EXPLORING ELEMENTARY SCHOOL TEACHERS' INSTRUCTIONAL DECISIONS ON ENGLISH LANGUAGE ARTS STRATEGIES FOR ENGLISH LANGUAGE LEARNERS: A CASE STUDY

by

Tameika Hairston-Thomas

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

Susan Quindag Ed.D., Committee Chair

Sharon Michael-Chadwell Ed.D., Committee Member

ABSTRACT

The purpose of this qualitative multiple case study was to determine the instructional strategies and decisions that educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). The central research question for this study was: How do elementary teachers at Fisherton Elementary School choose, implement, and evaluate instructional strategies during English Language Arts with English Language Learners? This case study consisted of 10 educator participants at Fisherton Elementary School, a predominantly ELL school. The theory guiding this study was Bruner's (1986) constructionist theory. Data were collected for this research through a series of classroom observations with a strategies recording checklist, a review of photographed artifacts used to instruct, and semi-structured interviews conducted with classroom teachers. Five themes emerged: Minimal or non-existent ESOL support, multiple strategies, need for ESOL professional development, regular classroom teacher experience, and diverse learning needs of ESOL students. Conclusions from this study included the need for ESOL support, the use of researched strategies, tailored ELA professional development, retaining classroom teachers, and responsiveness to the academic needs of ELL students.

Keywords: English Language Learners (ELL), English Language Arts (ELA), English to Speakers of Other Languages (ESOL), Fisherton Elementary School (FES)

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Dedication

This dissertation is dedicated to the numerous Smith women and men within my family, past and present, that helped me fulfill a vision they had planned for me before I even knew there was such a great plan for my life. This dissertation is also dedicated to the strong men in my life that supported my endeavors (Markus, T.J., Zo). Your encouraging words and pats on the back have eased the journey, and for that, I am eternally grateful. Finally, this dissertation is dedicated to the dedicated teachers and staff of FES and the numerous ELL students I have taught. You have made me realize so much about the international community. May this work progress your challenges and advance your successes.

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I would like to acknowledge Dr. Susan Quindag for her continued support during the dissertation process. Your relentless questions and availability to assist me are unmatched. I would also like to acknowledge the staff and leadership that invested in me and allowed me to study the processes at our school more closely. I am humbled by your willingness to be transparent and vulnerable while transiting through a pandemic. I would also like to acknowledge my committee chair Dr. Sharon Michael-Chadwell for her input and insight. Lastly, I would like to acknowledge Stephanie as a colleague and friend. The friendship we developed during a LU intensive has sustained me throughout the dissertation process.

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Assessing Comprehension Communication English State-to-State (ACCESS)

Center for Disease Control (CDC)

Continuous Quality Improvement (CQI)

Culturally and Linguistic (CLD)

Depth of Knowledge (DOK)

Early Intervention Program (EIP)

English Language Arts (ELA)

English Language Development (ELD)

English Language Learners (ELL)

English Language Proficiency Plan (ELPP)

English Learners (EL)

English Speakers of Other Languages (ESOL)

Every Student Succeed Act (ESSA)

Exceptional Collaboration for English Language Learning (EXCELL)

Fisherton Elementary School (FES)

Guided Language Acquisition Design (GLAD)

Institutional Review Board (IRB)

Instructional Conversations (IC)

National Center for Education Statistics (NCES)

Non-English proficient (NEP)

Office of English Language Acquisition (OELA)

Performance Data (PD)

Point of View (POV)

Riverdale School District (RSD)

Sheltered Instruction Observation Protocol (SIOP)

Specially Designed Academic Instruction in English (SDAIE)

Teachers of English Speakers of Other Languages (TESOL)

Total Physical Response (TPR)

What I know, What I want to know, What I Learned (KWL)

World-Class Instructional Design and Assessment (WIDA)

CHAPTER ONE: INTRODUCTION

Overview

This qualitative multiple case study explored the strategies implemented by English Language Arts (ELA) educators in elementary schools. There is a growing population of bilingual students entering America's classrooms. Within this system, English Language Learners (ELL) students who cannot communicate fluently or learn effectively in English and whose second language is often English fail to achieve at the recommended proficiency level. With multiple strategies and government-mandated accommodations available to aid ELL students within the classroom, there are still educational shortcomings related to this sub-group. Undoubtedly, clear insight into the curriculum and instruction of this lagging ELL sub-group within America's school systems is long overdue.

Chapter One presents the foundational background to support the empirical need for this qualitative multiple case study as it relates to the literature. The outline for the historical, social, and theoretical context is explored within this chapter. Personal philosophical assumptions and motivation to conduct this research is described within the situation to self. The problem statement, purpose statement, the significance of the study, research questions, and definitions will be presented.

Background

More than 4.9 million students were classified as eligible for ELL accommodations during the fall of 2016 (National Center for Education Statistics [NCES], 2016). Of the growing number of ELL students, 18 states had a population of 6% ELL students or higher (NCES, 2016). The state where this study was conducted has a growing ELL population of over 6%. Of the collective ELL students nationwide, there is a higher concentration of ELLs in urbanized

areas than in less urbanized areas (NCES, 2016). Within America's cities, 14% of ELLs are enrolled in cities, 9.3% in suburban areas, 6.5% are in towns, and 3.8% in rural areas (NCES, 2016). Of the ELL students in attendance in the classroom, there is a higher percentage of students in lower grades than in upper grades; for example, 16.2% of ELL students are kindergartners, compared to 8.5% of sixth graders (NCES, 2016). The overall demographics of ELL students vary.

Within the history of immigration, there has been an implication on the process of educating immigrant children. Education has been an intricate component of America's development and the "pursuit of happiness," education has been an intricate component. Developing an educational system that was inclusive to non-English speakers has been in process for centuries. As America became the nation for growth and opportunity, the forefathers were challenged to instruct the children and create educational opportunities. According to Conant (1940), Thomas Jefferson expressed his beliefs in universal educational opportunities and that there should be, "a more equitable distribution of opportunity for all the children of the land" (p. 598).

Historical Context

The history of immigration to the United States can be traced back to 1513 when Juan Ponce de León claimed the land, presently known as Florida for Spain (Glass, 2017). In 1539, Hernando de Soto, an explorer from Cuba, sailed to Florida, searching for gold. The premise of immigration dates to the age of the Spanish-speaking Conquistadors. The Conquistadors had extensive goals for sailing beyond Europe and into the Americas. They were confident that searching for the "three Gs" would lead them to a better life than what they had before. These "three Gs" were gold, God, and glory (Georgia Public Broadcasting, 2008). Today, the

immigrant integration process of moving and exploring other countries while maintaining one's native language varies dependent upon the immigrant. According to Alba (2012), integration depends on the immigrant's willingness to socialize within institutions like schools and labor.

In 1752, Benjamin Franklin, one of the Founding Fathers of the United States of America, bemoaned the possibility that Pennsylvania would "in a few years … become a German colony" (Schmid, 2001, p.15). Franklin was alluding to the immigration influx and its impact on natives. These early settlers spoke primarily French, Dutch, and German in America (Kloss, 1998). In conjunction with the expansion of America, Benjamin Rush, a signer of the Declaration of Independence, published an essay in 1786 (Glenn, 2002). This essay was meant to aid in establishing the public school system in Pennsylvania. Glenn (2002) argued that in Rush's essay, he was determined that all children should read and write in English and German; also, students were to be arranged communally based on their religious affiliations and nationality.

With such a distinction between religious affiliation and separation by nationality, many churches became institutions for teaching (Smith, 2012). The concern was that everyone should be afforded the opportunity to read so they could read the Bible (Hamlin, 2015). Presbyterian, Anglican, Quaker, German Lutheran, and Reformed Institutions' prominent religions began to educate the children within the congregation (Glenn, 2002). In 1787, another founding father, Thomas Jefferson, warned with fear that immigrants would,

> bring with them the principles of the governments they leave, imbibed in their early youth; or, if able to throw them off, it will be in exchange for an unbridled licentiousness … These principles, with their language, they will transmit to their children. (p. 1098)

When less affluent families of the 1800s wanted to improve their child's education but were financially unable to provide schooling, they sought assistance from the state utilizing an

educational voucher (Glenn, 2002). Such vouchers would pay for nonpublic schools, including church schools. As America began its development, so did the educational system.

Much of the education for immigrants and speakers of other languages was developed from unrest, fear, and anxiety for allowing other cultures to remain steadfast within their own culture. In 1836, Calvin Stowe of Ohio warned, "unless we educate our immigrants, they will be our ruin … The intellectual and religious training of our foreign population has become essential to our own safety" (as cited in Glenn, 2002). With fear and ambition, the educating of the immigrant child became an inclusive effort to educate as well as to perpetuate religious reformation.

Ovando (2003) characterized the 18th and 19th centuries as contradictory when determining policies, ideas, and diversity. Much of the 19th century was not designed to promote bilingualism but rather a permissive allowance (Ovando, 2003). As a result, within the 19th century, America and the educational system emerged with a new slogan and an appellate agenda, referring to America and subsequently to the educational system as "the melting pot." Davis (2001) noted, "the melting pot ideology presumes modest but minimal respect for minorities" (p. 137). Introducing immigrants into the melting pot promoted a process of Americanizing immigrants (Crawford, 1995). According to Davis (2001), "the fragmentary evidence of early Latino educational history indicates that most U.S. educators embraced the ideologies of Anglo conformity or the melting pot" (p.137).

The socialization of Americanization was the 20th centuries initiative to prepare immigrants for full participation in citizenship; this Americanization practice was encouraged in common areas such as schools, workplaces, and social entities such as the YMCA (Encyclopedia Britannica, 2019). Immigrant children within the educational system were also infiltrated with

the Americanization movement. This movement was the premise for educating immigrant children within American culture. In the early 20th century, public schools were expected to "Americanize" the immigrants (p. 130). Therefore, the children of immigrants should be gathered into the common public school based on this premise of developing a melting pot (as cited in Glenn, 2002). According to Glenn (2002), "No special arrangements were made for immigrant pupils through most of the nineteenth century, apart from being in a public-school classroom, with what was then a strong emphasis upon basic skills and upon patriotism and civic morality" (Educating the Children of Immigrants section, para. 1).

In the 1980s, President Reagan made the immigrant child's education a part of his administration's agenda. The administration "scrapped the Carter's administration's controversial bilingual education proposals that would have required the nation's school to teach youngsters in their native language" (Connell & Associated Press, 1981). President Reagan negated the mandate because it would have required the education system to teach children with limited or no ability to speak English to be taught in their native language and instruction in English (Connell & Associated Press, 1981). President Reagan and his administration were challenged with reducing the educational costs for educating ELL students (Connell & Associated Press, 1981).

Also, in the 1980s, the rhetoric of the English-only movement was advancing in America (Prakken, 1982). The coupling of bilingual students with the rhetoric of disadvantaged students and students with special needs was prevalent and evident in the documents from the Reagan administration. According to Prakken (1982), elementary and secondary education cut over a billion dollars for disabled and bilingual students. How the nation dealt with immigrants to America was evident in their increased level for promoting the English-only initiative over

diversity and inclusion. A resurgence of legislation geared towards making English the states' official language has accompanied this migration; 16 states passed such laws between 1980 and 1990 alone (Arington, 1991).

President Reagan's secretary of education, William Bennett, stated the following, "Despite a federal investment of $1.7 billion over 17 years (currently about $139 million annually), research had not shown transitional bilingual education to be more successful than other methods of instruction in helping non-English-speaking children become proficient in English" (Hakuta, 1991, p. 210). This statement addresses the leadership's concern for the continued funding of the current educational process for advancing ELL students into learning to speak English. Unfortunately, they found minimal progress with the acquisition of English for the ELL student. This English-only initiative continued across America, and the administration limited ELL programs and funding for the bilingual student. Callahan and Gandara (2014) stated that around 1980, the English-only initiative became a controversial political issue with removing the use of non-English languages in America.

In the late 2000s, the rhetoric on educating immigrants or speakers of other languages changed in America, primarily because of immigrants' continued growth into America. According to The White House Office of the Press Secretary (2016), "data indicated that about one in five school-aged children speak a language other than English at home, a figure that has more than doubled in the past few decades" (para. 3). Furthermore, the number of children under six who spoke another language other than English could be higher (The White House, Office of the Press Secretary, 2016).

In 2009, President Obama challenged the nation to revisit years of minimal educational progress for all students. President Obama stated in 2011 his ideas and goals for education development:

> A world-class education is the single most important factor in determining not just whether our kids can compete for the best jobs but whether America can out-compete countries around the world. America's business leaders understand that when it comes to education, we need to up our game. That's why we're working together to put an outstanding education within reach for every child. (The White House, 2016, para. 1)

President Obama's global plan to increase diplomacy and collective understanding propelled his belief in equality for American bilingual students. After 40 years of the Supreme Court Ruling for ELL students, President Obama clarified the bilingual student's guidelines. The administration leveraged the *Lau v. Nicolas* (1973,1974) case and the current relevance that all students deserve a quality education. The White House (2015) stated, "The EEOA, similar to *Lau*, requires public schools to take appropriate action to help English learner students overcome language barriers and ensure their ability to participate equally in school" (para. 5). Additionally, in 2016, the administration created a policy to support Dual Language Learners. This idea suggested education for the bilingual student could look different within the schools. The administration acknowledged they were committed to supporting and assisting the immigrant population, beginning with the youngest immigrants (The White House, 2016).

Consequently, they supported early childhood programs. President Obama's administration made a financial commitment to young students, which has had implications on the bilingual elementary school student today. The White House (2016), through the Obama administration, invested over a billion dollars into the Early Learning Challenge. This program

helped establish higher educational standards for needy families by supporting mental health and nutrition initiatives.

During the Trump administration (2016-2020), immigration had been a focus of his agenda. He pledged to build a wall separating the Mexican border and deporting millions of undocumented immigrants from America has attempted to shift all facets pertaining to his administration, including education (Redden, 2017). The courts, at that time, had to clarify the civil rights of students of other nationalities and languages. Two cases that had set the precedents of education and helped clarify the dilemma of educating non-citizen children and speakers of other languages include the cases of *Pyler v. Doe* (1975) and *Lau v. Nichols* (1974). The first case, *Plyler v. Doe* (1975), was a case argued to educate a child who was not a citizen. The Supreme Court determined that while a child may be an undocumented citizen, they have little to no ability to change their citizenship status because they are a minor. Therefore, the Supreme Court issued this statement about educating the undocumented child and the necessity of education to ensure they become productive citizens (Mead & Page, 2019)

The second case, *Lau v. Nichols* (1974), was a case that pertained to the lack of English Language Arts instruction provided to 1,800 Chinese students. The educational system failed to provide English instruction to these students because it was thought to be unnecessary. The lower court argued that each student has advantages and disadvantages as part of their humanity and that the school system is not responsible for rectifying all those issues. The Supreme Court strongly disagreed, overturned the lower courts case, stated their prerequisites reasoning, and argued that all needed a basic English function (Mead & Page, 2019). Some of those prerequisites included basic language instruction and graduation requirements. Therefore, school districts could not simply avoid attending to the needs of bilingual children to learn English. If

the educational system failed to educate the non-English student, the Supreme Court ruled that it failed to provide "a meaningful opportunity to participate in the educational program" (Mead & Page, 2019, p. 455). Ultimately, if the school system failed to teach English to specific populations, it violated civil law. With these two foundational cases strongly grounded in civil law, the findings were clear that ELL students are entitled to better opportunities within the public education system.

The Trump administration's stance on immigration cannot supersede the Supreme Court rulings that protect immigrant students (Mead & Paige, 2019). Essentially, there are "border walls" around the American educational systems that directly mandate learning and English acquisition for every ELL student (NCTE, 2019). According to Mead and Paige (2019), states must provide a public education to all children regardless of their citizenship or legal documentation.

Social Context

When closely reviewing a school's vision statement, several unique goals and educational perspectives become evident. The school's vision statement indicates the best practices and ideologies of the school's leadership. The visionary perspectives of the leadership, teachers, students, parents, and stakeholders in totality create the cultural dynamics for which students are educated academically and social-emotionally within a particular school. A significant feature across these successful schools is a principal whose beliefs, skills, competencies, and dispositions are centered on the academic success of the ELL student population (Elfers & Stritikus, 2013). The school's academic culture that educates ELL students is often a depiction of the dynamics for which ELL students' teaching and learning are instructed on an ongoing basis. When school principals view language as a right, they promote ELLs' social justice and work to

provide them with equal access to educational opportunities (Crawford, 2004).

At Fisherton Elementary School (FES), the vision statement is stated in three words: Nurture, collaborate, own (Fisherton Elementary School, 2018). Fisherton defined nurturing as methodically growing academic leaders while building values that benefit the community (Fisherton Elementary School, 2018). Collaboration is defined through the processes of cohesive togetherness where all achieve. Additionally, the term "own" defined means embracing your personal feelings and emotions while progressing (Fisherton Elementary Schools, 2018). Followed by the vision statement, the school has a daily-recited creed that affirms the belief in self progression and nurturing academics through self-awareness.

The challenge is to accommodate the growing ELL population with an appropriate level of ELL instruction. According to McKeon (2005), "approximately 15 percent of ELLs receive NO special instruction or programs designed to help them learn English and achieve in the content areas" (para. 11). Of those receiving instruction, only 33% received support or supplemental instruction totaling less than 10 hours per week (McKeon, 2005). The lack of strategic ELL instruction is a barrier to the primary forms of language acquisition. With the growing population of ELL students, it is critical to look ahead at this subgroup's success rate. Their success academically will be a direct implication in how America performs nationally and internationally.

In this context, social justice is defined as the opportunity to obtain a valuable education through "just right" teaching and learning through scaffolding appropriate ESOL strategies (Levine et al., 2013; Professional Learning Board, 2020). Teachers must acquire confidence in their skills and abilities to instruct ELL students through scaffolded strategies throughout the day and not just when the ESOL teacher is in the classroom. Also, the social impact on teachers

being innately responsive to students to facilitate pathways to learning during literacy is critical for ELL students. The pressure for teachers to adequately educate an ELL student through varied strategies can be overwhelming. The literature shows teachers feel overwhelmed and unsupported when implementing new strategies (Hagaman & Casey, 2017; Pezzolla, 2017; Robertson, 2019). Kamm (2018) stated to close achievement gaps, teachers must interact daily with students and be qualified, trained, and adequately trained using strategies to help students succeed academically.

Often, teachers are aware of the critical need to close the achievement gap for ELL students. Merrick (2012) stated, "literacy is the bridge to the achievement gap" (p. 10). The gap between the reading performance of Anglo and Latino children on national assessments in the United States represents an intellectual and a practical challenge (Donahue et al., 2001; Houston Independent School District, 2015). According to the National Education Association (2019), achievement gaps between non-ELLs and ELLs are challenging and pervasively rooted in complexity.

To complicate the social impact, certified ELL teachers have a critical shortage compared to ELL students. Nationwide, approximately 2.5% of teachers who instruct English language learners possess a degree in ESL or bilingual education (National Center for Education Statistics, 1997). Additionally, the National Center for Education Statistics (2011-2012) stated a 1.5% distribution of teachers in elementary schools with ESL/bilingual educators. A report from the Department of Education and National Academy of Science echoed that half of the U.S. has a shortage of educators certified to work with ELL (Cross, 2016). This growing unbalanced ratio means bilingual students are more likely to receive the majority of their instruction from a non-qualified ESL teacher. This imbalance can potentially lead to more significant achievement gaps

for ELLs. When predominantly ELL schools are focused on inclusion and social reform, they are intentional and train teachers with the knowledge and skills to effectively educate ELL students for them to capitalize on language acquisition.

When teachers are intentional about educating an ELL student, they are responsive and knowledgeable about explicit strategies to meet each language acquisition level for an ELL student. One effective way teachers work to meet this challenge is by using instructional scaffolding that provides specific support according to learners' individual needs (Camden, 1992; Graves et al., 1996; Murray et al., 2020). If teachers are less likely to be ESL certified or intentional with ESL students, it can limit their scaffolding strategies practices and decrease their effectiveness with ESL students. The lack of certification and experience teaching ELL students can leave teachers instructing and just hoping for the best. To address the social challenge in the classroom, Boyd-Batstone (2017) contended educators should use effective scaffolding strategies within all content areas to teach ELL students. Social justice for an ELL student is the adequate use of strategies provided through accommodations appropriate for each ELL student.

Theoretical Context

Quality case studies are grounded in theoretical assumptions (Yin, 2018). Bruner's (1986) constructivism theory grounded this study because it embodies learning as a methodical process facilitated through insightful instruction. Bruner's theory started from a confrontation between two modes of knowing and cognitive functioning, each rendering different and distinctive ways of constructing reality and ordering experience: the narrative mode and the logico-scientific mode. In conjunction with Bruner's (1986) constructivism theory, the narrative mode is to capture a teacher's "what" and "why" along with the teacher's instruction in the classroom. While the logico-scientific mode allows a combined effort of systematic observations

and semi-structured interviews so many aspects of the unknown can be captured and themes determined (Bruner, 1986). Gaining a valuable narrative of the teacher's experiences with the chosen strategies allowed for reflection on the effectiveness of the strategy and the implementation process. The benefits of this research include that the findings can advance future academic researchers and practitioners by providing valuable information that can result in ongoing change for the ELL student during ELA. Bruner (1986) stated, "The imaginative application of the narrative mode leads instead to good stories, gripping drama believable historical (though not necessarily 'true') accounts" (p. 13).

Situation to Self

I have taught at two predominantly English as a Second Language (ESOL) elementary schools in the Southern Region of the United States for the past 15 years. I am intrigued by the complexity of educating ELL students. As a veteran educator in a predominantly ESOL school, I have experienced challenges while choosing and scaffolding ESOL strategies during ELA. I was shocked and overwhelmed at how many strategies are available to educate the ESOL student. I understand that ESOL students are at different language acquisition levels related to speaking, listening, and writing the English language. As a result, the complexity of teaching is increased. As a teacher, I grappled with deciding which strategy to use for the ESOL students to succeed. I am continually disheartened when teachers indicate that ELL students make minimal to no gains on tests. Unfortunately, I believe a teacher's lack of success on ELA data collectively has a connection to their propensity to leave a school that serves ELL students predominately.

