining factor in their ability to perform a task. This theory will form the basis of the theory on the responses of the teachers to ELL students.

Summary of Effects of Bilingual Education

There are nearly 4.4 million students enrolled in ESL programs in the United States (Chin, 2015). A recent study found several effects of bilingual education on the ESL student. There is concern that those enrolled in bilingual programs may not be able to keep up with other subjects while they learn English. It also has an impact on allowing English proficient students learning a different language. Bilingual education supports cultural inclusion and diversity (Chin, 2015). Some of the disadvantages include limited exposure to English, which may slow English acquisition. Bilingual education faces barriers such as a lack of teaching staff, materials in the native language, and social impacts student from being segregated (Chin, 2015).

Summary of Program Models

Ozimek (2014) examined current program models for teaching English language learners (ELLS). The research found that a transitional program is needed to help students adjust to a predominantly English-speaking classroom. The transitional program will help them to retain a sense of pride about their native language and culture (Ozimek, 2014). ELLs who received some type of special language support or specialized instruction demonstrated better outcomes than those who received no special instruction (Faulkner-Bond, Waring, Forte, and Crenshaw et al., 2012). This demonstrates that specialized instruction is necessary for the outcome of ELLs. Some academic studies suggested that the early onset of a second language could cause difficulties in both the subject they are trying to learn, and in learning English (Sammons, David, and Bakkum, 2014). However, this is not supported by other research. Flores, Batalova, and Fix, (2012) found that in the earlier grades ELL students were among the highest scoring in a cohort study that involved different ELL students. In the early grades, white students were the highest scoring in the cohort study. However, by fifth grade, Asian ELL students surpassed all the others

in math. Asian ELL students maintained this advantage through the 11th grade. Those that were black ELL students outperformed all other groups from the fourth grade on. Hispanic ELL students had the greatest difficulty meeting proficiency standards (Flores, Batalova, and Fix, 2012). In a two-way immersion program, minority language students outperformed their peers in transitional programs, and majority language students outperformed their peers in mainstream monolingual classrooms (Marian, Shook, and Schroeder, 2013). Academic studies do not support that dual language learners are at a disadvantage in other school subjects. Wu & Bilash, (n.d.) found that bilingual education can either empower or disable minority students depending on the goals, structures, and human relations that are emphasized.

Summary of Teacher Qualifications

The National Education Association found that many educators are not prepared to meet the challenges of ELLs, with the greatest deficiency in cultural competence of the learner (NEA, 2015). One of the difficulties surrounding teacher proficiency in the second language is how to assess their readiness to teach. The Arizona Department of Education uses a number of different methods for assessing teachers and their second language capability, depending on the language that is being taught (Arizona Department of Education, 2015). Some of these methods involve a reading and writing exam, while others involve assessment by a native language speaker, such as with Native American languages.

Immigrant parents are enrolling their students in preschools to jumpstart their child's English learning. However, not all of these preschools are qualified with bilingual or ESL credentials (Severns, 2012). Due to this trend, teachers must add to their credentials by taking extra classes, even at the pre-kindergarten level. Despite advances in procedures adopted by many school districts, many teachers still do not feel that they are educated about the bilingual

program in the school (Martinez and Hinojosaa, 2012). This indicates a need for better outreach between the schools and the parents about the programs that are offered in the benefits for their children.

Policy is another element of second language programs. It has been found that actual practice within the school system does not necessarily reflect federal policy (Johnson and Johnson, 2015). Studies continue to reflect that Spanish-speaking students in different dual language programs are at a disadvantage to their English-speaking peers (Cooley, 2014). It was found that a lack of adequate and appropriate materials was a factor in this gap. This gap affected their test preparation and performance, as well as in and out of class participation. Availability of materials in teacher preparation are essential to the success for ELL students.

It was found that many teachers at an elementary and middle school were unable to explain the model that they used to assist students (Hinojosa, 2016). Poor collaboration was found to exist between ESL and mainstream classroom teachers in the study. There are five types of bilingual education being implemented in the United States. These include submersion, English as a second language instruction, transitional bilingual education, maintenance bilingual education, and two-way immersion (Kim, Hutchinson, and Winsler, 2014). One study found that two-way immersion produces the best student results in terms of test performance (Kim, Hutchinson, and Winsler, 2014).

Conclusion

This literature review found that the area of bilingual education suffers from several significant gaps. Studies differ in their assessment of outcomes in terms of the effectiveness of bilingual education programs, bringing into question whether the programs are effective or not. This literature review found that it may not be a question of whether the programs are effective

or not, but in different implementation of the programs. The literature review found that teacher preparation and qualifications can have an effect on the outcome of the program. However, finding effective ways to assess teacher qualifications and a second language is one area that needs to be addressed. In addition, more research needs to be conducted on which models work best for the implementation of bilingual educational programs. This research will address the problems found in this literature review associated with teacher assessment and preparation, as well as the availability of materials.