Today, I serve as an instructional coach for language arts and math with multiple grade levels. My perspective has shifted to observe and reflect upon the challenges of teachers of ELL students. I continually observe and coach teachers within the elementary setting. As an

instructional coach, I am continually identifying areas of growth in each teacher's educational practice. Often, the school's stated vision and goal are difficult to ascertain if the goal and focus are language arts for ELL students and teachers alike. It is evident many teachers lack an educational repertoire of strategies that should be readily available and at their disposal to teach any ESOL student. As a school leader, I am baffled with a teacher's growth and development once acceptance and knowledge of the ELL's student dynamic are thoroughly understood. All researchers bring their personal concerns, opinions, and beliefs to their research (Creswell & Poth, 2018). Thus, I have the philosophical assumption that each teacher wants to deliver excellent instruction to all students. I believe teachers can transform a student's educational pathways and, ultimately, their lives.

My ontological assumption is reality is found by studying several perspectives to any situation (Creswell & Poth, 2018). I believe each teacher's personal, educational philosophy is embedded in their instruction. Further, I believe each teacher brings their own personal strengths to the teaching profession. I also believe teachers of ESL students have a unique perspective on educating bilingual students. Therefore, research, classroom observations, and interviews allowed insight and understanding of each teacher's educational choice, implementation, and reflective evaluation.

My epistemological assumption is, as the researcher, knowledge is obtained by gathering information directly (Creswell & Poth, 2018). Conducting semi-structured interviews with a chosen time and place stated by the participant allowed the participants the opportunity to engage in conversation in a chosen, judgment-free location, and time. According to Creswell and Poth (2018), "all researchers bring value to a study, but qualitative researchers make their values known in a study" (p. 21). My axiological assumption is, as an African American middle-aged

woman, I value an educational environment of diversity and inclusivity. Therefore, I have a passion shaped by being in diverse and inclusive educational environments during my career.

Finally, the paradigm that helped shape this study is the social constructivist paradigm. Creswell and Poth (2018) described "social constructivism as individuals seeking to understand the world in which they live and work" (p. 24). In doing so, Cresswell and Poth (2018) explained individuals develop subjective meanings of their experiences—implications fixated toward particular objects or things where they live and work. I believe the social constructivism paradigm applied to this study because I chose multiple participants teaching ELL students with varied ELA strategies. Therefore, the collection and analysis of the multiple strategies were to solidify the multiple case study methodology. The participant's views were captured in their strategic choices and responses to open-ended questions during the interview.

Problem Statement

The problem this study focused on is that FES elementary education teachers who teach ELL students have too many strategy choices and are overwhelmed with deciding, implementing, and evaluating the strategies. With such a wide array of ELL strategies, teachers are often perplexed with the process, knowing the students are performing below average on the state's mandated assessments (NAEP, 2019). The process's complexity is often convoluted, leading to a lack of student achievement and a teacher's exhaustion. The law mandates each ELL student must have appropriate accommodations implemented by their teacher in order for them to access learning (Dingell, 1973; National Clearinghouse for English Language Acquisition, 2018; NCTE, 2020).

The domains of those accommodations can be facilitated through listening, speaking, or writing the English language (WIDA, 2020). When considering the largest growing population in

America's classrooms, the data continually indicate ELL students are consistently failing to make adequate gains and startling achievement gaps in ELA (McKeon, 2005). The National Center for Education Statistics (NCES; 2017) confirmed, "the average reading score for 4th-grade ELL students (189) was 37 points lower than the average score for their non-ELL peers" (p. 226). According to Lynn (2018), "about 9.5 percent of public-school students were English language learners in 2015, the U.S. Department of Education reports. That was about 4.8 million students across the country" (para. 2). According to the United States Department of Education (2017), "between the 2009-2010 and 2014-15 school years, the percentage of EL students increased in more than half of the states, within an increase of 40% in five states" (p. 1).

Boyd-Batstone (2015) explained, "The tremendous variation within and among ELL populations makes it impossible to approach the schooling of ELLs with a 'one size fits all' approach" (p. 50). Current research has not investigated a triangulated process of depicting a teacher's choice from the decision-making process of choosing, implementing, and evaluating certain educational strategies to use while teaching ELL students during ELA. It was imperative to this research to observe the chosen strategy coupled with the "artistic craft" of the ELA teacher as they implement the chosen strategy with ELL students. The educational system needs to know if the intricate process and application of chosen ELL strategies impede student success and ultimately contribute to their academic deficiency. Finally, there is a lack of research on teachers' perspectives on evaluating strategies chosen and implemented during ELA for ELL students. Therefore, the problem of this study of a predominately ELL school FES was critical to understanding the triangulated process of choosing, implementing, and evaluating ELL strategies with ELA.

Purpose Statement

The purpose of this qualitative multiple case study was to determine the instructional strategies and decisions educators choose, implement, and evaluate while teaching English Language Learners (ELL) during English Language Arts (ELA). The theory that guided this study was Bruner's (1986) constructionist theory. The relationship between the constructivist theory and the linguistic learning process of ELL students was appropriate for this study because the theory supports cognitive-linguistic learning processes between mature users of language with a less mature user of language. In *Jerome Bruner: Language, Culture, and Self,* Bakhurst and Shanker (2001) stated, "Children learn to communicate linguistically in the context of coordinated activities with mature language users, and their talk is structured by their nonlinguistic cognition of actions, objects, and properties" (p. 33). Bruner (1986) believed instruction from an educator in the educational system should be scaffolded. He believed with appropriately chosen strategies and simultaneous implementation of those strategies with succinct actions, objects, and properties, the scaffolded strategy could address language deficits and facilitate appropriate instruction.

Bruner's (1986) constructivism theory is important to the learning of an ELL student. Bruner's theory is equated to a bridge that allows learners to access language development traveling from one safe domain to another safe domain. The learning domain for an ELL student is the pathways in which listening, speaking, and writing of language acquisition are ascertained. According to Salem (2019), "instructional scaffolds are of paramount importance in language learning, especially concerning reading comprehension" (Scaffolding Learning section, para. 3). Scaffolding provides students opportunities to become problem solvers instead of being able to simply memorize information through wrote (Salem, 2019).

Significance of the Study

Theoretical Significance

This study has theoretical, empirical, and practical implications. The theoretical implication was to understand this research through Bruner (1986) because I did not find studies conducted on ELLs using this theory as a framework. Therefore, this study supported this theory. This theory clarifies the ELL student's understanding and the scaffolded strategies used to facilitate language acquisition to those ELL students through their teacher. Bruner's theory allows researchers to seek an understanding of the world in which they live and work (Creswell & Poth, 2018). The significance of how teachers in this particular school are working with scaffolding strategies for ELL students during ELA was a phenomenon worth understanding. Explicit and effective ELL strategies must be utilized to understand the content being taught and the language associated with that content (Hostetler, 2015)**.** Additionally, Bruner's theory of scaffolding as a method of gaining knowledge directly implies the instructional strategies chosen and used with ELL students. McLeod (YEAR) stated, "Scaffolding involves helpful, structured interaction between an adult and a child with the aim of helping the child achieve a specific goal" (Bruner & Vygotsky section, para. 6). In an educational setting where the population is over 98% ELL, the goal is language acquisition centered on ELA content.

This study contributes to Bruner's (1986) theory through ongoing studies of ELL students in America. Moreover, it has clarified the educational practices elementary teachers presently identify as they plan, implement, and use strategies during ELA instruction. Researchers and educational leaders are aware of the multiple scaffolding strategies, yet the choice, implementation, and evaluative outcomes for students need to be reviewed. Ensuring Academic Literacy for ELL Students (2010) stated the following: "Teachers can help culturally, and

linguistic diverse (CLD) students understand and effectively use cognitive, metacognitive, and social/affective learning strategies" (The Cognitive Dimension section, para. 8). Bruner's (1986) social constructivist theory embodies the thought of teachers as gatekeepers and "builders of learning." According to Daniel and Pray (2017), "Constructivist approaches to teaching and learning are essential to culturally and linguistically responsive education (Villegas & Lucas, 2002) that highlights the rich resources that multilingual students bring to schools (de Jong et al., 2013)" (p. 790).

Empirical Significance

The empirical significance of this study contributed to the current related literature for ELL students. Some studies utilized strategies to support ELL students within specific learning contents (Hoff, 2016; Mozingo, 2017). There is, however, no research I could find encompassing 25 strategies identified by Marzano's (2009) high-yield outcomes for ELLs along with SDAIE GO TO Strategies (Professional Learning Board, 2020) within ELA. Through this case study, the use of these strategies among the teachers was revealed. Therefore, this research was warranted and addressed the gap within the research literature.

Practical Significance

There were practical outcomes for this research. This study could initiate instructional conversations and ongoing conversations regarding the most effective strategies available to FES teachers. This research could aid in the progressive process of teachers' strategical educational choices of strategies while instructing ELL students at FES. Simultaneously, the research will identify the most effective strategies most impactful for making ELA gains with ELL students at FES. Additionally, the discussion will be breached and answer the "why" and "how" particular

strategies are most effective within ELA for the ELL student (Lupinsky, Jenkins, Beard, & Jones, 2012, p. 81).

Specifically, this research allowed educators at FES to think more critically about their educational choices while grappling with strategies and implementations to aid ELL students. This research invited teachers to evaluate the outcomes of those strategies on instruction. The research may positively impact ELL students' instruction, resulting in closing the ELA's academic achievement gap. There could potentially be a tremendous positive significant change with the school and the community's culture if the research could alleviate the unknowns of why success is slow and increase the student's progress. Students' local educational statistical success would allow them to be prepared for the next level of learning and ultimately to be added to the ELL community's college and career readiness within FES (Fisherton Elementary School, 2019).

Research Questions

The research question that guided this study was: How do elementary teachers at Fisherton Elementary School choose, implement, and evaluate instructional strategies during English Language Arts with English Language Learners? Further, this study had three sub-question, which were:

1. How do Fisherton Elementary School teachers choose instructional strategies during English Language Arts while teaching English Language Learners?;
2. How do FES teachers implement instructional strategies during ELA while teaching ELL students?;
3. How do FES teachers evaluate the instructional strategies used for instructing ELL students?

The first sub-question allowed a teacher to express their process of choosing strategies. It elicited a response that enabled me to understand the teacher's behavioral choices while teaching ELA to ELL students. Effective teachers understand explicit instruction, paired with the proper ELA strategy, can facilitate ELL students' learning. Such strategies are woven throughout their reading instruction in a manner that nurtures and enhances students' reading development (Jacob, 2002; Lipp & Helfrich, 2016; Pressley & Wharton-McDonald, 1997; Rupley et al., 1998). The explanation of how and why each teacher chose strategies was an intricate part of this research. Research needs to know how a teacher facilitates their instruction practices when educating an ELL student.

The second sub-question was answered through three classroom observations and artifact collection. The implementation process of teaching is critical for the ELL student. There is research-based "best practices" that are highly recommended to accommodate ELL students. The challenge of teaching is ongoing, but it often becomes more challenging when engaging ELL students. According to Daniel and Pray, "To support ELLs, teachers must learn about and leverage children's multiple languages and cultures in instruction" (2017, p. 790). The act of implementing strategies in ELA to aid ELL students is a fundamental part of the students' abilities to acquire the content.

The third sub-question allowed teachers to reflect upon their effectiveness after the teaching and learning process has concluded. The focus was upon the effectiveness of the strategy on the ELL student. A collective gathering of data included local and district data. The effectiveness was a review depicting student growth around the observed researcher's ELA target lesson. The teacher had the opportunity to identify and describe the implications of chosen and

implemented strategies and their impact on ELL students. Providing time for teacher input and reflection are powerful. This research has caused teachers to consider their educational strategy choice and implementation deeply. Action research consists of a succession of cycles or spirals initiated by a practical problem and includes elements of understanding or theorizing, bringing about change through action, and carrying out some form of formal or reflective research activity (Clynes, 2009).

Definitions

1. Culturally and Linguistic Diverse (CLD): Four interrelated dimensions of the culturally and linguistically diverse (CLD) student biography include the sociocultural, linguistic, academic, and cognitive dimensions. Educators' attention to each of these dimensions enables students to develop the academic literacy needed for success in the secondary content-area classroom (English Learner Tool Kit (OELA) 2018; Perez & Holmes, 2010).
2. English Language Arts (ELA): Significant history and trajectory of conceptualizing the English language arts curriculum as reading, writing, and speaking/listening-as a set of skills, practices, and capacities for the verbal arts of (the English) language (English Learner Tool Kit (OELA), 2018; Juzwik et al., 2016).
3. English Learners (EL): Students termed ELs are students in grades K-12 that are developing their academic English language proficiency in each content area (English Learner Tool Kit (OELA), 2018; Our Nation’s English Learners, n.d.).
4. English Language Learner (ELL): Any student termed English language learner (ELL) is positioned in a category outside the category of mainstream language learners in the classroom (English, 2009; English Learner Tool Kit (OELA), 2018).

5. English Speakers of Other Languages (ESOL): Any student termed English Speakers of Other Languages (ESOL) is a student that is a part of a state-funded language institution educational program eligible for differentiated instruction (Our Nation's English Learners, n.d.).
6. Strategies Specially Designed Academic Instruction in English (SDAIE): Strategies help English language learners grasp content while learning English. These strategies include speaking clearly and at a slower pace, using gestures and facial expressions, utilizing concrete materials and visuals, avoiding idiomatic expressions, and planning student-centered activities (Krashen, 2013).

Summary

The problem was that FES elementary education teachers who teach ELL students have too many strategy choices and are overwhelmed with deciding, implementing, and evaluating the strategies. Additionally, research observed and indicated the implementation of the chosen strategy for ELL students during ELA. Therefore, the purpose of this qualitative multiple case study was to determine the instructional strategies and decisions educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). As the fastest growing population of ELL students emerge, it is necessary to conduct ongoing research. The research has followed previous research practices that have been extensive and effective for ELL students. The purpose of this research was to depict through a qualitative case study the phenomenon of an education teacher's educational practices in ELA as they chose, implemented, and evaluated the teaching and learning of the ELL student. While focusing on the problem and purpose statement, the research added value to the literature. The research questions guided the research and discovered and described the central phenomenon.

CHAPTER TWO: LITERATURE REVIEW

Overview

Teaching can be a complicated professional practice involving thinking and acting simultaneously. According to Schatzki (1996), the complex profession of teaching, “exists in the relations between mind, body, and action, with the body enabling and constraining the possibilities of action” (p. 415). This complex process of teaching is evident in instructing ELA to ELL students. Unfortunately, ELL students' success has been hindered, and this sub-group is failing to achieve at or on grade level (NAEP, 2019).

The purpose of this qualitative multiple case study was to determine the instructional strategies and decisions educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). Chapter Two includes a discussion of the theoretical framework and the theorist. Subsequently, the related literature about ELLs are presented. Through the related literature, the vastness of the curriculum and approaches to teaching ELLs were revealed.

Theoretical Framework

A reason ELL students’ academic achievement may be limited can be partially attributed to the educational strategies employed by their ELL teachers. Therefore, Bruner (1986) and the constructivist theory has served as the theoretical framework for this research. Bruner, an American psychologist, was influential in shifting learning from behavioral to cognitive (Bruner, 1986). Greenfield (2016) stated, “Bruner once noted that during his two years of blindness, he had constructed a visual world in his mind” (para. 3). This experience brought enlightenment to his consciousness that cognition has a lot to do with the mind (Greenfield, 2016).

Bruner's (1986) *concepts* of culture are the development of representational capacities and the strong suggestion that ideas should be communicated to students using actions, icons, or symbols, sequentially, and in that manner and altered to accommodate the child's age (Greenfield, 2016). As it relates to elementary school teachers, the generalists of teaching utilizing these communication levels are vital to student success. Takaya (2013) stated the following concerning the culture around pathways to learning:

> The culture represented educational content to be transmitted to the student, and the primary issues for curriculum theory were to locate the most valuable part of the culture that would enhance individuals' cognitive capacity and to work out an effective way of communicating the content to students. (p. 33)

The same cultural construct is relevant today and is in alignment with the central phenomenon of this topic. The central phenomenon was a qualitative multiple case study that depicted elementary school teachers' instructional decisions while choosing, implementing, and evaluating their ELA strategies while instructing ELL students. Educators who use a particular strategy to develop content and instruct students indicate the actions, icons, and symbols that Bruner refers to in his research (McLeod, 2019). A teacher's chosen strategy is the tool for which they are trying to communicate and foster learning with students. The direct instruction is also the implementation of the teacher's action as a direct channel or guide for ELLs to process the ELA content. This human interaction between a student and an educator is the premise for the social constructivism theory (McLeod, 2019).

Additionally, Bruner's (1986) theory was appropriate for this study because of scaffolding. Bruner (1978) clarified cognitive development is a structure that uses scaffolding

and processes of old and current knowledge to make learning obtainable. Bruner explained teachers should advise students to make learning accessible (McLeod, 2019).

Bruner (1978) stated, “Scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring” (p. 19). Bruner’s (1986) theory in bridging learning until it is achievable for the learner has been his contributions and reformation to the educational field in the 1970s. Today, educators are guided using the same scaffolding practices (McLeod, 2016). Within this research, the cohesiveness of studying teacher choice, implementation, and evaluation of strategies for ELL students allowed the research to be grounded in Bruner’s (1986) theoretical framework.

Bruner (1986) believed in the power of capturing spoken words to describe occurrences. After Bruner’s extensive travels, he began to explore the power of a detailed account. Greenfield (2016) stated, “He argued that unlike logic, narrative thought is universal” (p. 691). Therefore, this case study was built on the accounts of teachers as they shared their educational involvement. It was critical to seize teachers' true expressions of their lived experiences and processes of educating ELL students, focusing on strategies, implementing those strategies, and evaluating their effectiveness. This research has fostered structured and semi-structured interview questions and facilitated dialogical conversation, which has given insight into teachers' unexplored perspectives.

In *Actual Minds, Possible Worlds*, Bruner (1986) examined the human mind as a maker of meaning, distinguishing two basic ways: The scientific and the narrative. Bruner defined scientific thought as gaining the truth through empirical evidence. The scientific thought in this study included the observable strategies used to facilitate learning acquisition for ELL students.

Bruner (1986) stated, “narrative thought embeds principles in the particulars which give it lifelikeness” (p. 62). The narrative thought in this study included capturing the lived educators’ experiences through semi-structured interviews detailing the educator’s relationship with chosen and implemented strategies, and the effectiveness of the entire process for ELLs. Therefore, as teachers shared their insight on the effectiveness of strategies used while teaching students, it has fostered an opportunity to express the students' learning capacity. This research explored the logical thought processes of teachers on their choice, implementation, and the effectiveness of their impact using strategies. The use of a checklist indicated strategies within the research, which were null and void without access to the facilitator's voice and life, the teacher. This research has advanced the topic by gathering insight into teachers' practical experiences as they chose, implemented, and evaluated ELL students' strategies. Bruner (1986) developed critical thinking about the mind and how cognition is permeated. It is past due time to evaluate the effectiveness of strategies with ELL students. This research has provided a detailed rendering of the uncharted to investigate the social constructivist theory and its implication in predominately ELL classrooms.

Related Literature

Growth of ELLs

There is an immediate need for ongoing research concerning the strategies identified to educate the ELL population within ELA. This profound implication for research is simply identified because of ELL students' immense growth within U.S. classrooms. The National Center for Education Statistics (2020) stated, “ELLs were higher in fall 2017 (10.1 percent or 5.0 million students) than fall 2000 (8.1 percent, or 3.8 million students” (para. 1). Nationally, English Language Learners are the fastest-growing student subgroup within K-12 classrooms

(Breiseth, 2015; Jimenez-Castellanos & Garcia 2017); the ELL growth has increased by 60% in the last decade (Grantmakers for Education, 2013).

This expansive growth requires ongoing and extensive research so that the educational system can continually innovate and accommodate this sizable subgroup of students. By the year 2030, students whose first language is not English will make up an estimated 40% of the school-aged population (Thomas & Collier, 2001). Due to the ELL subgroup's phenomenal growth, educators' requirements will have to continually adapt to enable students to learn content using strategies that support ELL students. Understanding how teachers are experiencing this growth in America's classrooms is of the utmost importance to current research. The impact of this growth is being experienced in the southern regions and at FES; therefore, this research has added real-time teacher insight.

America's classrooms and students are in a paradigm shift with a major increase with a variety of linguistic, ethnic, and cultural changes. In particular, the Latino student population is growing, and concurrently the number of Latino English language learners (ELLs) is expanding (Kena et al., 2016; NCTE, 2020). This trend is indicative of the population growth and language of students at FES. The increase in student growth related to ELL students is demanding for America's schools' system and teachers. The impact this high population of culturally diverse students is having on elementary schools is onerous for teachers.

The following is an indication of the growth among ELL students within the southern region:

> The ELL population has historically been prominent in gateway states like Arizona, California, Florida, Illinois, New York, and Texas. However, the new gateways for ELLs

are in the Midwest and Southern regions, and the growth rates range from 300-700 percent. (Breiseth, 2015; Brown & Endo, 2017)

This research was a direct result of the increased ELL population that is evident at FES and ELL students within this southern region. For instance, Brown and Endo (2017) provided the following data: “South Carolina's ELL populations have significantly increased over 700 percent since 1994-1995, and states such as Alabama, Georgia, Kentucky, Nebraska, North Carolina, and Tennessee have seen 300 percent or more increase in ELL population over the past several decades” (p. 372). This development is a local issue within the presiding southern region school systems serving as the gateways for immigrants and directly correlates to FES's demographics. As it directly relates to this research, the predominant language is Spanish, but this research encompasses the entire ELL population at FES.

The data are clear that the national educational system has taken full notice of the ELL population's growth. This influx of ELL learners has challenged the system to create pathways to learning for the ELL student. The shift dynamics have resulted in teachers' need to have effective instruction for ELL students that meet the challenge with a successful solution. As teachers continue to teach to the ELL population, the timing is critical to know the grade currently being given to them based on their performance.

Performance of ELLs

Since the educational school systems have the data to understand ELL students are the fastest-growing population in schools, additional data must be reviewed to determine how ELLs' population is progressing. According to the National Center for Education Statistics (2019), ELL students are defined as “individuals who have sufficient difficulty speaking, reading, writing, or understanding the English language to be unable to learn successfully in classrooms or to

participate fully in the larger U.S. society" (para. 1). Classified ELL students have the propensity to struggle with the basic forms of English communication. Despite the communication barriers, teachers are still tasked with educating every ELL student using explicit teaching strategies and accommodations while maintaining high expectations for all.

E Language Learners' low performance compared to non-ELLS on assessments is not surprising simply because the assessments are written in English, and English is their identified area of growth (Goldenberg, 2010; Mo & Troia, 2016). Based on the national data, the performance of ELL students is lagging and below performance standards in ELA (Indicator 8: English Language Learners in Public Schools, 2019; Results from the 2019 Mathematics and Reading Assessments, 2020). Continually, the researchers find too many ELLs do not achieve the level of their non-ELL counterparts over time. This ongoing lag in progress for ELL students is discouraging for local states and the nation's school systems. In 2015 and 2017, the NAEP indicates fourth grade ELL students reading scores had an average 37 points lower than non-ELLs. The 2019 National Assessment of Educational Progress indicated that fourth grade ELL students reading scores had an average 33 points lower than Non-ELLs (NAEP, 2019). Comparably with 2015 and 2019, the NAEP indicated eighth grade ELL students reading scores had an average that was 45 points lower than Non-ELLs (NAEP, 2019). The 2017 NAEP indicated eighth-grade ELL students reading scores had an average of 43 points lower than Non-ELLs (NAEP, 2019). When ELL elementary students fail to make minimal or no progress within ELA, their lack of achievement within ELA widens as students' progress within their educational careers resulting in limited language proficiency (NAEP, 2019). As a related trend, ELL with limited language proficiency has a higher level of school dropouts (McFarland et al., 2019).

Additionally, within the southern region, the outcomes are the same; they are below the performance standard (Lumbrears & Rupley, 2017; NAEP, 2019). This narrative of low or minimal success rates for ELL students is repeated within the southern regional schools and nationally. When considering the progress of students K-12, it is critical to monitor the evidence that the downward trend of unsuccessful ELL students can have on the US's future society (NCES, 2019). Vega (2016) concluded, “Hispanics made up just 8.8 percent of the total U.S. population, yet 30 percent of all those dropped out of high school” (para. 3). Research indicated, holistically, students with English as their second language and from various cultures have a higher likelihood of becoming academically low achievers and even dropping out (Fu, 2004; Kim et al., 2015). These facts indicate a significantly growing portion of American society can lack a graduated high schooler's basic educational academics.

This research has acknowledged the population of ELL students is remarkably heterogeneous, adding to the likelihood of a teacher's ineffectiveness. Furthermore, there are various learning styles among the ELL population, adding to the challenges present within ELA instruction. According to Lankin and Young (2013), “ELL students vary along with several dimensions including current English proficiency, native language and country of origin, native language literacy when entering U.S. schools, and the amount of formal education in home countries before entering U.S. schools” (p. 12). As mandated by the law, ELL students’ educators must teach with the current curriculum while enhancing the ELLs' reading, writing, and speaking skills (National Clearinghouse for English Language Acquisition, 2018; NCTE, 2020). These unique dynamics make the process of choosing and implementing an appropriate ELA strategy for ELL students an intricate juggling process for teachers.

Based on the data, there is an urgent need to find the most effective ELA strategies for effectively teaching this sizably growing student population. Specifically, there is an urgency to find the most effective ELA strategies for serving this predominately ELL population of students at FES. The insight into the typical ELA block for a teacher educating predominantly ELL students' using varied strategies within FES needed further investigation.

The challenge then is for states, districts, and educators to develop the "capacity and expertise" to teach and deal with this infusion of ELL students (NCTE, 2020; Schachter, 2013). Having the skills to teach ELLs adequately will influence the teachers' effect on ELL students during ELA. Researchers and teachers need to be aware of unanswered questions regarding the best practices to teach ELL students in order to pursue answers through research. Heikonen et al., (2017) suggested, "that using multiple, profound and flexible classroom strategies leads to empowering professional experiences in the classroom" (p. 534).

The relationship between student achievement and a teacher's ability to leverage pedagogy is linked because all too often, a student's achievement is based upon the academic skills the teacher can demonstrate through instruction (Babinski et al., 2017; NCTE, 2020). Through this study, the processes of choosing and implementing strategies have been observed to meet the educational needs of ELLs.

Assessments of ELLs

English Language Learner students must take the Assessing Comprehension and Communication in English State-to-State (ACCESS) diagnostic assessment, which evaluates and monitors their English language proficiency within four domains: Speaking, listening, reading, and writing (NCTE, 2020). Additionally, this proficiency test assesses the generic and academic English competency with the four domains and content knowledge within language arts, math,

science, and social studies (WIDA, 2020). This assessment requirement is mandated in the United States (Murley, 2017; NCTE, 2020) and administered to more than two million English Language Learners (ELLs) in K-12 classrooms (2018 Annual Report, n.d.). One of the performance-based criteria exams developed by the World-Class Instructional Design and Assessment Consortium (WIDA; 2020). The WIDA was developed in 2003 through the US Department of Education Enhanced Assessment Grant (WIDA, 2020).

Within this research, the ACCESS assessment is administered to students to access their English achievements throughout an academic school year (WIDA, 2020). The ACCESS assessment was created through the World-Class Instructional Design organization to develop a standardized assessment system that could monitor ELL students' continued learning. That aligns with the legal requirements for accountability with the NCLB requirements (WIDA, 2020). The ACCESS assessment identifies five main purposes for the validation of its assessment. The annual test assesses and determines the English language proficiency level of bilingual students. The assessment scores provide local districts with information to determine their schools' ESOL program's effectiveness. Educators can use the information provided from the assessment to enhance the instruction for ELLs. Overall, the assessment provides relevant data for meeting federal and state requirements with respect to student assessments (WIDA, 2020). The ACCESS assessment and its data give educators nationally comparable ELLs characteristics in certain domains among varying school districts and states (WIDA, 2020).

English Language Arts Data

These data from Fisherton Elementary School for the 2018 and 2019 school years have been re-normed under Every Student Succeed Act (ESSA); the prior assessments cannot be considered as they were developed under the NCLB requirements (Riverdale School District,

2019). In 2018, FES target scores and evaluation of the states were changed to align with ESSA requirements. In 2018, the target score for mastering ELA content for ELL at FES was 43.74%. The ELL students scored 51.11%, a 16.85% increase above the target. The ELA data indicate that 72.24% of ELL students at FES performed below the target score for mastering ELA content; of those ELL students, 31.19% of students are beginning learners, 41.05% of students are developing learners. The data further indicate 27.76% of ELL students performed at or above the target score for mastering ELA content; of those ELL students, 22.13% are proficient learners and 5.63% are distinguished learners (Fisherton Elementary School, 2018).

In a review of the 2019 data of Fisherton Elementary School, the ELL students scored 50.76% in ELA content. The ELL students did not make progress within ELA and did not meet the target score of 52.85% by 4.12%. The ELA data indicate 71.01% of ELL students at FES performed below the target score for mastering ELA content; of those ELL students, 33.48% of students are beginning learners, 37.53% of students are developing learners. The data further indicate 29% of ELL students performed at or above the target score for mastering ELA content; of those ELL students, 23.03% are proficient learners, and 5.97% are distinguished learners (Fisherton Elementary School, 2019).

In reviewing the data from 2018 to 2019, FES had an overall decrease in their ELA progress. The Riverdale School district determined their progress by how much growth students demonstrated in ELA. In 2019 FES had a 5.92% decrease in progression within ELA from the previous year. The ELL students decreased in target score from 51.11% in 2018 to 50.76% in 2019 a decrease of 0.7%. Fisherton Elementary School failed to meet its target in 2019 and subsequently did not close the ELL subgroup gap in ELA. Closing the gap is the expectation that

all students within subgroups will improve academic achievements (Fisherton Elementary School, 2019; Riverdale School District, 2019).

Practical Content-Based Strategies Within Science and Implemented for ELLs

Prior research with ELL students in science indicates several uses of academic strategies to facilitate language scaffolds for ELLs. Research gives insight into building strategic interventions for ELL students to advance with their science experiences. In 2018, research was conducted on the science-infused literacy intervention strategies for ELLs (Irby et al., 2019). A first-grade initiative, *Let's Talk Science,* was adopted to support ELLs' learning with a science curriculum (Irby et al., 2019). Within this randomized controlled qualitative study, teachers were invited to evaluate the strategies used to enhance the learning for ELL students. Irby et al. (2019) found the intervention related to science-infused literary resulted in positive outcomes for students and teachers. The strategies that contributed to the students' success when adopting this initiative included effective questioning strategies, visuals, and hands-on activities. The researchers contended effective instructional strategies are a consideration for science and advancing ELL progress. Additionally, the research supported lowering students' affective filter with effective curriculum and teaching strategies plays an essential role in supporting ELLs (Irby et al., 2019).

In 2015, Eslami conducted a study on ELLs in science. The lack of proficiency on the National Assessment of Educational Progress in science determined young ELLs' underachievement in science was a crisis (Wright et al., 2015). *Picture Perfect,* the incorporation of pictures, graphs, and charts, were key visual strategies used to enhance ELLs' learning. The researchers found ELL students' most effective visuals paired with readings, provided positive outcomes for advancing ELLs within science while incorporating pictures. Additional supports

with visuals should include visual dictionaries as a strategy for aided support. The researchers recommended science educators ensure they make small adjustments to their instruction to add content in an appropriate cognitive manner so that ELLs are not overwhelmed with the science instruction (Wright et al., 2015).

Practical Content-Based Strategies Within Social Studies and Implemented for ELLs

Action research was conducted in 2016 at Highline Public School with elementary teachers serving ELL students. Highline Public School utilized Project Guided Language Acquisition Design (GLAD) to integrate literacy comprehension with social studies content. Project GLAD is classified as an effective instructional model for teaching English language development (ELD) and literacy; it incorporates various strategies to supplement students' learning of content (Hoff, 2016; Mozingo, 2017). This research utilized Project GLAD along with Sheltered Instruction Observation Protocol (SIOP) to incorporate effective strategies to instruct literacy units and themes for ELL students. Sheltered Instruction Observation Protocol is a research-based model used to address ELLs' academic needs (Learn About SIOP, 2018). A paired curriculum approach design was used to enhance social studies instruction with supportive literacy academics. The researchers found ongoing strategy review, professional development, and supportive collaborators aid in implementing these intervention programs' implementation and success. Furthermore, classroom teachers need support and modeling to effectively implement strategic resources, including charts, thematic texts, literacy awards, picture file cards, and assessments (Hoff, 2016). This research encourages other schools and teachers to address their achievement gaps with interventions that support ELLs.

The National Council for Social Studies (2008) studied ESOL strategies for all elementary classrooms and found engaging ELL learners are critical to facilitation. English

Language Learner educators can engage in social studies by using a globe, picture books, music, gestures, and expressive voice—these are alternative ways of communicating to speaking, listening, and reading in English (Cruz & Thornton, 2008). Additionally, the research provided multiple teaching strategies that aided in learning based on the ELL's language development stage and discussed the stages of language development, paired with appropriate instructional strategies and tools to aid ELLs. Some of those strategies include graphics, maps, photographs, word walls, picture books, dioramas, kinesthetic learning, cooperative learning, role-playing, "What I know," "What I want to know," "What I learned," learning chart (KWL), realia, graphic organizers, and reader's theater (Cruz & Thornton, 2008). English Language Learner educators' final recommendation is to orient social studies instruction to facilitate learning for the ELL.

Practical Content-Based Strategies Within Language Arts and Implemented for ELLs

In 2017, Greenfader and Brouillete wrote *The Arts, the Common Core, and English Language Development in the Primary Grades.* This research examined some of the instructional strategies used to promote language development for ELLs. This research study focused solely on arts-based strategies while including creative drama and dance. During the two-year study, elementary arts and literacy teachers were given ongoing professional development (Greenfader & Brouillette, 2017). The training consisted of movement, gestures, and expressions to promote English verbal interactions. The researchers concluded using the arts-based strategies that included creative drama and dance provided supports that aided ELLs with oral language development (Greenfader & Brouillette, 2017).

Another study was conducted in 2018 by Glazer et al. (2017) and included a pilot program with teacher candidates in elementary schools in New York. These teacher candidates were tasked with creating and implementing bilingual books for students to support second

language learning. These texts were written in conjunction with various translanguaging strategies to support ELLs while they learn English. These texts were aligned to the Common Core Curriculum and produced so students could have books to take home and practice skills. The researchers concluded teacher candidates identified that providing supportive materials to bilingual students aided in their success, background knowledge, and participation in their learning (Glazer et al., 2017).

Evaluating Practices for ELL teachers

In 2019, by Hong et al. conducted a qualitative case study on three veteran elementary teachers. Semi-structured interviews were administered to capture the personal and professional reflections and actions ELA teachers made with ELLs. This research honored and examined the reflective narratives of the ELL teachers involved in the study. Researchers found a need for increasing experiences and interactions within the Culturally Linguistically Diverse (CLD) community (Hong et al., 2019). Also, they found their effectiveness could be categorized within four domains: a) Knowledge of ELL students' ethnolinguistic background, b) teacher's pedagogical approach, c) their involvement with the ELLs family/community, and d) collaborative support from student teachers, ESL teachers, and interpreters (Hong et al., 2019). The researchers concluded ELL teachers were willing to engage personally and professionally with ESL teachers and facilitate ELLs' competency, allowing them to become more effective.

Researched Based High Yield ELL Strategies

Due to the demands of what an ELL educator must accomplish during an ELA lesson, they understand an effective ELA lesson must encompass speaking, reading, and writing during a lesson (NCTE, 2020). English Language Learner educators understand their students should be taught at the highest level with a scaffolded balanced, rigorous curriculum that supports each

ELL student (Johnson, 2019; Murphy & Torff, 2018). Additionally, ELL educators must determine the most effective ELL strategy to implement during the ELA lesson. Furthermore, within the complexities, ESOL Instructional Strategies Matrix identified 83 strategies for educating ELLs (ESOL Instructional Strategies Matrix, 2006). Of those strategies, 30 are identified as being aligned with Marzano's (2006) researched-based high-yielding strategies for students (ESOL Instructional Strategies Matrix, 2006).

This research has included all of Marzano's researched-based high yielding instructional strategies. Some of those strategies will include identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, questions, cues, and advance organizers (Marzano, 2001, 2006, 2009). Aligned with Marzano's high-yielding strategies will be integrating Strategies Specially Designed Academic Instruction in English (SDAIE) & GO TO Strategies; these organizations support ESOL learners' development. The use of research-based instructional strategies is essential for teaching ELL students (Luwingu & Audo, 2019). The most effective strategies have been researched and certified by the clinical experts within the field and utilized within this research. (Cline & Necochea, 2003).

The Strategies Specially Designed Academic Instruction in English (SDAIE) is a theory-based instructional model designed to support ELL students' needs. SDAIE indicates multiple effective strategies available when teaching ELL students (Cline & Necochea, 2003). Strategies Specially Designed Academic Instruction in English is one of the leading instructional models of strategies that help English Language Learners grasp content while learning English (Echevarria et al., 2013; Professional Learning Board, 2020). Strategies Specially Designed Academic

Instruction in English uses six practices to help teachers facilitate appropriate strategies for teaching ELL (Professional Learning Board, 2020). To encompass the most effective strategies, it must be ensured they are the best practices for FES.

As it relates to Riverdale school district (RSD) and FES, the ESOL department subscribes to Teaching English as a Second Language (TESOL) for guidance with its ELL students (Fisherton Elementary School, 2018; Riverdale School District, 2018). As defined by TESOL International Association (n.d.), "TESOL is an independent professional organization established in 1966" (para. 1). This organization was developed out of concern for the lack of a professional organization that encompassed educator professionals at all levels concerned about ESOL (TESOL International Association, n.d.). Teaching English as a Second Language was derived from five organizations, "The Center for Applied Linguistics (CAL), The Modern Language Association of America, The National Association of Foreign Student Affairs, The National Council of Teachers of English and The Speech Association of America" (TESOL International Association, n.d.). Additionally, TESOL uses six principles for teachers to use to display exemplary teaching practices today. Those principles are:

- Principle 1. Know Your Learners;
- Principle 2. Create Conditions for Language Learning;
- Principle 3. Design High-Quality Lessons for Language Development;
- Principle 4. Adapt Lesson Delivery as Needed;
- Principle 5. Monitor and Assess Student Language Development; and
- Principle 6. Engage and Collaborate within a Community of Practice. (AE.gov, 2019; TESOL International Association, n.d.)

The RSD recommends the six guiding principles within TESOL and the GO TO Strategies confirmed through Project EXCELL (Exceptional Collaboration for English Language Learning) are the fundamental teaching principles and strategies used within each classroom (Riverdale School District, 2018). Levine et al. (2013) defined Project EXCELL as, "a partnership between the University of Missouri-Kansas City and North Kansas City Schools with funded from the 2007 National Development Grant from the Office of English Language Acquisition (OELA) of the U.S. Department of Education" (p. 2). The GO TO strategies defined 19 scaffolded teaching strategies that promote literacy through the comprehension of oral and written language for ELL (Levine et al., 2013). Determining the most effective ELA strategies is important to enhance teachers' and students' teaching and learning practices at FES. To further the research, an understanding of the gap in the literature was a lack of knowledge within how the choosing, implementation, and evaluation of those research-based high-yield strategies are presented to students through ELL educators. Therefore, this research has documented the strategic processes of the research-based high-yield strategies chosen, implemented, and evaluated within FES.

Specially Designed Academic Instruction in English Strategies

Specially Designed Academic Instruction in English seeks to help teachers with strategies that help differentiate instruction to students that suit ELL students' needs (Professional Learning Board, 2020). Genzuk (2010) stated, "SDAIE emphasizes developing knowledge in content areas and learning English language is a desired by-product" (p. 2). Using SDAIE strategies, students should be able to learn under the curriculum and further ELL goals towards English language skills. (Peregoy & Boyle, 2017). Below is a synthesis of six SDAIE suggested strategies for

choosing and implementing SDAIE for ELLs within the classroom. While implementing SDAIE strategies, teachers are encouraged by SDAIE not to “water down” content (Pang, 2016).

- Analyze material from an ELL's perspective, be aware culturally and linguistically: Professional Learning Board (2020) stated, “teachers using this strategy should analyze material from the point of view of students with limited English proficiency” (para. 4). This strategy can empower the teacher in their ability to understand each ELL student's culture and language. Teachers who are knowledgeable of each student's current cultures can academically connect literature, pictures, and entertainment activities related to the ELL's culture. This strategy can broaden the teacher’s perspective with empathy towards teaching their ELL students. Teachers can then leverage culturally common differences and similarities by gaining insight from the students through questioning techniques. Teachers can use the student’s language to help make content connections and embrace their first language while acquiring English. Additionally, teachers can add gestures or body movements along with paraphrasing to broaden ELLs understanding through language. Teachers should not force language development but foster language, knowing that it will emerge (Rodriguez-Arroyo & Vaughns, 2015).
- Activate student’s background knowledge; they are not blank slates: While teachers are engaging in this strategy, they can rouse a student's prior knowledge. English Language Learner educators can begin with realistic experiences, which provide tangible background knowledge for students. Background knowledge is instrumental in a teacher’s capacity to build upon an ELL’s base for prior knowledge. A teacher’s understanding of the student’s prior knowledge allows them to connect current ideas

and concepts taught. Facilitating opportunities to point out similarities and differences within the learning can leverage a student's background knowledge. Additionally, supporting the ELL's first language and culture while building upon new concepts is a way to openly invite their knowledge of language and culture into the classroom. This strategy adds value to a student's learning experiences and creates an inclusive classroom environment. Teachers can encourage ELL students to bring in items such as artifacts, pictures, games, and literature that can support the content being taught in the classroom (Chen, 2008).

- Instruct through demonstration, do not forget to engage the senses: This strategy encourages teachers to teach demonstratively. Professional Learning Board encourages teachers to "present materials and lessons orally as well as increasing the use of visuals, graphic organizers, manipulatives and hands-on-learning experiences" (para.4). Teachers are encouraged to add pictures, maps, charts, timelines, and diagrams while maintaining a simple language. These pictures can be varied but fully aligned to the idea or concept. In the learning cycle engage phase, teachers can demonstrate a concept; introduce an object to look at, think about, discuss; or stimulate a class discussion on an issue (Akuma & Callaghan, 2018). Teachers can enhance the lesson through the senses, not simply through added visuals but through touching, listening, smelling, and tasting when appropriate. A sensory experience can encourage students to learn English vocabulary (Kansizoglu, 2017; Miller, 2016; Pacheco et al., 2017; Pang, 2016).
- Keep it simple: Teachers using this strategy should be simplifying the English language they use while instructing. This strategy is essential for ELLs. While

communicating, teachers should limit idioms, jargon, and complex sentence structures (Professional Learning Board, 2020).

- Organize the right linguistical group: This strategy reinforces learning the language, content, and curriculum (Professional Learning Board, 2020). Teachers can promote language development by promoting vocabulary embedded in the content through reading, writing, listening, and speaking. Teachers can further support language development by providing opportunities to read, write, listen, and speak about the content. Providing sentence stems promotes reluctant speakers and writers to participate with the curriculum through structured supports. Additionally, this strategy can be further enhanced when teachers develop and organize appropriate student groups. Teachers can foster language development through peer interaction and collaboration. Teachers should give students tasks and activities that require interaction and foster language development. Teachers overall can maintain their classroom in a way that supports the development of students through ongoing cooperative learning through groups (Case, 2015; Pacheco et al., 2017).
- Assess and monitor: Teachers using this strategy can regularly determine ELL students' progress using formative and summative assessments (Professional Learning Board, 2020). The data from both formative and summative instructional assessment tasks provide teachers with valuable student information. Assessment data then allows the teacher to give feedback and make needed instructional adjustments that are timely, specific, and constructive (Cizek, 2010; Ruiz-Primo & Furtak, 2007). When assessing and monitoring, teachers should remain patient and provide wait time. Provided wait time is imperative, so the ELL student has time to process, think,

and respond to questions orally. While using this strategy, teachers should be sensitive not to correct the errors of grammar for ELLs. Some ELLs through wait time may want to express their responses to learning in various ways. Indeed, ELLs may want to demonstrate their comprehension of content by drawing pictures, body motions, and manipulated objects or simply pointing. The same strategical accommodation of applying wait time, extended speaking response time, or extended testing time can be given on assessments (WIDA, 2020). This accommodation or others can be documented in the ELL's WIDA accommodations if appropriate (Hoover et al., 2015; WIDA, 2020).

GO TO Strategies

These 19 researched strategies developed by Project EXCELL and a team of professionals are the strategies FES identifies as a reputable resource for ELL educators. Below is a synthesis of the 19 suggested teaching strategies for ELL educators to choose and implement to enhance ELLs' learning.

- Let's talk: The use of the collaborative dialogue strategy fosters collaborative dialogue, communication, and comprehension. This strategy supports ELLs English language development and is utilized to integrate academic language into one-to-one conversations or small groups. This strategy promotes academic vocabulary and encourages students' continual responses through prompting (Wilson et al., 2016).
- Check me out: This strategy is purposefully seeking to check the comprehension of ELLs. This strategy encourages the teacher to leverage an ELL's understanding. Teachers, through comprehension checks, can determine the level of content and language depth of comprehension among ELLs. This strategy can be checked in

various ways, including hand signals, whiteboard responses, short journal responses, and layered questions seeking depth of knowledge (DOK; Chen, 2008).

- **Put language in context:** Teachers using the strategy of contextualizing language are meant to increase the level of comprehension within oral communication. When implementing this strategy, the teacher can increase visuals, gestures, and emphasize body language and facial expressions. Additionally, the use of real-world objects, maps, globes, visual media, timelines, and manipulatives can increase this strategy's effectiveness (Gunning, 2020; Vacca et al., 2012).
- Simplify what I'm learning: The use of a graphic organizer as a strategy tool is meant to promote the comprehension of communication orally or through writings. A teacher's use of a graphic organizer can be applied through Venn diagrams, concept maps, double-bubble maps, or timelines. This strategy simplifies and structures language. Also, in the teaching of texts, to present the information systematically, graphic organizers should be used, and clue words frequently used in the structure of each text should be introduced (Gunning, 2020; Kansizoglu, 2017; Miller, 2016; Vacca et al., 2012).
- What I already *know*. What I *want* to know. What will I *learn*?: The K-W-L strategy will use this strategy to activate students' previous knowledge while anticipating future knowledge and then summarize and reflect upon what has been learned. The K-W-L chart promotes questioning and inquiry skills. Teachers can use this method through chart paper collaboratively or by providing individual papers for ELLs. This tool can be referenced throughout the learning unit (Greenwood, 2018; Levine et al., 2013).

- Put a frame around it: Implementing the strategy of using key sentence frames will encourage academic language within a structured format. Teachers can select or develop sentence frames that are appropriate to the learning unit. This strategy can also provide visuals for ELL students. This strategy promotes oral and or written language and promotes academic discourse (Biernat & Riley, 2019; Wilson et al., 2016).
- Show me how: Modeling academic language teaches academic language/vocabulary with a concrete structure and within context. This strategy, when modeled, can combine the content with the unit's essential vocabulary. This strategy also promotes written target language and vocabulary with visual aids. The teacher can point to the written words spoken (Sulak & Günes, 2017).
- You say it, I'll say it: Using the strategy of patterned oral language will promote the comprehension of oral language. The teacher uses simple, consistent language patterns and chunks of language while giving directions and engaging in daily routines and procedures. *Teacher may introduce a read-aloud title with…Today we are going to read* _____ (Levin et al., 2013). After the patterned title is stated, the teacher can then point to the title and ask the ELL student to accompany the teacher's voice and read the title together.
- Put on a show: Assisting ELLs with developing oral language related to literature and or related content, topics, or units. The teacher can aid in the creative art of assisting ELLs in writing a script related to literature or another content, topic, or unit. The teacher assigns roles for the reenactment. The teacher provides opportunities for ELL's to rehearse the script, use props, develop appropriate gestures and costumes to

foster the comprehension of the language (Enriquez, & Wager, 2018; Flynn, 2007; Uribe, 2018).

- Get the rubrics ready: To raise ELL's student achievement levels through communicating the criteria for formative and summative assessments (Levine et al., 2013). The teacher can prepare a columned rubric before beginning the content, unit, lesson, or project. Each column indicates and describes the various performance level descriptors. The teacher provides models and or exemplars of the finished content, unit, lesson, or project-based on each performance leveled descriptor. The teacher indicates the specific criteria used to evaluate the ELL's work within each column. The rubric is shared and thoroughly explained with the ELL prior to the assignment being graded (De Silva, n.d.).
- Say it with a signal; I'll read the sign: This strategy allows the teacher to check for an ELL's comprehension level through non-verbal communication. This strategy allows for ELLs to indicate their response to a question asked by the teacher silently. Students can use any signal requested by the teacher, "(such as a thumbs up/thumbs down, hands up/hands down, card responses, whiteboard responses, digital responses)" (Levine et al., 2013, p. 43).
- Talk to me, teacher talk time: This strategy is used so a teacher can increase the comprehension of oral language with an ELL student. The teacher can use gestures, repetition, modeling, patterned language, and sentence frames to support oral language comprehension (Pacheco et al., 2017; Zhang et al., 2016).
- Get moving; say it with your body: Total Physical Response (TPR) strategy is trying to increase ELLs comprehension of oral language (Levine et al., 2013). The teacher

uses kinesthetics to foster learning. The teacher gives a verbal command accompanied by an action to the ELL student. The teacher also models the appropriate kinesthetic response to accompany that vocabulary term, word, or phrase. Systematically, the teacher will give the oral command without the modeled movement, and students would have learned how to respond orally and kinesthetically. Teachers can formatively check that students can respond to TPR's appropriately (Shi, 2018).

- Get me in there. Where do I go?: Varied grouping formats increase the frequency of oral language. The teacher strategically places students into a variety of different grouping patterns. The groups are linguistically formulated based on the targeted learning task. The teacher can create coupled pairs, small groups, whole-class instruction, or cooperative learning groups (Case, 2015; Pacheco et al., 2017; Zhang et al., 2016).
- Showtime: Teachers using the strategy of varied presentations are pairing the content while fostering language development. The teacher can use a variety of choices to present content to ELLs. The teacher decides on an appropriate format by considering the nature of each student's content and language proficiency. The teacher can consider the following formats for delivery: direct instruction, role play, technology/digital enhancements, group work, cooperative learning, project-based learning, and inquiry-based learning (Anonymous, 2016; Levine et al., 2013).
- Dig deeper. Find the depth of knowledge (DOK): Varied questioning formats prompt the teacher to match the level of questioning according to the student's proficiency level within their language development (Olvera & Walkup, 2010; Zhang et al., 2016). The teacher can use a variety of questions depending upon the student's

language proficiency. The teacher can level questions beginning with DOK level 1 WH questions requiring one word or simple responses. Teachers can lead to DOK level 2 questions requiring more knowledge and reasoning. Teachers can then scaffold questions and activities into DOK levels 3 and 4, requiring open-ended responses, investigation, and wait time (Olvera & Walkup, 2010; Zhang et al., 2016).

- Put it in order, sequence the timeline: The video observation guide strategy activates prior knowledge while increasing comprehension (Levine et al., 2013). Prior to the video or lesson, the teacher prepares an outline of the video's chronological progress or topic shown in the classroom. Additionally, before the video or topic, the teacher has prepared a series of intricately woven questions to activate students' prior knowledge of the video or topic (Johnson, 2019; Levine et al., 2013).
- Wait on me, don't rush: The wait time strategy promotes and increases the quantity and quality of an ELL's response (Levine et al., 2013). Within this strategy, the teacher asks a thinking question to the entire class. The teacher then waits five to seven seconds before calling upon an ELL's response. The teacher further acknowledges the response without evaluating the response (Johnson, 2019; Levine et al., 2013; Rowe, 1986).
- Wait on me, don't rush, and hold the silence: Teachers using this strategy will further increase the quantity and quality of an ELL's response. Within this strategy, the teacher asks a thinking question to the entire class. The teacher then waits five to seven seconds before calling upon an ELL's response. The teacher then waits an additional five to seven seconds without comment. Finally, the teacher calls on another student to respond (Johnson, 2019; Levine et al., 2013; Rowe, 1986).

For this research, the combination of Marzano's high-yielding strategies aligned with SDAIE and GO TO Strategies has encompassed 25 teaching strategies for FES. The complex process that an ELL teacher must choose and implement lies within the repertoire of high yielding researched-based teaching strategies for ELL students. This research acknowledged numerous other strategies could have potentially been used with ELL students. Yet, it is generally agreed that K-12 mainstream teachers with ELLs in their classrooms need knowledge and skills to effectively teach ELLs using differentiated strategies appropriate for each ELL (Li, 2015; Menken & Look, 2000). The interpretation of successful instruction by teachers should be more than memorizations or strategies that promote automaticity. Therefore, the 25 high-yielding strategies focused on strategies that promoted ELL students' optimal FES outcomes. Understanding and appreciating the ELL student is vital to their success (Lumbrears & Rupley, 2017). A fundamental element of understanding and appreciating an ELL student is fostering student conversations as a strategic strategy.

Various ways of scaffolding strategies include fostering academic conversation with and among ELL students. It is often necessary to insist students partake in conversation despite being apprehensive (Goldsmith, 2013). Fostering conversation reinforces SDAIE and GO TO Strategies' focus on effectual strategies for teaching ELL students. This component of fostering conversation as a teaching strategy was documented within the 25 high yielding strategies for ELL teachers at FES.

While educators continue to educate at FES, the challenge of educating the ELL student continues to pose ongoing problematic concerns. These concerns cannot be resolved by relying on an ELL's prior or background knowledge. Additionally, well-written lesson plans indicating differentiated learning for ELLs within a whole or small group cannot remedy the concern.

Gregory (2013) described differentiation as "a philosophy that enables teachers to plan strategically to reach the needs of the diverse learners in classrooms today" (p. 31). Likewise, Doubet et al. (2018) stated differentiation is “Tailoring instruction in response to patterns in student needs” (p. 2). Parsons et al. (2013) stated, “Lawrence Brown conceptualized differentiated instruction as a multilevel lesson planning system" (p. 39). As teachers utilized their lesson plans at FES and prepared for whole or small group differentiated instruction for ELL, using the 25 high-yielding strategies during ELA was observed within the differentiated process.

The need for something sophisticatedly intricate was crucial for the growth of ELLs within ELA at FES. Further research was needed to capture the insight of an FES teacher’s decision-making process for choosing, implementing, and evaluating the 25 high-yielding strategies for ELLs at FES. With such a broad base of strategies, many agree the best strategies are ones that effectively educate specific students at individual schools (Li & Edwards, 2010).

Implemented Strategies: Observing the Strategies in Action

Elementary school teachers serve as the foundation of literacy development for students (Barr et al., 2015). The implementation process of ELA strategies must be cohesive and explicitly modeled for ELLs. The connection between the strategies and explicitly modeled implementation of those strategies is critical to observe at FES. Ardasheva and Tretter (2012) suggested “explicit strategy instruction may enhance English-speaking and English-learning students' academic outcomes in content areas (e.g., science, mathematics)” (p. 554). The literacy development of ELL students at FES is of ongoing concern. English Language Learner teachers have identified they often lack the necessary skills and knowledge to effectively instruct ELLs during ELA (Barr et al., 2015). Identifying this admission correlates to the lack of academic

student growth at FES within ELA (Fisherton Elementary School, 2019). This study has gathered qualitative data by observing teachers as they chose and implemented numerous ELL teaching strategies. Therefore, the practical instructional strategies evident within the classrooms were observed at FES. Some of the actionable and observable strategies identified during the implementation resulted in 25 high-yielding strategies.

Evaluating Strategies by Capturing Reflection

After a lesson has been taught to ELL students using strategies through teacher implementation, it is necessary within this research to allow teachers an opportunity to reflect upon the effectiveness of their strategy choice through evaluation (Cambridge Assessment International Education, 2020; Mathew et al., 2017). Teachers who have the opportunity to reflect upon their professional practice engage in a process that can positively affect their professional growth (Johnson, 2015). Schon (1988) indicated that a "reflective practitioner is one who not only plans before taking action and looks back over events to consider alternative choices but also is capable of reconsidering a course of action midstream" (p. 138). Research supports the value of self-reflection and understands that when an educator participates in reflection, meaningful conclusions can be made that give insight into future best educational practices (Lupinsky et al., 2012, p. 81). Dewey's philosophy on reflective thought identifies that "reflective thought is active, persistent and a careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought" (p.6).

The reflective educational strategy choice and implementational instructional practices with ELL students at FES can no longer remain masked. Inviting and allowing a teacher the opportunity to reflect on the process of implementation with strategies with ELL students is not

necessarily an intuitive inclination (Johnson, 2009). Yet, the reflective practices of teachers at FES are essential to the progress of ELA at FES. The effective and ineffective strategies and practices along with the dialogical process of implementation that occurred through the ELL educator have been captured. The process validated the strategies and implementational practices to improve ELA at FES.

Currently, accountability is a vital component of growing ELL students. Lankin and Young (2013) reported, "Accountability regulations require that states track the proficiency of key subgroups of students, one of which is English-language learner (ELL) students" (p. 11). While balancing the state and national mandates, this research closely invited educators at FES to evaluate ELL teaching strategies' effectiveness. The final component of this research was to evaluate through FES educators the full scope of choosing, implementing, and evaluating teaching. The FES teachers had an opportunity to evaluate their strategy choice while engaging in a semi-structured interview with the researcher. This reflection opportunity was critical to the research in that it clarified the most effective strategies for teaching ELL students at FES during ELA. The interviews allowed the ELL educator to reflect upon their strategy choice and its impact on students at FES. The FES teacher expounded upon the strategy's positive and negative impacts and provide insight into understanding the best strategic choices for learners' FES learning community.

The Gap in the Literature

To mitigate the data decline of students at FES, this research identified ELL educators' practical experiences at FES as they chose, implemented, and evaluated strategies for ELA instruction. Those indicated strategies have been evaluated to understand the effects of the chosen strategies. O'Malley et al. (1985), for example, argued if learning is generated through

cognitive processing, then "strategies that promote the greatest amount of mental activity should result in the most learning" (p. 24). Contributors to education indicate the choice of teaching strategies is a vital component of fostering learning (Marzano, 2009). Yet, Barr et al., (2015) stated there is “insufficient research that has focused on strategies to improve the quality of literacy instruction for ELLs” (p. 62). Therefore, this research has followed the 25 high-yielding strategies ELL educators chose, implemented, and evaluated during ELA at FES.

It was evident from prior research that a case study involving 25 strategies, including SDAIE and GO TO strategies, was absent in the current educational literature. Previous research has been done within the main literary content areas studying strategies that support ELLs. Much of the identified strategies within the main literary content areas are studied in isolation or paired with similar likeness strategies. Missing from the literature was research that encompassed 25 strategies supported by SDAIE and GO TO strategies that are currently being promoted for ELL support at FES.

Also, the implementation of ELL educators’ chosen strategies can have a notable influence on an ELL’s academic performance. Some would argue giving students a storehouse of strategies will lead to students' optimal outcomes, indicating effective strategies leverage optimal learning pathways (Kaylani, 1996; Lan & Oxford, 2003; Magogwe & Oliver, 2007). The evaluation and reflection process needs to occur since limited research has examined the practicality of ELL's numerous teaching strategies (Daniel & Pray, 2017). Educational school systems have been trying to keep up with federal and local mandates. The issue remains that the ELL population's growth outweighs the number of certified staff members in the field of ELL services (NAEP, 2019). According to Kennedy (2016), “PD is required by virtually every teaching contract in the country, and teachers participate in PD every year” (p. 945). The

utilization of those PD hours related to ELL students' ELA instruction within this research closely examined the process an ELL educator uses while choosing and implementing strategies during ELA. It is generally agreed that teachers have the basic knowledge and skills to serve ELLs, such as the working knowledge and understanding of linguistic development, cultural diversity, and certain teaching strategies (Barr et al., 2015). With such continual professional development, the research is still unclear about how teaching strategies are being chosen and implemented within ELA.

Researchers argue there is a gap in the literature related to the ELL teaching strategies and the ELL student, and further research is needed to maintain relevance for the ELL student (Bailey & Carroll 2015; DeLozier, 2014; Greene, 2019). Research has found many strategies exist to support ELLs during ELA, but the findings are inconclusive. While there are multiple strategies provided, minimal research has examined the efficacy of a collection of numerous high-yielding strategies during ELA. Previous research encompassing 25 high-yielding strategies from SDAIE and GO TO Strategies was missing entirely within the literature. Previous research was also limited and focused on multiple content areas, meanwhile limiting findings concentrated on ELA. Additionally, there were no formal case studies conducted at FES determining an ELL educator's process of choosing, implementing, and evaluating strategies. The district's ELL curriculum recommendation is to utilize resources from SDAIE and GO TO Strategies while maintaining a high-level of rigor while teaching ELLs.

Therefore, it was imperative to gather findings on the effectiveness of the GO TO Strategies at FES. As the ELL population at FES continues to grow steadily, research on the strategies used during ELA was warranted. This qualitative case study has given insight into the real-time practices being used within the classrooms at FES with ELL during ELA. Additionally,

with such high demands on ELLs' academic growth, evaluation and reflection of strategies were unknown and not captured for effectiveness for FES educators or FES students.

Summary

This investigation provides observational insight into the unknown about teachers' choosing, implementing, and evaluative processes as they instruct ELL students during ELA. It is a transparent, non-judgmental “front-row seat” into America’s classrooms. This research has used the theoretical framework of Bruner (1986) who was an education expert. This qualitative case study has expanded the literature on the largest growing population in America’s classroom—the ELL student. Researchers can no longer ignore ELLs' exponential growth and the widening academic gap for this expanding subgroup (Kena et al., 2016; NCTE, 2020). This elementary school focused research has systematically followed the strategic footsteps of a teacher's strategy choice, implementation, and evaluative reflection of ELA strategies. Researchers must investigate this unknown phenomenon of multiple strategies to minimize the gap within the literature. Although there is research surrounding ELL strategies, missing from within the research was studies encompassing SDAIE simultaneously and GO TO strategies in combination. Missing from the literature was the collective use of these strategies as suggested for educational practice at FES (Fisherton Elementary School, 2019). The research has added insight into academic literature while adding merit to educational practitioners. This research has observed the educational practices of the multiple strategies, including SDAIE and GO TO strategies, during ELA. It was necessary to capture the voice of FES teachers as they practiced the art of teaching and learning for ELLs during ELA. Teachers at FES needed an opportunity to self-reflect upon their processes as they chose their instructional strategies and why. Teachers at FES have depicted the holistic implementation of the strategies used during ELA. Finally, they

have had an opportunity to have a reflective conversation about the effectiveness of chosen SDAIE and GO TO strategies and their direct impact on FES students.

CHAPTER THREE: METHODS

Overview

The purpose of this qualitative multiple case study was to determine the instructional strategies and decisions educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). This case study was conducted in Fisherton elementary school in the southern region of the United States. The observations were conducted and focused on ELA and the strategies used to instruct ELL. These observations occurred through two classroom observations that were timed during the second semester. Additionally, photographed artifacts of strategies were retrieved and analyzed after the timed observation. Finally, an off-site semi-structured interview was conducted with the classroom teachers.

Design

Qualitative research is a method to answering questions about or explaining a phenomenon through the collection of analyzed data and narratives of participants (Astroth & Chung, 2018). Qualitative research was most appropriate for this study because I wanted to determine patterns and connections from the participants' answers. Within this research, the qualitative process allowed me to identify and document ELL strategies teachers chose and implemented while teaching ELLs. Additionally, ELL educators had the opportunity to answer and respond to specific research questions during a semi-structured interview. Creswell (2013) defined a case study as, “research [that] involves the study of a case (or cases) within a real-life, contemporary context or setting” (p. 97). The case study’s approach dated back to Freud and was employed to research social sciences, medicine, law, and political science. A multiple-case study method was appropriate in that I illuminated the decisions that 10 elementary classroom teachers

choose and the strategies they used when instructing ELL students. Implementing a multiple case study was appropriate because I gathered, through qualitative measures, the lived experiences of 10 bounded participants within their working environment at the same elementary school. Each case consisted of carefully selected certified teachers within a particular elementary school. The design has followed an analogous logic. Yin (2014) explained analogous logic will lead to similar results and predict contrasting results for anticipatable reasons. This design was appropriate because it allowed the various ELL strategies to be analyzed for similarities and differences among various ELL educators during ELA. The method design prepared, collected, analyzed, and formed conclusions based on information gathered after each case was examined within the research. Finally, a multiple case study was a proper choice because it allowed me to study multiple participants (Creswell & Poth, 2018; Yin 2014).

Research Questions

The central question that guided this study was: How do elementary teachers at Fisherton Elementary School choose, implement, and evaluate instructional strategies during English Language Arts with English Language Learners? Further, the following three sub-questions were also investigated:

1. How do Fisherton Elementary School teachers choose instructional strategies during English Language Arts while teaching English Language Learners?
2. How do Fisherton Elementary School teachers implement instructional strategies during English Language Arts while teaching English Language Learners?
3. How do Fisherton Elementary School teachers evaluate the instructional strategies used during English Language Arts while instructing English Language Learners?

Setting

A school in a state from the southern region of the United States was chosen because it has a large growing population of ELL students. This school, Fisherton Elementary School (FES), is a Title I school with 1,358 students (Fisherton Elementary School, 2019). The demographic data of students consist of 5% Asian, 13% Black/African American, 79% Hispanic/Latino, 1% Multiracial, and 2 % White (Fisherton Elementary School, 2019). The leadership within this school is comprised of a woman principal and five women assistant principals. The principal holds a doctorate in educational leadership. She has 10 years of experience as a principal at FES (Fisherton Elementary School, 2019). The assistant principals have a collective background of over 50 years of teaching experience. They guide the school using the mission and vision of the Riverdale School District.

Within the school's population, 73% of the students receive ESOL services (Riverdale School District, 2019). The number of certified classroom teachers available within FES is over 45 (Fisherton Elementary School, 2019). Having a larger research pool to work with assisted with securing enough participants for the study.

Participants

For this qualitative case study, 10 certified teachers served as participants. Purposeful sampling was utilized for this research because several teachers are bounded in the school having similar teaching experiences of teaching predominately ELL students English Language Arts at FES (Creswell & Poth, 2019). The research was open to all general elementary certified teachers teaching ELA and general elementary certified ELA support teachers at FES. Using the internal email server, I sent a participation letter to all certified teachers at FES (see Appendix A). Once teacher participants replied they were interested in being in this study, they were emailed a

consent letter outlining the responsibilities of the participants and the researcher (see Appendix B). The consent letter required a signature of confirmation, including consent to audio record the semi-structured interviews as part of the study.

Procedures

Permission to conduct this study was obtained from the school's administrator (see Appendix C). After successfully defending the proposal, I completed the IRB process to conduct the study (see Appendix D). After IRB approval, I began the sampling process to target all certified teachers and ESOL support teachers within Fisherton Elementary School. An email was sent to all staff at FES using an internal email server to ask them to be a part of the research. The e-mail contained a participation letter that detailed information about the research and the procedures identifying the purpose and other pertinent information about the study. Upon receiving emails from willing participants to participate in the study, I verified they met the criteria of the research. Of those participants, I used purposeful sampling to balance the number of participants for the research between regular classroom teachers and ESOL support teachers. All additional qualified participants who replied to the e-mail remained in my database if one of the original 10 participants could not participate in the research entirely. Age, ethnicity, gender, and teacher experience were not qualifiers to participate in this research.

After confirming the participants, I sent a consent form to be signed by participants. A signed copy of the consent was given to each qualified participant. Each participant indicated their available dates and times. These dates and times were confirmed via email with each participant. The teacher identified my placement for conducting the observation in their classroom when confirming their dates and times. The classroom teacher was asked to refrain from acknowledging or interacting with the researcher upon entry into the classroom and

throughout the 30-minute observation. Using a checklist, I conducted two observations per classroom participant (see Appendix E). Each observation was 30 minutes and conducted during the ELA block. The overall observation was to remain as natural as possible to a typical day of learning for the teacher and students. However, due to Covid-19, I observed through Zoom sessions if the classroom setting was virtual. Due to legal issues, I did not record. The observations were time-stamped, including date and location. I used time stamping within my observations to ensure attention to detail. In addition, I used a self-created strategies checklist to identify strategies quickly. The checklist included the 25 high-yielding strategies (Cline & Necochea, 2003; Marzano, 2009; Professional Learning Board, 2020). Additionally, the checklist allowed space for me to write in strategies that were not identified on the checklist.

Secondly, with the teacher's preprocedural approval, I photographed artifacts from the classroom observation. These photographs included anchor charts, lesson plans, modeled lesson notes, and teacher work samples that indicated the ELA lesson strategies. No human photographs were taken during classroom visits and while retrieving photographed artifacts. After the lesson, I took 10-15 minutes to take photographs to document the choosing and implementation of the chosen strategies. The artifacts and photographs were retrieved and archived. Artifacts were themed and coded based on the strategy used and its frequency of usage across the classrooms. All artifacts were edited to remove any indication of the participants.

Finally, I conducted semi-structured interviews with the participants at a designated secure location or via Zoom. I used the indicated research questions to guide the interviews. I allowed the conversation to naturally occur to capture more insight from the teacher participants. The interviews were audio-recorded and transcribed through a credible third party. The semi-structured interviews lasted between 30 minutes and one-half hours, depending on the

participants' willingness to express their strategic practices. Before publishing any interviews, the participants were able to review the written dialogue, allowing for member checks. The participants were able to make changes to any portion of the transcription.

The Researcher's Role

Although I am currently an instructional coach at the school, my primary role as a researcher was to be a human instrument. As an instructional coach, I had no authority over the participants. I served as the collector of the triangulated data. I conducted the observations, collected the artifacts relating to the educational process, and hosted the interviews. After gathering data, I looked for patterns and a common theme. I have worked at this site for seven years. I was a classroom teacher for four years and have worked in this school's office for the remaining years. I work closely with the first and fifth-grade teachers regularly. These teachers and I meet weekly to create assessments for students. The teachers and I also meet weekly to create lesson plans for math and English language arts.

As a new instructional coach, I developed trust and relationships in the building. My role at the school varies based on the teacher's level of need for an instructional coach. As a new instructional coach and a participant in the coaches' endorsement program, I adhered to an instructional coach's guidelines. I am continually identifying areas of growth within teams or individual teachers. My feelings and thoughts were neither for nor against the teachers or administration. Maintaining my coach's stance will allow me to fulfill my research observations because my job description requires me to visit classrooms. Also, conducting interviews with the teachers was productive because teachers understood that I am a support staff member with no authority over the participants. Often, teachers do not have time to converse about their teaching practices, but we were limited in our conversations because of time constraints. As part of the

research, teachers communicated their experiences of choosing, implementing, and evaluating strategies.

Within this current position, I met weekly with the administration. They respect the coach's role and do not ask me to divulge confidential information about classroom teachers. I merely had to discuss whom I am working with and if the teachers are receptive to assistance. Within the setting, there is a high-level of employee turnover. My bias entering the study was that teachers are leaving more frequently because of the demands of teaching ELL students. I further assumed that teachers do not feel as though they are making adequate gains in the classroom. While collecting data, I continually bracketed out my biases. Additionally, while analyzing the data, I continued to bracket my biases.

Data Collection

Yin (2014) stated collective case studies are strengthened and improved by having different, varied sources of evidence. For this qualitative case study, three forms of data collection were applied. The three forms of data collection included observations, artifact retrieval, and interviews. I chose this sequence because it allowed the research to be reviewed succinctly. The classroom observations of strategies took place first. Then, I photographed artifacts 10-15 minutes after the observation's afterschool. Close analysis of the strategies determined the themes. Finally, semi-structured interviews took place at a location convenient for the classroom teacher. Having three various forms of data collection added value to the research.

Observations

The first data collection tool applied to this research was observations. I visited the classrooms during the ELA block for 30 minutes and took time-stamped notes. Observing uses

five senses and is a phenomenon in a setting, often accompanied by note taking and recording for scientific purposes (Angrosino, 2007). Classroom observations documented the strategic practices of elementary education teachers' choices and the implementation of strategies. Direct observations allowed occurrences to develop in a real-world setting. Classroom observations dates and times were pre-determined between the participants and the researcher. During the observations, a specified checklist (see Appendix E) was utilized to quickly note vetted strategies the research considers the best strategic practices for ELL students.

The observations took place twice during the second semester for 30 minutes at FES. I visited participants' classrooms in the K-5 setting. I returned after school to take photographs of the artifacts related to the educational process. Throughout the process, I was a non-participant gathering data in its natural setting.

Artifact Analysis

The second data collection tool applied to this study was artifact retrieval and analysis. Participants were given clear instructions about the photography of artifacts. Artifacts for this study were referred to as objects used for educational strategies. Artifacts were retrieved to provide additional information from the observations that captured the implementation of chosen strategies used to support the ELA instruction with the ELL. The artifacts retrieved were captured through photography after class. Dabbs (1982) reported photographs help to convey essential case characteristics to outside observers. The photographed artifacts were the strategies classroom teachers chose to use during ELA. Those artifacts were altered to protect the identity of the participants. The photographed artifacts were then coded and grouped by theme to identify the various classrooms' frequency of strategies.

Interviews

The third data tool applied to this study was interviews. According to Brinkmann and Kvale (2015), an interview is where "knowledge is constructed in the interaction between the interviewer and the interviewee" (p. 4). The final process included semi-structured short interviews with the classroom teachers individually. The interviews followed the guided questions developed within the protocol that pertained to the case study. The interview questions were open-ended, which added an increased level of validity to the case study's quality.

Additionally, the interview allowed friendly, non-threatening communication to occur naturally to gain the teacher's complete prospective. The interviews were conducted at designated and secure locations or via Zoom. Yin (2018) stated that catering to the interviewees' schedules and availability is an important component. The semi-structured interviews were audio-recorded and transcribed through a credible third party after being permitted by the participants.

Questions for Semi-Structured Interview

1. Describe your role at Fisherton Elementary School?
2. How long have you taught at Fisherton Elementary School?

Questions 1 and 2 are demographic questions. Questions 1 and 2 were meant to engage the participants by using introductions while allowing participants to become comfortable with the researcher (Creswell & Poth, 2019). Their responses were compared based on their roles and experiences at FES.

3. How did you choose your strategies to teach your English Language Learners during our observation(s)? Why did you choose to implement these strategies?

This question aimed to understand the educational process that the teacher used to decide on her strategy choice. Within the related literature, choosing strategies appropriate for each ELL is a process that teachers have identified as overwhelming (Hagaman & Casey, 2017; Pezzolla, 2017; Robertson, 2019). Additionally, the ESOL Instructional Strategies Matrix identifies 83 strategies for educating ELLs (ESOL Instructional Strategies Matrix, 2006). Of those 83 strategies, 30 of those strategies are aligned with Marzano's (2006) researched-based high-yielding strategies. The related literature explained by Boyd-Batstone (2015) indicates that a teacher's strategy choice should be methodical, determining that a "one size fits all" approach is often less effective for ELLs (p. 50). This question allowed teachers to indicate their process of choosing the multiple strategies used for instructing ELLs within ELA (ESOL Instructional Strategies Matrix, 2006; Marzano, 2001; Marzano, 2006; Marzano, 2009).

4. What instructional practices influences your implementation with the strategies?

The purpose of questions 4 and 5 was to gain insight through reflection on the thought processes a teacher uses once a strategy is chosen from the multiple strategies available. According to the related literature, multiple strategies are available to teach ELLs (Dean, & Marzano, 2013; ESOL Instructional Strategies Matrix, 2006; Marzano, 2001; Marzano, 2006; Marzano, 2009). Therefore, understanding the rationale that a teacher identifies as their process for implementing a certain strategy was vital to the research. Additionally, research supports the value of self-reflection and understands that when an educator participates in reflection, meaningful conclusions can be made that give insight into future best educational practices (Lupinsky et al., 2012).

5. How will you determine the effectiveness of the strategy for the ELL student?

The purpose of questions 5, 6, and 7 was to allow the participants to reflect on the strategy chosen and implemented while teaching ELLs. According to the related literature, teachers use of reflection aids in their competence on the effectiveness or lack of effectiveness with particular strategies (Cambridge Assessment International Education, 2020; Mathew et al., 2017). Teachers who engage in reflective practice use state data and accountability to uphold their educational practices and to target student growth (Lankin & Young, 2013). Additionally, according to the related literature, the opportunity for reflection can positively affect teachers. Continual evaluation and reflection needed to occur since limited research has examined the practicality of ELL's numerous teaching strategies (Daniel & Pray, 2017).

6. What do you see as the strengths of your strategy that you have chosen for teaching ELL?
7. What do you see as the weaknesses of your strategy that you have chosen for teaching ELL?
8. Have any previous professional development supported you as an ELL educator?

The purpose of this question was to allow the participant through reflection, to explore their professional growth and development (Johnson, 2015). This question allowed participants the opportunity to share previous professional development learning opportunities that have aided them with teaching ELLs. According to the related literature, the opportunity for reflection can positively affect teachers. Additionally, this question allowed the participant to consider their educational repertoire determining strengths and areas of growth in order to make meaningful educational conclusions (Lupinsky et al., 2012, p. 81).

9. What would you as an ELL teacher at FES like to see implemented for ELL students?

The purpose of this question was to gain insight into the teacher's evaluative reflection of the choosing and implementation of the strategy through qualitative or quantitative data. In addition, the purpose was to see the value of the strategy and the impact on ELL's learning experience. Based on the related literature, the most effective strategies have been researched and certified by the clinical experts within the field and will be utilized within this research (Cline & Necochea, 2003). To add academia, ongoing research on the effectiveness of ELL strategies should be continual.

Additionally, researchers acknowledged with such a broad base of strategies, the best strategies are ones that effectively educate specific students at individual schools (Li & Edwards, 2010). This question allowed teachers to share the effectiveness of the strategy chosen and implemented for their ELL students within the ELA content. Participants were able to share both qualitative and quantitative data about ELLs' performance with the chosen and implemented strategy.

Data Analysis

This research's data analysis consisted of transcribing, coding, and providing a descriptive analysis through cross-case analysis. The cross-case analysis served as the analytical design for this case study. Using cross-case analysis allowed for the integrity of all cases to be gathered (Creswell & Poth, 2018). As the researcher, I sought to indicate themes, repeated concepts, and patterns throughout the data. While observing classrooms and documenting strategies, a checklist served as a documentation tool. Through gathered data, I used memoing and bracketing to control my biases regarding ELL's (Creswell & Poth, 2018).

This research utilized a template for coding a case study (Creswell & Poth's, 2018; Moustakas, 1994). This process is an in-depth portrait of each case. Each case was hand-coded,

and themes were identified through the context and the descriptions. As the cases developed, advanced codes were applied to similar and different themes through cross-case analysis. These codes were given to assertions and generalizations across each case (Creswell & Poth, 2018).

During the observations, the researcher's checklist for strategies was time-stamped and memoed from the start of the observation until the conclusion. Memoed notes were utilized to document strategies and observations from instruction (Creswell & Poth, 2018). After the observations, the strategies checklist with memoed notes were analyzed and hand-coded (see Appendices F, G, H & I). I made a chart placing related strategies together to categorize and quantify the frequency of strategies. This process ensured the sequential gathering of data relating to the phenomenon. The hand-coded and themed strategies checklist was coded using a quantifiable system. All three points of data collection sources were analyzed collectively. Next, instructional artifacts from the classroom observations were photographed. The photographs taken from the observations documented strategies used to facilitate instruction to ELL's. I described each photograph with a written transcription. In a horizontalization process (Moustakas, 1994), the photographs were grouped, analyzed, and synthesized into themes. All three points of data collection sources were analyzed collectively for themes. Upon completing the semi-structured interviews, I used a credible outside agency to transcribe the semi-structured interviews. Each participant had the opportunity to review the transcription (Moustakas, 1994; Creswell & Poth, 2018). While reviewing the transcriptions from the semi-structured interviews, the researcher memoed a descriptive comparative analysis of each case depicting similarities and differences. Then the data from the interviews was gathered and analyzed for repetitive trends among participants. I clarified the central phenomenon as I developed the answers to the research

questions. I have drawn conclusions about how the phenomenon is vital to the teaching profession and the ELL community.

Collective hand-coding allowed me to analyze three points of data collection. This process allowed me to ensure the reliability and security of the data. In addition, it aided me in merging themes, manipulating the data, and conducting searches. Through hand coding, the central phenomenon arose from the data. After I assembled the data, I analyzed for common themes, coding paradigms, or logic diagrams, which were identified for trends and themes (Creswell & Poth, 2018).

Trustworthiness

To help build trustworthiness, I used credibility, dependability, and confirmability, along with transferability. These three ensured a clear triangulation of the data. For qualitative research to be effective, the process must be trustworthy. The credibility of this research relied heavily on observations, artifact analysis, and interviews with teachers. This research was authentically gathered and documented. To ensure dependability and confirmability, gathered research was transcribed through a third-party transcriber. Additionally, to maintain transferability, the research was coded using a multiple-case studies approach.

Credibility

I triangulated the data to ensure credibility. Lather (1991) described triangulation as drawing upon multiple data sources, methods, and theoretical schemes. The three forms of data collection applied to the study included observations, artifact analysis, and interviews. In each form of data collection, I used the highest level of professionalism and accuracy to gather the data's truth. With the semi-structured interviews' data collection process, I allowed member checks; member checks are the solicitation of the participants’ views of the credibility of the

findings and interpretations (Creswell & Poth, 2018). In addition to ensuring credibility, I used prolonged engagement in the field to ensure credibility.

Dependability and Confirmability

To ensure the dependability and confirmability of the research, the research design was clear and concise. The steps were precise, so the research was easy to follow and replicate. Within the research, the observations, photographs, and interviews accurately detailed the data's context. I used detailed field notes and an acceptable recording device to gather data. The audio recordings were transcribed through a third party to depict accuracy. Participants had an opportunity to read their transcripts for accuracy. Additionally, the researcher ensured the photographs were stored securely in the cloud.

During the entire process, I self-assessed my assumptions and removed those barriers to ensure the research's accuracy and integrity. I asked myself questions about dependability and credibility, such as, “Am I analyzing the evidence correctly?” and “Are my conclusions consistent with the findings?” The researcher continuously evaluated the quality of research for reliability, dependability, and confirmability. Yin (2014) described an exemplary case study's characteristics as significant, complete, and considerate of alternative perspectives, with a display of sufficient evidence that has been composed engagingly.

Transferability

To provide transferability to the proposed research, I used detailed accounts. I also provide detailed accounts of the data collected. I used all five senses to gather data sources accurately. For the data format to be transferred into further research, the data were coded using a multiple-case approach. I used the criteria shared by Stake (1995) to assess my research to

replicate transferability. Stake's "critique checklist" includes key points for a case study, and the practice of critique checklists were applied to this proposed research.

Ethical Considerations

This research project was conducted in an ethical manner. Creswell (2013) expressed the importance of keeping ethical considerations at the forefront of the entire research process. Each participant was assigned a pseudonym to ensure their confidentiality. Those pseudonyms denoted each participant, such as Kelvin, Chell, and Kimberly. Consent forms were given to teachers who were willing to participate in the research. Participants were advised that they were volunteers and could withdraw at any time. The participants were granted a high-level of respect regarding their time and expertise. Therefore, the observations and semi-structured interviews were conducted in an organized manner. During the data collection process, the participants were allowed to choose through Google Calendar possible dates and times to be observed. While observing, the researcher maintained a low profile to allow research to be as natural as possible.

The participants were offered member-checking opportunities to accept or decline the researcher's photographs as part of the research. Photographed artifacts from participants with identifiable information was blurred out to ensure anonymity. Finally, while conducting the interviews, participants could choose the dates and times most convenient for them. All observation notes and interview transcripts are password protected and stored on an external hard drive and in the cloud. All external hard drives, observational notes, and artifacts are stored and locked in a secure location. To obtain the most authentic data from the participants, I continually reminded participants of my role as a researcher.

Summary

The purpose of this qualitative case study was to describe the instructional strategies and decisions educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). Chapter three presented an in-depth view of this qualitative multiple-case study's design method. The research questions were succinctly stated and are included as part of the research design. The setting, participants, procedures, and researcher's role are indicated. The research data collection consists of three forms of entry that are stated and upheld with citations. Data analysis was hand-coded and included all data sources. The trustworthiness and ethical considerations were addressed in these sections and increased credibility, dependability, and transferability.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this qualitative multiple case study was to determine the instructional strategies and decisions educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). This chapter reviews the three forms of data analysis and the overall themes that emerged. Furthermore, this chapter provides an insight into those themes and how they relate to and answer the research questions. Then through analyzing the data from the observations, five themes were identified.

Participants

The following section provides descriptions of all participants in the research study. The descriptions provide how long a participant has been teaching, their grade level, and their role at FES. Each description also includes the degree and any certifications the teacher holds. Additionally, Table 1 shows the ESOL certification status for each participant.

Berniece

Berniece is a certified ESOL teacher at FES, where she has been teaching for 30 years. Before becoming an ESOL teacher, Berniece was a second-grade teacher for 15 years. Berniece taught students in grades three, four, and five during the current school year. The collaborative model used to support ESOL students is push-in support for those grades. “Push-in” support is defined as a time during the day when an ESOL teacher comes into a regular classroom to support ESOL students. As a push-in ESOL teacher, Berniece helps ESOL students with different content in regular education classrooms.

Dana

Dana graduated from the University of Georgia with a bachelor's degree in early childhood education. She added an ESOL endorsement to her education and a master's degree in education and is currently working on her specialist. Dana is a first-year ESOL push-in teacher at FES. She teaches fifth, third, and fourth grades, pushing in for various content areas. Dana is a veteran teacher who has taught for 25 years in public school. In combination, she has taught 10 years of kindergarten. In addition, she has taught second and fourth grade and ESOL, serving kindergarten to fifth-grade students.

Kimberly

Kimberly has a bachelor's degree in communication from Tennessee State University and a master's in curriculum and instruction from George Washington University. She earned 30 additional graduate-level credits beyond her master's degree in reading from Bowie State University. She has two certifications, one in Special Education and one in ESOL. Kimberly has a combined teaching experience of 14 years. She has taught in various states, including the District of Columbia, Maryland, Tennessee, and Georgia. Kimberly has taught kindergarten, first grade, and SPED resources. She has 12 years of ESOL experience, including two years of itinerant in ESOL teaching and ESOL teaching in elementary and middle school. Kimberly has taught ESOL for six years at FES. During the school year, she served as one of two ESOL chairpersons. This year, she taught third, fourth, and fifth grade as an ESOL teacher.

Kelvin

Kelvin has a bachelor's degree in English concentration in writing, and a minor in Spanish. Additionally, he has a master's degree in elementary education from the University of Phoenix. He is certified to teach pre-k through fifth grade. He has five years of educational

experience. He has previously taught first and fifth grade for four years. He currently has finished his first-year teaching second grade. Overall, he has taught at FES for four years. Kelvin also has a certificate in instructional conversations. Instructional Conversations was an initiative offered by the school that taught educators how to engage in academic conversations in small groups. The training focused on expanding students' vocabulary through conversation and specific sentence frames indicating their agreement or disagreement in classroom conversations.

Chell

Chell obtained her bachelor's in elementary education from Kennesaw State University. She completed a year-long student teaching experience at FES. She was hired for half of a year to teach math specials, and then for three years, she taught second grade. Chell has a master's from Walden University in reading and math and an ESOL endorsement for K-12. Chell also has a reading endorsement. In addition, Chell holds a certificate in Instructional Conversations. Instructional Conversations was an initiative offered by the school that taught educators how to engage in academic conversations in small groups. The training focused on expanding students' vocabulary through conversation and specific sentence frames indicating their agreement or disagreement in classroom conversations.

Tumega

Tumega has an undergraduate degree in psychology and a master's in elementary education. She is also ESOL certified. Tumega currently teaches kindergarten for the second year. Before teaching, she was a paraprofessional in kindergarten for three years at FES. Overall, she has five years of educational experience.

Rashawn

Rashawn earned two bachelor's degrees, one in children's studies and another in early childhood education. Rashawn also has her master's in education and leadership. She is currently enrolled in a math endorsement and a gifted endorsement program. Although she is not ESOL certified, she has the life experience of being born and partially raised in another country. She describes her transition to the United States as somewhat easy because her birth country spoke the Queen's English. She identified certain words are spelled differently, and specific jargons are tedious to translate. She has taught for nine years, six years in New York, and three years at FES. She teaches third grade in a general education classroom.

Zola

Zola is ESOL certified. Zola has 34 years of experience in education. She has taught for five years in Puerto Rico, and for the remaining 29 years, she has taught at FES. While teaching in Puerto Rico, Zola taught in private schools. Some of the schools she described were bilingual because Puerto Rico is a US territory, English, is taught in elementary school. Zola identified the students and community in Puerto Rico are different because they want to acquire the English language. While at FES, she has served as an ESOL teacher and an Early Intervention teacher. Zola taught second grade within the last school year and served as the ESOL teacher for her students.

Massey

Massey has taught at FES for 11 years. Massey has taught third grade for four years, and she is gifted certified. She has served as an instructional coach and a literacy coach for the additional seven years after receiving her coaching endorsement. She went on to serve as a math

and language arts coach. Massey is currently back in the classroom teaching third grade to help staff due to Covid-19.

Tasha

Tasha obtained her bachelor's degree from the University of Georgia in early childhood education. The degree included extensive student teaching experience. She experienced teaching pre-k, first grade, and fifth grade during student teaching. Additionally, she has recently completed her Gifted Endorsement. She is actively pursuing a STEM endorsement as well as completing her ESOL endorsement. She has taught at FES for two and a half years. She taught a year and a half in fifth grade a year as a third-grade teacher.

Table 1

Participants ESOL Certification

Participants	ESOL Certified	Non-ESOL Certified
Berniece	X	
Dana	X	
Kimberly	X	
Kelvin		X
Chell	X	
Tumega	X	
Rashawn		X
Zola	X	
Massey		X
Tasha		X

Findings

The following section contains the findings of the data analysis. The findings are classified into five themes. The findings are further explored by assimilating data collection and

triangulated through three data collection instruments: Classroom observations, artifacts relating to the educational process, and interviews. Classroom observations were conducted twice during ELA for 30 minutes. While observing, a checklist allowed me to document strategies implemented during the observations. On day one of the observations, I completed five classroom observations for a total of two and a half hours of observations. Based on the checklist, 20 of the 25 strategies were used (see Appendix F). On day two of the observations, I completed seven classroom observations for a total of three and half hours of observation. Based on the checklist, 21 of the 25 strategies were used (see Appendix G). On day three of the observations, after completing four classroom observations with a total of two hours of observations. Based on the checklist, 20 of the 25 strategies were used (see Appendix H). On day four of the observations, I completed four classroom observations for a total of two hours of observations. Based on the checklist, 20 of the 25 strategies were used (see Appendix I).

I also wrote time-stamped observational notes for each observation. At the end of the observational day, I returned to the classroom to retrieve photographs of the artifacts relating to the educational process used to instruct the ELA lesson. After the two observations were complete and artifacts retrieved, I conducted an audio-recorded semi-structured in-person or Zoom interview with each participant. I used the research questions to guide the discussion. Each interview was transcribed through a third party. Data triangulation was achieved using observations with checklists, photographed artifacts, and semi-structured interviews.

Themes

Data were collected through two classroom observations for 30 minutes during ELA with ELL. During those classroom observations, a checklist of strategies was utilized. The checklist included the 25 high-yielding strategies (Cline & Necochea, 2003; Marzano, 2009; Professional

Learning Board, 2020). The observational checklists were collectively quantified and coded for themes to identify the frequency of educational choices and implementation with the high-yielding multiple strategies (see Table 2).

Table 2

Frequency of Identified Themes

Themes	Frequency from Observation	Frequency from Artifacts	Frequency from Interviews
Minimal or Non-Existent ESOL Support	0	0	8
Multiple Strategies	237	60	10
Need for ESOL Professional Development	0	0	8
Minimal Regular Classroom ESOL Experience	0	0	10 (7 regular class teachers with less than 10 years exp. 3 ESOL teachers with more than 10 years exp.)
Diverse Learning Needs of ESOL Students	0	0	10

After each classroom observation, photographed artifacts were taken from lessons taught during ELA to ELL. Those photographs were analyzed and coded for themes. The top themes from the artifacts were identified. The observational data with the checklist and the data from photographed artifacts were quantified for frequency, documented, and then separated into more

significant themes. The themes from the artifacts were then cross-referenced with the checklist of the 25 high-yielding strategies.

Semi-structured interviews were recorded and transcribed through a third party. Keywords and phrases were processed for data collection and coded until repeated themes were identified (Yin, 2018). The interviews were coded and analyzed alongside the research questions and cross-referenced with the merging themes of the classroom observations checklists and the artifacts. Interviews were then reanalyzed for clarity to depict the educators' responses to strategies chosen, implemented, and evaluated while teaching ELA to ELL. Themes were then classified from the interviews to indicate trends in similarities and differences in educators' responses (Yin, 2018).

Five themes emerged through the coding process of all the data (see Appendix J). Teachers reported minimal or non-existent ESOL support. Teachers were diligently dedicated to utilizing multiple strategies to assist students with their educational barriers during ELA. Teachers indicated a need for ESOL professional development. Due to the lack of regular classroom ESOL experience, many teachers reported they were still in the learning acquisition phase of becoming experienced veteran teachers. Teachers expressed the diverse learning needs of their ESOL students. These five themes are discussed in detail below.

Theme 1: Minimal or Non-existent ESOL Support

Throughout the interviews, the participants indicated the level of support was either minimal or non-existent. They repeatedly expressed they wanted or needed more support from the ESOL teachers assigned to them during ELA. Kelvin stated, "I guess I get support; she comes in during science and social studies." Teachers noted their ESOL support services were often interrupted and affected due to ACCESS testing (a required summative assessment that

assesses academic English language) and other commitments of the ESOL teachers. If the regular education teacher did not have an ESOL certification, they could expect 60 minutes daily support from an ESOL support teacher.

Nevertheless, the support was not provided by the ESOL teacher during the ELA learning segment, but they received services during social studies or science, or other content areas. Kelvin described, “my Early Intervention Program (EIP) teacher usually comes in at ELA." Additionally, during my 10 hours of classroom observations, no ESOL push-in support was provided during the ELA segments observed. Due to their ESOL qualifications, regular education teachers with ESOL certifications indicated they did not receive push-in support during ELA from an ESOL teacher. Some teachers reported limited support through ongoing correspondence with their ESOL case managers to assist their ESOL students. In those instances, the regular classroom teacher served as the student's ESOL teacher.

According to Chell, "So my role is that I am a second-grade teacher. And I teach all subjects, and I am also my students' ESOL teacher, and I am ESOL certified." In those instances, the ESOL case manager and the regular classroom teacher would meet briefly throughout the year to update ESOL students' English Language Proficiency Plan (ELPP) reports. Tumega, another traditional classroom certified ESOL teacher, said, "So we do have support within our school, our ESOL teacher. So, I definitely correspond and lean on some of the information that they give." Tumega indicated she meets intermittently with the ESOL case manager but does not receive push-in services during ELA, yet she receives information through correspondence.

Dana, a certified ESOL teacher, shared her daily schedule; her schedule identified one consistent portion of her day where she supported ELA within her eight-hour workday. She

provides bi-weekly ELA support for two grade levels during Continuous Quality Improvement (CQI).

> I am an ESOL teacher. I am required to push into classrooms all day long. I teach fifth grade CQI in the morning, one week of math, and one week of language arts. And then, I move to third grade and teach reading. After that, I go to fourth grade, and I teach social studies and science. I then move to fifth grade for writing and then back to third grade for CQI, math and reading, third grade, social studies, and science. And then one more time to fourth grade for CQI, math, and reading.

Throughout the interviews, it was clear support was provided to teachers. Nevertheless, the times within the schedule when support was received often did not occur during ELA. Dana explained, “So I think that's just another important component with ESOL that should be often looked at when you're staffing and also when you're scheduling.” Throughout the 10 hours of collecting data for this research, I never observed ESOL support services provided to regular classroom teachers during ELA. Several teachers throughout the research identified the importance of communicating with ESOL support teachers and capitalizing on assistance to ensure student progress.

Teachers indicated they are most concerned that their students learn to read on grade level. Several teachers indicated they understand having the foundational skills to read is the basic building block for an ESOL student's success. Kimberly stated, “as an ESOL teacher, I was taught to teach the four language domains, try to get them listening, speaking, reading and writing along with the standards.” Teachers believed if they received more support than they previously had, they would have more confidence in teaching ESOL students. Additionally, teachers understood obtaining support during ELA would require an added burden on the ESOL

department. Chell indicated she felt the ESOL teachers were overworked and overextended with their workload while maintaining a rigorous schedule and serving hundreds of students on their caseloads.

Theme 2: Multiple Strategies

Throughout all the observations, it was evident teachers were diligently dedicated to utilizing multiple strategies to assist students with their educational barriers during ELA. While observing these teachers, they were all organized and highly prepared. Each teacher was knowledgeable about the various needs of the ESOL learners they were teaching during the observations. Each teacher was eager to work with students and have students display their knowledge and passion for ELA through listening, reading, writing, and speaking English.

While observing Zola, a certified veteran ESOL teacher, she was in the process of ending her group reading lesson. She then began to call a small group of ESOL students to the back table for additional support. The small group consisted of five students. The teacher started to tell the students why she called them to the back table. She told the students they would be working more closely with her to review a familiar story using various texts. On the first day of the observation, she began instruction with *Catch the Cookie* (a popular children's book). She invited the students to look on with her as she held up the book and introduced the cover and title. As she passed out the texts to each student, she began to introduce the various characters who would be present in the reader's theater, *Catch the Cookie*. Reader's theater is utilized as a reading strategy supported by GO TO Strategies (2013) and Marzano's (2001) higher-order thinking strategies (Marzano, 2006, 2009). As she engaged with the students during the reader's theater, the following strategies were noted: Organized student groups, collaborative dialogue, patterned language, body language, and increased use of visuals (see Figures 1, 2, and 3 for

artifacts that support increased use of visuals). The teacher gradually introduced stick figure puppets corresponding to each character and a simpler text for students (see figure 4 for stick figure puppets). This strategy added increased sensory development and additional scaffolds to support the ESOL students with the ELA lesson. On the first day of observations, five other strategies were observed within the 30 minutes: kinesthetic language, patterned language, simplified language, gestures and repetition, and sentence frames.

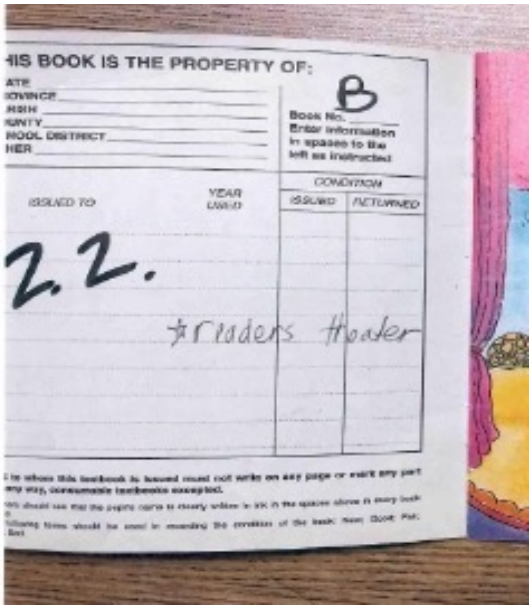
Figure 1

Catch the Cookie for ELA Reading Group*

*Picture cropped due to copyright.

Figure 2

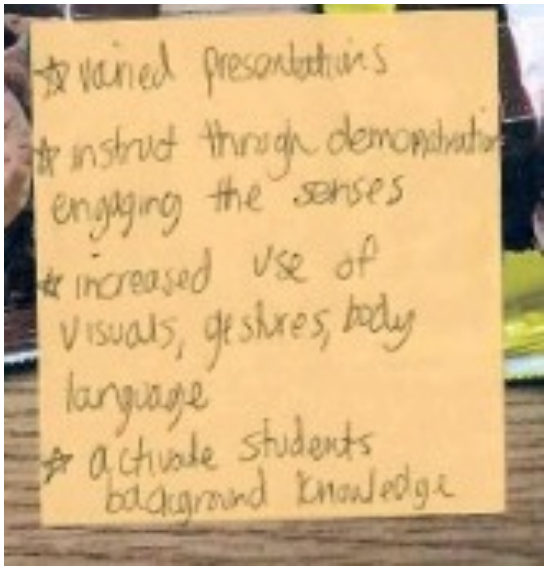
Reader's Theater *Catch the Cookie*



*Picture cropped due to copyright.

Figure 3

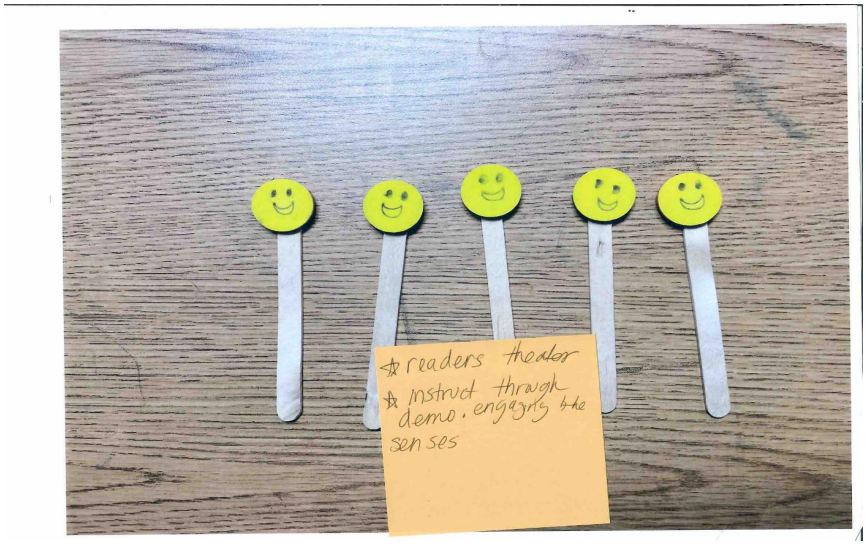
Regalia *Catch the Cookie**



*Picture cropped due to copyright.

Figure 4

Stick Puppets for Reader's Theater with Catch the Cookie



While interviewing Zola, she noted she chose and implemented those multiple strategies because of her 34 years of educational experience and previous lessons. She stated:

> I incorporate the standard that is being taught in the regular classroom. I try to use material that is not like a low level of just the simple sentence because these students try to already know how to speak a language, so they have the structure of the language, and some of them, they just transfer it to English.

Zola explained she wanted to do a lesson with all four components: Listening, speaking, reading, and writing. She expressed she tries to incorporate the same strategies she uses in class so that the ESOL students do not feel they are receiving separate instruction. To support the implementation of the strategies, the participant references the school's implementation tool of specific teaching strategies. As the participant evaluates the effectiveness of the lessons, she explained she uses ongoing informal assessments:

> Well, I do informal assessments with the students, and consider how they respond. How they respond is if it's something that makes them uncomfortable, then I won't use it again. If it's something that gets them excited, then we will use that in another class.

Collectively, I observed the other nine teachers using a similar educational practice of implementing numerous strategies while teaching ESOL students during ELA. During my observation of the participants, they implemented no less than five strategies during the 30-minute ELA session. Teachers within the observation have a thorough foundational repertoire of educational strategies for teaching ELA. Kelvin indicated, "I'm not going to say I need more strategies because we get a lot of strategies." The checklist indicates Kelvin utilized nine strategies during day one of his observation and 10 strategies on day two (see Appendices K and L). Regarding teaching ESOL students during ELA, Kimberly stated,

> We need all hands-on deck. We need all types of strategies, yeah. It's just a lot. It's a lot because you still must worry about the regular standards, but you have to realize that they

have to raise. The population that we're teaching, you got to use those same standards with a population of students that aren't native English speakers. So, you need everything. You need everything (see Appendix M).

The passionate energy each teacher exuded to reach ESOL learners was a positive experience to observe. Teachers acknowledged and praised all student abilities throughout all the observations, even if the progress was minimal. Additionally, teachers divulged with compassion that they love their students, which keeps them returning every day. Dana expressed, “So I love that about ESOL. And seeing their growth and two, something else is maybe you just came to our country in second grade. You don't know English, but to see them grow.” The teachers want to support students' social-emotional learning and academic growth within ELA.

Through observations, it was evident teachers were often grappling through their educational repertoire of strategies to choose and implement the next strategy. This process for each participant observed was noticed subtly as I keenly observed their individual mannerisms. Throughout the four days of observations, I observed the grappling process of the next steps that the teacher would implement. Each day, this observation was noted at least once with a brief pause or moment of silence in the instruction. Frequently, the retrieval of the next strategy was indicated by an adjustment in the teacher’s body language or leaning into the learner to rephrase a question. If a student showed their lack of acquiring the skill through a short informal assessment, the teacher would then choose another strategy and reteach the skill to the student. Tasha expressed the following about teaching with strategies and feeling as though she hits a roadblock:

> I would say the times that I felt the most overwhelmed with multiple strategies have been where I have met with possibly a couple students or a group of students, multiple times about the same thing using different strategies and we're going nowhere with it.

As teachers moved to the next chosen strategy, they would subtly and slightly perk up with energy in their delivery. This process would either be necessary for the teacher to become energized to deliver the next strategy or an observable "aha light bulb moment" that they had internally retrieved a new strategy to reach the learner. With the observable added energy and an increased delivery pace along with the new strategy to implement, the teacher would redeliver the instruction so the learner could try to grasp the skill before the small group would be dismissed. Teachers' increased pace was observable because they felt the confines of time restraints to meet the learners' needs before the small group had to end. Kelvin reported, "I feel like when we're teaching the ELA, some stuff that we should be able to take a little bit slower with them." Focusing on the teachers' actions using the checklist noted that among the 25 strategies, wait times and extended wait times with silence were less evident while teaching students. The use of rubrics to note, "What I know," "What I want to know," "What I learned (KWL)," charts and timelines were not utilized throughout the research. There is an obvious point with these particular strategies that is further discussed in Chapter Five.

Throughout all the observations, teachers kept their composure and professional etiquette, relying on numerous strategies while choosing and implementing. Through the evaluative interviews, several teachers expressed they felt stressed or overwhelmed. Despite the feelings and demands of teaching ESOL students during ELA, teachers expressed positive experiences with their students' outcomes. They enjoy teaching this population of students. Although they may exert themselves, they feel joy when students grow academically or when they see them

light up because they have ascertained learning. Kelvin said of the students, “With these kids, teachers just need to understand their background and where they come from and know that you just have to be patient.” This led to the following data to be gathered during the daily observation.

Theme 3: Need for ESOL Professional Development

Many teachers indicated a need for ongoing professional development that would serve as an introductory or refresher on the GO TO Strategies (2013), the ESOL resource at FES. During interviews, it was made clear teachers have access to professional developments and resources but have limited understanding of utilizing the GO TO strategies (2013) with fidelity. In addition, eight of the ten teachers indicated they did not know specifically about the GO TO Strategies (2013), the resources used to aid ESOL students with language acquisition. Bernice, a veteran ESOL educator, described GO TO (2013) in this descriptive example:

> So, if a student, for instance, is at a lower level, they don't have the speaking vocabulary yet to tell me the answer to a question, I might ask them to point to that item. And the GO TO strategies (2013) are really just designed around activities and games that engage them in ways that they can communicate. And so, whenever I can, I try to implement those types of strategies.

Additionally, teachers mentioned they were eager and always willing to participate and learn in professional developments. They also identified they would like to receive specific ESOL/ELL training to support their obligations with continual professional development. It is evident from the interviews teachers are longing for tailored professional development to support them with their ESOL learners. Massey stated, “at our school, there's a large ESOL population,

so I think that professional development should be something that is continuous but also innovative."

Teachers seek ongoing streamlined training that will be practical and engage their learners while improving their educational practices. In the interviews five teachers, specifically identified learning strategies that support ESOL within the following professional developments: Sheltered Instruction Observation Project (SIOP), Instructional Conversations (IC), Responsive Classroom, literacy and math boot camps, and some special educational training. Dana indicated, "I love everything with SIOP, International Baccalaureate is who I am and how I teach. So that's another aspect I think that brought a lot to the table. So that training was extremely beneficial." Tasha reflected on her previous professional development in the following interview response:

> I will say all of the county, the county set all the. Not the seminars, the boot camps I've been to the science, the reading, the math, all of those boot camps I've been to, they don't necessarily harp on like ELL education specifically, but they do provide ways to differentiate for ELL students based on the content and curriculum. But I've also, there were a couple of sessions I believe that were very helpful at the school that was provided. And I believe it was like the different types of co-teaching. And that definitely helped because at the end of the day, I do receive ESOL support in my classroom.

Nine of the 10 teachers expressed how they have gained additional knowledge in their quest to become more highly skilled ESOL teachers. Many acknowledge they have gone back to school, read books and research-based articles, and gleaned from the expertise and conversations of other educators as they seek to build up their educational practice with ELL learners. Regarding professional development, Chell stated:

> I guess just by attending different professional developments, just going back to school, reading more and I guess the best one that would say was just in the classroom experience, the kiddos will let you know what they need just by observing your kiddos. And you will know which one would be the best.

Kelvin wished that there was a specific curriculum for ELL learners and stated, “I would like to see a permitted grammar curriculum for ELL students.” So, we can get them on grade level. This statement shows that they desire to receive a solutions-based curriculum or innovative training that precisely reaches the needs of the diverse learners they are teaching. Through the interview, it was noted the participants were wary of the student's lack of obtaining the necessary standards.

Theme 4: Regular Classroom Teacher Experience vs. ESOL Teacher Experience

Despite the challenges, teachers described using multiple strategies and the ongoing quest for streamlined, professional development for ESOL teachers. Rashawn, a non-veteran regular classroom teacher, expressed, “Sometimes it's difficult, I'm being very honest.” There is also a clear indication noted among the educator’s experience level and years of classroom experience. All classroom teachers teaching in the regular education classrooms have less than 10 years of classroom experience (see Figure 5). Tumega indicated, “So I just finished up my second full year. Overall, I've taught for two and a half years at this elementary school.” Three of the five regular classroom teachers reported they are still in the learning acquisition phase of becoming an experienced veteran teacher. These inexperienced teachers seek the insight of other regular elementary teachers, as they continually seek ESOL veteran educators' guidance. Overall, inexperienced teachers often seek guidance and receive limited or intermittent support. These

teachers believe this makes them feel less confident in the educational profession. Chell reflected,

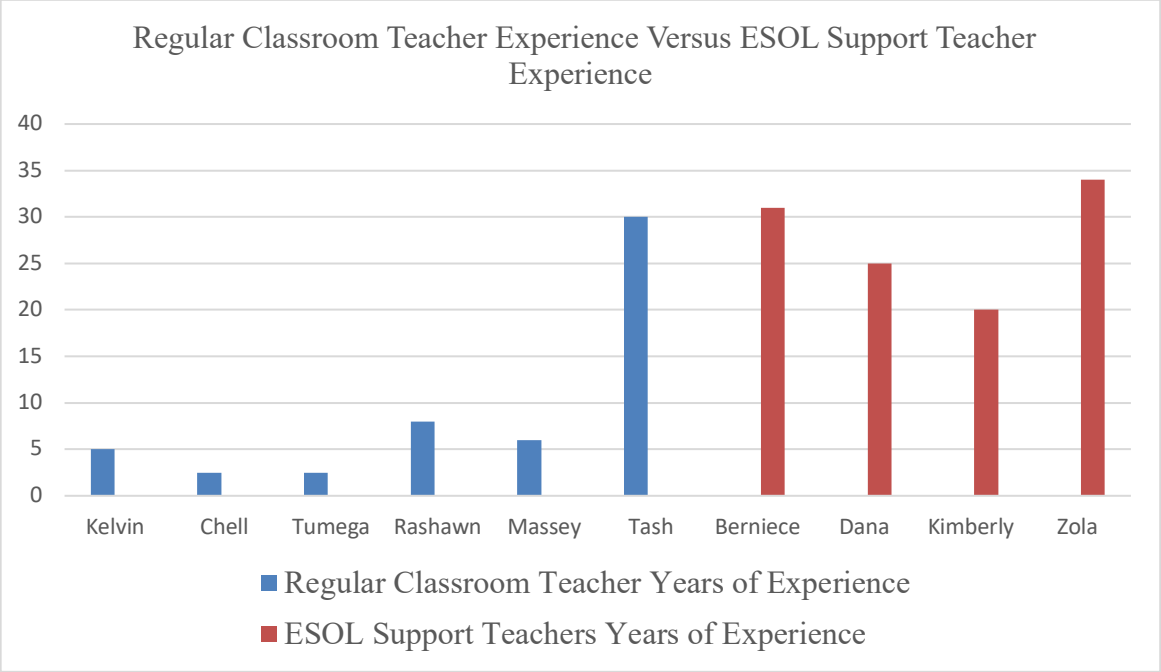
> I think for my classroom, they would need an extra ELL teacher. I know I am ESOL certified. However, if I pull my own small group with ESOL, I can't pull another small group with my other kiddos that have different needs as opposed to other classrooms that do have two teachers that push in for reading time.

In contrast, all ESOL support teachers were classified as veteran teachers with more than 10 years of experience. In addition, several of the ESOL support teachers have over 10 years of collective classroom and ESOL certification experience. Daily an ESOL teacher reported, “It's my 25th year teaching public school this year. So, I've been teaching for 25 years.” Zola, another ESOL teacher, reported she had been teaching at FES for over 29 years. Therefore, the veteran ESOL support teachers are the most experienced in the building.

Additionally, three of the 10 teachers reported they would resign after the 2020-2021 school year to pursue other educational opportunities. Of those three teachers, two were ESOL teachers, and one was a regular education classroom teacher. Teachers with increased responsibilities of maintaining the current standards and the added goals of progressing their ESOL students with reading, writing, speaking, and listening goals feel overwhelmed and seek other employment opportunities. Four of the ten teachers expressed they were seeking other employment options after the current school year. These teachers indicated though they love the population, the additional burdens they experience with their educational careers and ESOL expectations pose challenges their other educational peers are not experiencing. Therefore, several teachers who remain committed to teaching at FES reported they seek to grow and stabilize themselves for the good of the school and students.

Figure 5

Regular Classroom Teachers vs. ESOL Support Teacher Experience



Theme 5: Diverse Learning Needs of ESOL Students

Throughout the interviews, teachers described the diverse learning needs of their ESOL students. Teachers indicated though they have a high commitment, the various needs of the learners are often overwhelming. These teachers are constantly thinking about the needs of each ESOL learner and how to meet those needs best. The observations made it evident that differentiated groups of students were utilized to provide the instruction necessary for students to achieve. Three classroom teachers found it challenging to instruct multiple small groups when the needs of each learner vary widely. Teachers indicated while some learners are low in reading, some are low in writing, and others are low in speaking. Rashawn stated a homogenous ELA group works best because it allows students to listen and gain knowledge from their classmates.

Additionally, during the observations, each participant instructed a small group throughout the ELA instructional time. During those small groups, teachers were observed reteaching, modeling, and assisting students with ELA tasks and skills. Several teachers appear to be juggling many needs of the learners while taking anecdotal notes while maintaining a focus that undoubtedly considers the next steps for each learner. As I observed Chell, I documented her delivering a mini-lesson to the entire class. Immediately after, she referred to her lesson plan to see who she would teach in a small group. On the second day of observations, she taught two small groups. While teaching in the first small group, she taught and retaught using strategies. She then taught 1:1 within the small group because the students required additional support. When she called the second group, she used another text and read aloud, and explained vocabulary. The entire time she was documenting notes on her lesson plans. On this observational day, Chell utilized 13 strategies during ELA (see Appendix N). While interviewing Tasha, she expressed her process of documenting students' progress while documenting and juggling the multiple strategies; she said, "my notes that I take as well as when I'm walking around the classroom, when they completed some work, I would go around, and I would focus on those aspects of the work that they were supposed to do." The data collections were indicative of several of the regular classroom teachers. Many teachers indicated a lack of time hinders them from progressing with their various ESOL learners.

In another observation, I saw a non-English proficient (NEP) student receive 1:1 during ELA. This learner's needs were completely different from those of the rest of the class. This student needed basic practice with the alphabet and foundational phonemic skills. Massey spent 12 minutes working 1:1 with the student in a Zoom breakout session. The student reviewed the

alphabet and its sounds. Later, in an interview, the teacher affirmed that while this task took her away from the other learners, she knew the student could benefit from the time.

While conducting the observations, varied, small, differentiated groups were observed 16 times. I noted the teachers were methodical and intentional about the small groups of learners they would work with during ELA. This was observed when teachers glanced at their lesson plans then called specific students to begin small group instruction. While conducting the interview, I asked Zola how she chooses the students in her small groups. Zola stated, “well, you have to know what each child can do. You have to know the students already.”

Additionally, teachers continually indicated their reasoning as their personal knowledge of the students' academic needs, WIDA scores, and building confidence levels with learners. The teachers were well-prepared to support learners with various strategies noted in the observations and the artifact retrievals, but some of the observations ended while instruction was still ongoing. Other observations ended with the teacher indicating that the lesson would continue at the next ELA instructional time.

Research Questions Responses

Central Question: How do elementary teachers at FES choose, implement, and evaluate instructional strategies during ELA with ELL students?

Teachers at FES choose their instructional strategies in various ways during ELA. When teachers implement their chosen strategies, they use their professional judgment, previous professional development, along with the guidance of their lesson plans to implement the chosen strategies. After implementation, teachers are less strategic in evaluating the efficacy of their chosen strategies. They provided detailed first-hand experiences with multiple strategies and

were candid and truthful about their experiences with multiple strategies. Teachers honestly expressed their positive and negative instructional practices.

Themes arose from the data collection that identified both successful processes and challenges while choosing, implementing, and evaluating instructional strategies during ELA with ELL students. The themes of minimal or non-existent ESOL support, multiple strategies, and the need for ESOL professional development indicated the ongoing challenges teachers at FES identify during ELA. Through honest communication within the interview process, all but two of the participants expressed they could benefit from additional ESOL support, streamlined or researched-based strategies, and tailored and innovative ESOL professional development that meets the needs of the teachers at FES. For example, Chell expressed she could see more growth with her students in previous years when she had an ESOL teacher's support during ELA. She said, “So far this year, it's just been me for reading.” She elaborated she feels this has delayed her student's progress and her collaborative professional growth.

Several teachers reported they had gained their strategy knowledge through various learning opportunities. Many expressed they are not familiar with GO TO Strategies in any capacity. Dana shared her experience with multiple strategies,

> So, I would say, just in addition, I think that I do everything that I can to pull in as many strategies as possible in that amount of time to support their needs and to pull them into small groups.

Collectively, several teachers acknowledged despite teaching with high rigor, they desire to have specific ESOL training customized to fit FES and its ELA challenges. For example, Massey explained because of the substantial number of ESOL students, she believed an innovative ESOL professional development could benefit the teachers at FES and ultimately the students, she said,

“And at our school, there's a large ESOL population, so I think that professional development should be something that is continuous but also innovative.”

Several teachers also expressed the need for a balanced teaching experience among regular classroom teachers and ESOL support teachers. Most of the regular classroom teachers said they have less than five years of teaching experience. Chell explained in her educational three years of teaching experience, she was hired mid-year of 2017 until 2021. In contrast, the ESOL support teachers have more than 10 years of teaching experience. Dana, an ESOL support teacher, explained her educational experience,

> It's my 25th year teaching public school this year. So, I've been teaching for 25 years. I taught kindergarten for a decade. I taught second grade, fourth grade, and then I spent the rest of my experience in ESOL serving students grade K through five.

The fifth theme was the diverse learning needs of ESOL students. Teachers expressed the diverse learning needs pose challenges with instruction and implementation of the appropriate strategy. Despite the varied educational experience and the various ESOL learners within their classrooms, all the teachers expressed, during the interviews, the joy they feel when their ESOL students make growth within reading, writing, and speaking the language. Rashawn shared how she varies her instructional practices to meet the needs of the diverse ESOL learners during ELA, she said, “So I may have a student that may be strong with reading, but low in writing. So, when I meet with them, whatever it is that we're doing, I'll try to put some form of writing in it.”

Although several teachers expressed that it is overwhelming and a lot to handle, they remain optimistic, Chell reflected on a student that exited the ESOL program within her classroom she shared, “So she could transfer her knowledge from, a story I just finished. And she was on top of it.” Chell went on to explain her evaluative confidence in the strategies she

previously used for instruction. She said, “I don't know if the strategies I was using, or the ones that were helping her, but she was on top of it with her writing, her reading, her math. She was just excelling in all of it.” In regard to evaluating strategies, teachers at FES are not formally using an evaluative process to determine the efficacy of strategies used during ELA.

Sub-Question One: How do FES teachers choose instructional strategies during ELA while teaching ELL students?

During the interviews, several teachers said they select their strategies by closely considering each learner's academic and linguistic needs. Throughout the interview process, teachers discussed they start choosing their instructional strategies through a preponderance of the data that gives them an overall snapshot of the learner. Chell explained her choosing process, “I also chose them based on their reading levels, and the strategies were based on their test scores.” The theme Chell used to choose her strategies is diverse learning needs for ESOL students. Throughout the observations, with artifact support, it was noted teachers consider their student's competencies and deficits as they choose the best strategy for instruction. Tasha shared her strategy choosing process, “Being able to pick and choose strategies based on the student's understanding and what I already know about them so far really allowed me to focus on a child's needs, and this is how I can reach them.” Teachers' data included summative assessments, informal assessments, district assessments, and a leveled literacy intervention program. Some teachers indicated using the student's ACCESS data to guide their ELA instructional practices. These select teachers professionally gauge if a student needs support within the domains of reading, writing, or speaking English.

Sub-Question Two: How do FES teachers implement instructional strategies during ELA while teaching ELL students?

When teachers have chosen their instructional strategy, they implement the instructional strategy in various ways. Throughout the observations and interviews, it was indicated most teachers implement their strategies in a small group setting. Teachers explained the use of small groups allows them to meet the needs of the diverse ESOL students who need academic support during ELA. Immediately after a whole group ELA lesson with a specific strategy, teachers begin to pull small groups. Those small groups, through observations, were previously predetermined. The teacher typically called the students over and began to instruct them.

The multiple strategies theme was used based on the data from the checklist, and an average of six strategies are used within the various small groups. The six strategies identified are increased use of visuals, gestures, body language, questioning, activating students' background knowledge, organized student groups, differentiated groups, and simplified language, often implemented based on the learner's needs. Some teachers stated they have small group lesson plans but constantly adjust them based on the learners. Many teachers shared they often varied their implementation because the learner needs ELA skills. By varying the implementation of the lesson for the students based on their ELA skills, the diverse learning needs of ESOL students' theme is used. Several teachers were observed and shared they use students' questioning or verbal or nonverbal cues before adjusting their educational implementations.

Sub-Question Three: How do FES teachers evaluate the instructional strategies used for instructing ELL students?

Teachers reported the evaluative process is tailored to each ELL student during instructional periods. Throughout the interviews, teachers indicated they use several techniques to evaluate students learning before, during, and after an ELA lesson. Tasha explained she walks around and listens for the needs of students, she said,

> And so just finding as many opportunities as possible to see if those strategies were effective. And of course, if they were not, I would put like a little star to remind me that we gotta go back to this.

Others shared they would give students another assignment to see if learning has been conceptualized. Teachers often said they would allow students some more instructional practice with the skill and reevaluate their learning with the skill through a preponderance of several evaluative processes, including informal assessments, class assignments, summative assessments, and district assessments.

Summary

This chapter provided an overview of the participants in the study and insight into the choosing, implementation, and evaluative practices of teachers at FES. The participant's description includes their background and years of educational experience. This chapter also included the development of five themes through data collected from observations, artifact retrievals, and semi-structured interviews based on the central question and the sub-research questions. This chapter further indicated the findings into the understanding revealed through teachers utilizing the central question and the sub-research questions. Finally, the chapter presented the examination of the themes through the positive and negative developments of the

data collected about the teacher's educational process of choosing, implementing, and evaluating strategies during ELA with ELL.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this qualitative multiple case study was to determine the instructional strategies and decisions educators chose, implemented, and evaluated while teaching English Language Learners (ELL) during English Language Arts (ELA). This chapter includes a summary of the findings and the theoretical framework and the empirical framework. The implications section contains the theoretical, empirical, and practical implications of the day-to-day practices for effectively educating ELL. The delimitations and limitations are also presented. In conclusion, recommendations for future research are discussed.

Summary of the Findings

Through the analysis of the data from observations, artifact retrieval, and interviews, five themes emerged and provided answers to the central and sub-questions for this study. The five themes that emerged were: Minimal or non-existent ESOL support, multiple strategies, need for ESOL professional development, regular classroom teacher experience, and diverse learning needs of ESOL students. The central question was, “How do elementary teachers at Fisherton Elementary School choose, implement, and evaluate instructional strategies during English Language Arts with English Language Learners?” The three sub-questions for the study were: How do Fisherton Elementary School teachers choose instructional strategies during English Language Arts while teaching English Language Learners? How do Fisherton Elementary School teachers implement instructional strategies during English Language Arts while teaching English Language Learners? How do Fisherton Elementary School teachers evaluate the instructional strategies used during English Language Arts while instructing English Language Learners?

The research indicated teachers at FES chose their instructional strategies in multiple ways. They then implemented those strategies utilizing their educational experience to deliver instruction to the diverse learners within their classrooms. Teachers indicated they would tailor their implementation based on the needs of the learners in small groups. After implementation, teachers evaluated the strategies in multiple ways, including formative and summative practices (Theme 2: multiple strategies, Theme 4: regular classroom teacher experience, Theme 5: diverse learning needs of ESOL students).

Through the triangulation of the data, I noted teachers at FES chose their instructional strategies variously. Teachers chose their instructional strategies from their professional repertoire of instructional strategies. Several teachers indicated they decided their instructional strategies based on the ELL's specific needs (Theme 2: multiple strategies, Theme 3: need for ESOL professional development, Theme 4: regular classroom teacher experience, Theme 5: diverse learning needs of ESOL students).

Most teachers at FES implement their various instructional strategies in small instructional groups. Teachers utilized a few instructional strategies during ELA in their mini-lesson. To follow-up, the mini-lesson teachers then implemented additional instructional strategies within small groups while trying to meet the needs of the diverse learners within their classrooms (Theme 1: minimal or non-existent ESOL support, Theme 2: multiple strategies, Theme 3: need for ESOL professional development, Theme 4: regular classroom teacher experience, Theme 5: diverse learning needs of ESOL students).

The teachers at FES indicated within the research they use a preponderance of the evidence to evaluate the effectiveness of the chosen and implemented instructional strategies Some of those evaluative procedures included formative and summative measures. Teachers

indicated they would try to gather data from each learner in multiple ways. Teachers were willing to accept the verbal responses of students or written assignments to try to authenticate the effectiveness of strategies chosen (Theme 2: multiple strategies, Theme 3: need for ESOL professional development, Theme 5: diverse learning needs of ESOL students).

Discussion

Theoretical Discussion

Bruner's (1986) constructivism theory grounded this study because it embodies learning as a methodical process facilitated through insightful instruction. This theoretical framework was evident in teachers' instruction when choosing and implementing their educational strategies during ELA to ELLs. Bruner (1978) clarified cognitive development is a structure that uses scaffolding and processes of students' old and current knowledge to make learning obtainable. A tenant of this theory is that instruction needs to be represented in three different modes actions, icons, and symbols (Bruner, 1986). These representations need to be presented sequentially and altered to accommodate a student's age (Greenfield, 2016). In this study, the teachers used all three modes.

As teachers communicated during ELA, they used particular strategies to facilitate learning throughout the research. Teachers used actions equivalent to instructing through engaging the senses, kinesthetic learning, and increased use of visuals, gestures, and body language. Teachers used iconic representation when presenting their lessons with visuals and graphic organizers. I also found teachers using symbolic representation when using patterned language, reader's theater, sentence frames, and modeling academic language to address the needs of the ELL students. In the research, I observed Tumega, a kindergarten teacher modeling academic language, whereby she placed emphasis on selective language while reading the story,

The Good Egg. Furthermore, as a reading lesson, she instructed students to find the gist, list, and the end of the story.

Bruner's (1986) constructivism theory provided the necessary framework through classroom observations during ELA, artifact retrieval of lessons taught, and semi-structured interviews. Bruner (1978) affirmed teacher-to-student interactions are critical to cultivating learning from behavioral to cognitive. He argued cognitive development is a structure which requires teachers to use scaffolding and processes of old and current knowledge to make learning obtainable to students. My research found teachers use various strategies to scaffold learning for students. They are using the strategies to focus the concentration of students so they can more easily obtain learning English reading, writing, and speaking. For example, Rashawn pulled a small reading group whereby she integrated technology to provide students a writing prompt to preview critical concepts and vocabulary. I observed that a student was given access to Google Translate to assist with the translation of Spanish to English to aid in her communication of the writing prompt. This observation affirmed Bruner's (1986) theory of scaffolding and being culturally responsive to the needs of students until the student has achieved learning. Therefore, this present study validates Bruner's theory of constructivism.

Empirical Discussion

This study concurs with prior findings in which numerous strategies are evident and employed by teachers during ELA for ELL students (Hoff, 2016; Mozingo, 2017). Considering the empirical significance of this study, within the related literature (Glazer et al., 2017), 22 of 25 strategies were identified and used during ELA, three of which were questioning, activating background knowledge, and organized groups. Glazer et al. (2017) concluded teacher candidates identified providing supportive materials to bilingual students assisted their success, background

knowledge, and participation in their learning. As a result, confirming activating students' background knowledge, use of analyzed supported materials, modeling academic language, and increased use of visuals all aid in the learning process through strategies for ELLs.

In Greenfader and Brouillette's (2017) case study, teachers were provided a two-year-long professional development within elementary arts and literacy for ELLs. The activities in the study included movement, gestures, and expressions to promote verbal interactions with ELLs. The research showcased arts-based strategies, which provided advanced oral language development for students (Greenfader & Brouillette, 2017). Additionally, I found teachers who utilized reader's theater, kinesthetics, and patterned language strategies were more engaged. When teachers evaluated student outcomes during the semi-structured interviews, they were impressed by their student's involvement and eagerness to participate, which yielded growth for the students noted by the teacher. In relation to the themes, seven teachers identified the need for innovative professional development that aids ELA to ELL students. Through the related literature, Greenfader and Brouillette's (2017), professional development provided teachers with numerous strategies for teaching ELA to ELLs. These strategies included creative drama and dance encompassing movement, gestures, and expressions.

There were findings in my study that contradicted the findings of Cruz and Thornton (2008) and Marzano (2009). Both researchers indicated the use of: "What you know," "What you want to know," and "What you learned (KWL)" charts as essential strategies to enhance learning. Despite observing 10 teacher participants and accumulating 10 hours of field research, KWL charts were not used as a strategy during ELA. As stated in Chapter Two, the KWL charts promote questioning and inquiry skills. Teachers could use this strategy collaboratively or independently throughout a learning unit (Greenwood, 2018; Levine et al., 2013). This related

literature clarifies ELL's student achievement levels can be raised by communicating the criteria for formative and summative assessments through rubrics that indicate and describe the various performance level descriptors (Levine et al., 2013). The use of rubrics was not evident throughout my research. Addressing the absence of these two research-based strategies can perhaps aid teachers with instructional practices and ease the burden of feeling overwhelmed. Subsequently, the use of these strategies may address the achievement gaps for ELLs at FES. Despite the absence of these strategies, the use of 22 other strategies were documented throughout the field experience.

This qualitative study adds to the related literature because it revealed how ELL teachers choose, implement, and evaluate the multiple strategies during ELA. This research allowed teachers to share their intimate thoughts and reflections on why they chose and implemented specific strategies. The teachers also could honestly share their evaluative processes after choosing and implementing specific strategies. By focusing on the process of choosing, implementing, and evaluating the multiple strategies, this research adds new empirical data that focuses on teachers' experiences. This research may provide support to ELL teachers and school systems seeking to improve ELL's student performance during ELA (Hoff, 2016; Mozingo, 2017).

Implications

Theoretical Implications

Bruner's (1986) constructivism theory addressed how instruction was represented and organized through various learning methods or strategies that bridge scaffolded learning. Through Bruner's (1986) constructivism theory, the theoretical implications are that teachers should foster instruction at the simplest level and then revisit the instruction at a more complex

level through intentional scaffolding. This research reveals teachers heavily rely on multiple multilayered strategies to scaffold learning for ELL during ELA. Teachers are fully aware of the educational expectations of the ELL students. As a result of the high expectations, teachers utilize multiple multilayered strategies to foster, capture and engage learning. While capturing the effectiveness of strategies used, teachers are further tasked with maintaining the full responsibility of the paperwork of each ELL student. That paperwork includes lesson plans with differentiation, including the ELL, antidotal notes, WIDA, Fountas and Pinnell reports, and ACCESS data. The findings indicate the constructivism theory is viable for studies regarding ELL and ELA. Additionally, Bruner's (1986) constructivism theory is an effective theory to advance the literature when instructing ELLs as they grow through reading, writing, and speaking English. This research also adds value to previous research because it allowed teachers to reflect on their strategic choices (Cambridge Assessment International Education, 2020; Mathew et al., 2017).

Empirical Implications

The empirical implications of this study are that teachers are challenged with choosing and employing too many strategies during ELA to teach ELL students (Hagaman & Casey, 2017; Pezzolla, 2017; Robertson, 2019). My research confirms the related literature and therefore supports previous findings and expands the researchers' conclusions confirming the use of multiple strategies. (Hoff, 2016; Mozingo, 2017). My research encompassed 25 strategies identified by Marzano's (2009) high-yield outcomes and SDAIE GO TO Strategies (Professional Learning Board, 2020) within ELA. During the observations, teachers actively scaffolded strategy after strategy while focusing on the academic standards. Through interviews, teachers expressed their educational decisions and perspectives from instructing while using multiple

strategies. My research fills a gap in the related literature as no previous research has focused on ELA teachers instructing ELLs while using Marzano's (2009) 25 high-yielding strategies and SDAIE GO TO Strategies (Professional Learning Board, 2020).

Furthermore, my research contradicts three findings from the related literature (Akuma & Callaghan, 2018; Cruz & Thornton, 2008; Levine et al., 2013). Their findings revealed three strategies KWL, timelines, and rubrics, were not used as suggested by other researchers (Akuma & Callaghan, 2018; Cruz & Thornton, 2008; Levine et al., 2013). The KWL, timelines, and rubrics are major research-based strategies that have been indicated as assisting students in making academic gains. Therefore, further research needs to be conducted to determine why these strategies were not employed or to reconcile the contradictions of these findings.

Practical Implications

The practical implications of this study indicated teachers at FES should develop collaborative ELA teacher leader teams. These teams could consist of two educators per grade level K-5. Other support teachers should be included, such as: Reading recovery teachers, early intervention teachers, paraprofessionals, parent liaisons, ESOL teachers, and administration. These ELA teacher leaders would meet bi-weekly to discuss the multiple strategies chosen and implemented during ELA. This ELA teacher leadership team would study and indicate the most effective strategies to utilize during ELA. Through intentional conversational collaborations, FES teachers could begin to identify through streamlining and evaluating the most effective research-based instructional strategies to employ during ELA along with answering the "why" and "how" of particular strategies for their specific grade levels (Lupinsky et al., 2012, p. 81). This team of ELA teacher leaders will serve as the experts of strategies and offer coaching and modeled lessons for their colleagues. Also, they would gather data and evaluate the outcomes of

those strategies for individual teachers and grade levels longitudinally for five years for effectiveness. This process will positively impact ELL students' instruction, closing the ELA's academic achievement gap while alleviating the teacher's feelings of being overwhelmed and stressed.

Throughout the research, teachers contended they are compelled to continue teaching because they have a loving passion for student success. Yet, teachers felt they could benefit from more ESOL support, particularly during ELA. Teachers expressed they specifically needed ESOL support during ELA because of its multiple demanding components teaching ELL students. Teachers indicated this because of the ELL requirements to progress ELLs with reading, writing, and speaking, which continually poses the most challenges for ELL students at FES. Teachers at FES also expressed they understand full-time ESOL teachers are tasked with meeting the needs of 73% of the entire school's population of students (Riverdale School District, 2019). As a result, classroom teachers rely on the limited ESOL support they receive and fill each ELL student's gaps. The administration should configure the schedules of the ESOL support staff to indicate that each classroom teacher receives a minimum of 90 minutes (about one and a half hours) of direct ELA support weekly. This ESOL support should be implemented regardless of the classroom teachers' ESOL qualifications.

Since the findings of this study suggest ESOL teachers are overextended, administrators can use this information to fund and hire additional ESOL teachers. While increasing the amount of ESOL teachers would lower the ESOL teacher's caseload from 1:113 students to a smaller load with a possible ratio of 1:50 students to better serve their academic needs. Teachers and ESOL support educators both reported, though they have had some ESOL training or professional development that has supported them with their ESOL students, they need

additional training tailored to the specific needs of FES students. They expressed they need training strategically focused on increasing their ESOL student's reading, writing, and speaking skills within ELA. The administration can use these findings to allocate ongoing and intentionally focused quarterly ESOL academic and cultural sensitivity awareness training for all staff members. The ESOL leadership team could develop a model that provides cultural relevancy, sensitivity training, and other demographic considerations specifically for the FES population. This series of professional developments will be considered and taught during a classroom teacher's regular schedule. The training will be half day, and substitutes will cover each teacher's classroom. Additionally, staff members who complete the quarterly training will receive a $150.00 stipend in May of the same school year. The funds for the stipend should be budgeted into the school's yearly budget targeting in-house professional development.

Additionally, ESOL teachers should aid in developing and maintaining realistic expectations of instructing using the streamlined strategies developed by the ELA leadership team. The ESOL leadership team would serve as the trainers to implement the innovative professional development model to the entire staff that specifically addresses the teachers' needs and practical use of strategies appropriate for learners during the teachers' ELA schedule, including differentiated small groups. The ESOL leadership teams and administration can use these findings to understand the teachers' challenges during ELA fully. Ultimately, the ESOL leadership teams and administration can use these findings to holistically understand the teachers' challenges during ELA while meeting the needs of their diverse ESOL learners.

Implications for student learning include ongoing teacher-to-student relationships fostering through understanding their ESOL goals, specifically during ELA. With a decreased ESOL teacher-to-student ratio, ESOL teachers can help service students individually. ESOL

teachers can share the outcome of each student's ACCESS scores while developing a roadmap of goals for each school year. Additionally, ESOL teachers and regular classroom teachers can streamline an appropriate balance of ELA strategies that each learner should grasp during a semester during ELA.

A practical implication regards parental engagement. Funds should be appropriated and utilized to support ESOL parents. Parents can be offered bilingual instruction that models grade-level specific ELA lessons using streamlined strategies tailored to the specific needs of their ESOL child. These bilingual training sessions will answer parents' concerns about how and why particular strategies have been chosen to meet their child's needs during a particular semester. These sessions can also provide parents with the support to help them better understand how to foster English learning at home. Furthermore, administrators can implement quarterly ESOL parent-teacher conferences. ESOL teachers can hold these conferences and specifically focus on ELA, reading, writing, and speaking. Through this relationship building, parents will be able to better understand the needs of their children. During, these conferences ESOL teachers will be able to share the ACCESS scores of each child. Parents will be given the opportunity to understand their individual child’s linguistic needs paired with their academic goals. When strategies are streamlined during ELA, ESOL teachers can share which strategies will facilitate scaffolded learning during the semester. Those strategies may allow parents to support ELA instruction at home.

These findings further enhance the literature on the topic based on its practical implementation, allowing other researchers the guidelines to continually study the choosing, implementing, and evaluation of strategies in different educational settings. These findings provide regular classroom and ESOL teachers firsthand experiences of choosing, implementing,

and evaluating multiple strategies as they juggle the instructional practices needed to facilitate learning during ELA to ESOL learners. Providing these practical implications would aid and develop teacher success and sustainability at FES. These implications, when applied, can enhance the knowledge of FES teachers while directly impacting the ELA progress of students at FES.

Delimitations and Limitations

As it relates to qualitative research and increased understanding of limitations. I recognize within qualitative research that I was being a human—instrument within the study. I was cognizant of my biases within the research. Therefore, I have ensured the confidentiality of this research and its participants. Furthermore, data were obtained and summarized in a judgment-free manner towards the participants and the outcome of the data. As a qualitative researcher, I have given a deep analysis and understanding of the problem and my limitations.

The primary limitation of this study included a small variance of ESOL students who are served at FES. This elementary school has an ESOL population that serves 9% Latino students (Fisherton Elementary School, 2019). This research could have other outcomes if the ESOL students were from different areas of the nation and spoke other languages. Additionally, the ESOL population of students at FES are majority first-generation ESOL students.

The second delimitation of the study was my choice of the setting. I chose this location because I have taught and served as an academic coach at FES. Over the years, I have developed a passion for the staff and students at FES. I continually heard about and experienced the challenges and victories as an academic coach. This research was located and conducted in a gateway state in the south. This setting was excellent because it has an abundance of ESOL learners. Additionally, FES served as an exceptional location; this research only included

students in the elementary school setting. Overall, the school system has many educators with various educational experiences and backgrounds.

The third delimitation is the small sample size of 10 FES teachers who provide instruction in a regular education classroom during ELA with ELL. This sample size included 10 classroom teachers and support ESOL teachers who provide services within traditional educational classrooms. I chose these participants because regular education teachers teaching during ELA would have the autonomy to choose and implement various strategies to facilitate instruction in multiple modalities. This delimitation excluded special education teachers because special education teachers are mandated to provide instruction to students based on the special education student's IEP's.

The fourth delimitation was due to the Covid-19 pandemic. This research would have been ideal to conduct all observations in-person to gather the practical and natural experiences of the whole classroom dynamic. However, a limit of this research study was that it took place during the Covid-19 pandemic, in which instruction within the school system was offered in-person and digital instruction was offered via Zoom. The Zoom platform was utilized because the school system preferred this method when in-person instruction was unavailable. Fortunately, all participants observed or interviewed using the Zoom platform were accustomed and comfortable with Zoom. Some of the observations and interviews were adjusted and conducted based on the teacher's instructional setting and availability to conduct in-person or digital semi-structured interviews.

Recommendations for Future Research

Because of the current influx of immigrants into the United States, the need for ELA and ELL programs will continue to escalate (Breiseth, 2015; Jimenez-Castellanos & Garcia 2017).

Consequently, school leadership and teachers need to be prepared to provide quality education to this particular group of students. Further research then becomes imperative. Future research on choosing, implementing, and evaluating multiple strategies during ELA to ELL should be conducted in all academic settings that have ESOL populations. This research can be conducted in private or public school systems. Further, this research can be revisited in urban or rural settings where any ESOL students are included in the school's population.

This study needs to be replicated with a phenomenological approach to pre-k through 12th-grade instructional settings within regular education teachers who instruct ELA to ELL, adding a richer scope of perspectives from multiple ranged educators. Gathering the perspectives of regular education teachers in multiple settings would offer information on other teachers' successes and challenges while choosing, implementing, and evaluating the multiple strategies. Providing opportunities where this research could be implemented in various educational settings with large or small ESOL populations with multiple demographics, including varied languages, would allow teachers in various settings to share their experiences. Replicating the research in multiple ESOL support models would also add to the study.

This study should be conducted after the COVID-19 virus is managed and when the majority of school settings are at their pre-pandemic capacity. Furthermore, the effectiveness of the FES, ELA teacher leadership teams (support staff, reading recovery teachers, early intervention teachers, paraprofessionals, parent liaisons, ESOL teachers, administration) should be studied. Conducting future research in a more traditional setting will provide further insight into a teacher's traditional experiences while teaching in person.

Summary

The purpose of this case study was to explore elementary school teachers' instructional decisions on English Language arts strategies for English Language Learners. The findings indicated teaching ELA with multiple strategies for ELL is a challenging yet rewarding task. The regular classroom teacher is challenged with preparing, choosing, and implementing strategies with fidelity. Subsequently, this means teachers are infiltrated with multiple strategies to balance varying ELA strategies and ELL strategies.

The limitations of this case study were conducted during the Covid-19 pandemic when some classroom settings were in-person, and some classrooms were virtual. This indicates some teachers were instructing in person while others were virtually teaching. Future research needs to be conducted when all classroom observations and semi-structured interviews can be held in a more traditional setting. Future research needs to be conducted in multiple educational settings pre-k through 12^{th} grade with various regular education classrooms with ELL. As the ELL population grows due to an influx of immigrants into the United States, continual and consistent research is vital to the educational system. Researching and gathering data on the educational perspective through the lived experiences of educators will aid in the understanding of the progress and challenges that are being revealed in America's classrooms and with the ELL population.

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Appendix A

Participation Letter

Dear Certified Staff,

You are receiving this letter because you are a certified teacher and are currently serving ESOL students within your classroom. I would like to take this time to ask that you consider participating in a qualitative research initiative. This research is developed to identify strategies chosen and implemented to serve ESOL students within our school. This research will include 10 certified teacher participants, and the teacher participants will remain anonymous throughout the research.

Participants are asked to allow the researcher to observe their English Language Arts class for thirty minutes, two times within the semester. The researcher will adhere to maintaining an unobtrusive observation during the entire observational process. At the end of the observation, the researcher will take pictures of strategies chosen and implemented during the observation. All artifacts will remain anonymous to protect participants and students. After the observations are complete, a semi-structured interview with an estimated time of one hour will take place off-site to gather qualitative data about the strategies chosen, implemented, and evaluated. The semi-structured interview will be transcribed through a credible third-party while maintaining anonymity.

When determining your participation, you need to understand the nature of the research. This qualitative research is a study of strategies identified as effective for instructing English Language Learners. Please take your time to read this e-mail and carefully consider participating in this research. Please respond to this e-mail to confirm your participation in the research.

If you have any questions about the study, please contact me. My phone number [redacted], and I will be happy to discuss any questions you may have. Alternatively, you can e-mail any questions you may have to [redacted] and I will be happy to correspond.

Thank you very much for your participation.

Sincerely,
[redacted]

Appendix B

Consent

Title of the Project: EXPLORING ELEMENTARY SCHOOL TEACHERS' INSTRUCTIONAL DECISIONS ON ENGLISH LANGUAGE ARTS STRATEGIES FOR ENGLISH LANGUAGE LEARNERS: A CASE STUDY
Principal Investigator: [redacted]

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be over 18 years of age. Each participant must be a certified general elementary classroom teacher or support teacher teaching at [redacted] Each participant must teach or support English Language Arts in a general elementary classroom to English Language Learners. Taking part in this research project is voluntary.
Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of the study is to determine the instructional strategies and decisions that educators choose, implement, and evaluate while teaching English Language Learners (ELL) during English Language Arts (ELA). This research study is being conducted so that strategies used to facilitate learning to ELLs at [redacted] will be able to be explored through the educator's experience of choosing, implementing, and evaluating instructional strategies.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:

1. Allow for two 30 minute classroom observations during English Language Arts with English Language Learners.
2. At the end of each observational day allow the researcher to return for 10-15 minutes to photograph artifacts that identify the strategies that were used to instruct English Language Learners during the observation.
3. After both observations are complete participate in an off-site semi-structured interview in a secure environment free from noise disturbance and distractions. The interview will be 30-45 minutes. This interview will be audio recorded and transcribed through a third-party.
4. Member checking will be offered to each participant.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit by participating in this research. Benefits to society may include the improvement of teaching and learning through instructional strategies for elementary English Language Learners and educators with English Language Arts. Additionally, this research will add to the research of continual studies for strategies used to facilitate the learning of English Language Arts for English Language Learners.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses and study locations will be kept confidential through the use of pseudonyms. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password protected external hard-drive and in the cloud, paper copies of observational notes and checklists will be filed and locked in a filing cabinet. Analyzed data may be used in future presentations. After three years, all electronic records will be deleted, and paper copies will be shredded.
- Interviews will be audio recorded and transcribed. Recordings will be stored on a password protected external hard drive for three years and then erased. Only the researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University, [redacted], or [redacted]

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Tameika Hairston-Thomas. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [redacted] or [redacted]. You may also contact the researcher's faculty sponsor, [redacted].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515, or email at irb@liberty.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record as part of my participation in this study.

_____
Printed Subject Name

_____
Signature & Date

Appendix C

Letter to Principal

Dear [redacted],

I am writing to request permission to conduct an anonymous multiple qualitative case study within [redacted] within the second semester of the 2020-2021 school year. The nature of this qualitative case study is to study the multiple strategies chosen, implemented, and evaluated during English Language Arts for English Language Learners.

All certified teachers instructing ELL students will be invited to participate in the research. From the candidate pool, the first 10 certified teachers willing to participate will be considered participants. The participants will be asked to observe their English Language Arts class for thirty minutes, two times within the semester. While observing, I will remain unobtrusive during the observation. After each observation, pictures of the strategies chosen and implemented during instruction will be taken.

Additionally, a semi-structured interview with pre-determined questions will take place off-site for an estimated hour. The semi-structured interview will be transcribed through a credible third-party, and anonymity will be maintained. All participants, students, and artifacts will remain anonymous throughout the entire research.

This multiple qualitative case study is a study of strategies identified as effective for instructing English Learning Learners. The purpose of this qualitative multiple-case study is to determine the strategies that are chosen, implemented, and evaluated for effectiveness while teaching ELL students in ELA. Ultimately, the purpose of this study is to identify the ELA strategies that best support the students at [redacted]

Please consider allowing me to conduct this research within [redacted] and with 10 willing certified participants. Additionally, considerations related to Covid-19 will be upheld following the CDC guidelines.

If you have any questions about the study, please contact me. My phone number is [redacted] and I will be happy to discuss any questions you may have. Alternatively, you can e-mail any questions you may have to [redacted], and I will be happy to correspond.

Thank you very much for your consideration.

Sincerely,
[redacted]

Local School Research Request Form

Name of School [redacted]

Name of Researcher: [redacted]

Position or Grade: Instructional Coach Fifth Grade

A. Research Project

a. Title: A TEACHER S CHOICE A QUALITATIVE CASE STUDY EXPLORING ELEMENTARY SCHOOL TEACHERS INSTRUCTIONAL DECISIONS FOR CHOOSING, IMPLEMENTING, AND EVALUATING ENGLISH LANGUAGE ARTS STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

b. Statement of Problem and research question, The problem is that [redacted] elementary education teachers that teach ELL students have too many strategy choices and are overwhelmed with deciding, implementing, and evaluating the strategies. See attachment for research questions.

c. Subjects or population for the study: 10 certified K-5 elementary teachers that teach ELA to ELL students.

d. Reason for doing this research:

_____ Graduate Study at Liberty University /College

_____ Publication/Presentation

_____ Other (please specify)

e. Dates research will be conducted: January 2021 to January 2022

B. All research and researchers must a) Protect the rights and welfare of all human subjects, b) Inform students and/or parents that they have the right not to participate in the study, c) Adhere to board policies and applicable laws which govern the privacy and confidentiality of students records.

C. This request applies to research conducted within and by local school personnel. Alt other research requests must be submitted by completing a [redacted] and submitting it electronically according to instructions. For complete details and instructions, please visit our Web Page at the following link: [redacted] or you can simply go to [redacted] When you open our webpage, click on "I want to" section.....Apply for Research

[redacted]	[redacted]	[redacted]

1/19/2021

Date of Approval

Research Questions

Central Question: How do elementary teachers at FES choose, implement, and evaluate instructional strategies during ELA with ELL students?

Sub-questions:

1. How do FES teachers choose instructional strategies during ELA while teaching ELL students?
2. How do FES teachers implement instructional strategies during ELA while teaching ELL students?
3. How do FES teachers evaluate the instructional strategies used for instructing ELL students?

Appendix D

IRB Approval

Date: 2-1-2022

IRB #: IRB-FY20-21-798
Title: EXPLORING ELEMENTARY SCHOOL TEACHERS' INSTRUCTIONAL DECISIONS ON ENGLISH LANGUAGE ARTS STRATEGIES FOR ENGLISH LANGUAGE LEARNERS: A CASE STUDY
Creation Date: 4-11-2021
End Date:
Status: Approved
Principal Investigator: Tameika Hairston
Review Board: Research Ethics Office
Sponsor:

Study History

Submission Type	Initial	Review Type	Limited	Decision	Exempt - Limited IRB

Key Study Contacts

Member	[redacted]	Role	Co-Principal Investigator	Contact	[redacted]
Member	[redacted]	Role	Principal Investigator	Contact	[redacted]
Member	[redacted]	Role	Primary Contact	Contact	[redacted]

Appendix E

Strategies Checklist

Strategies Checklist

Participant: _____

Date: _____

Time: _____

Strategies	Evident	Not Evident	Notes
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate			
Activate student's background knowledge			
Instruct through demonstration engaging the senses			
Simplified Language			
Organized student groups			
Assess and monitor			
Collaborative Dialogue			
Comprehension checks			
Increased use of visuals, gestures, body language			

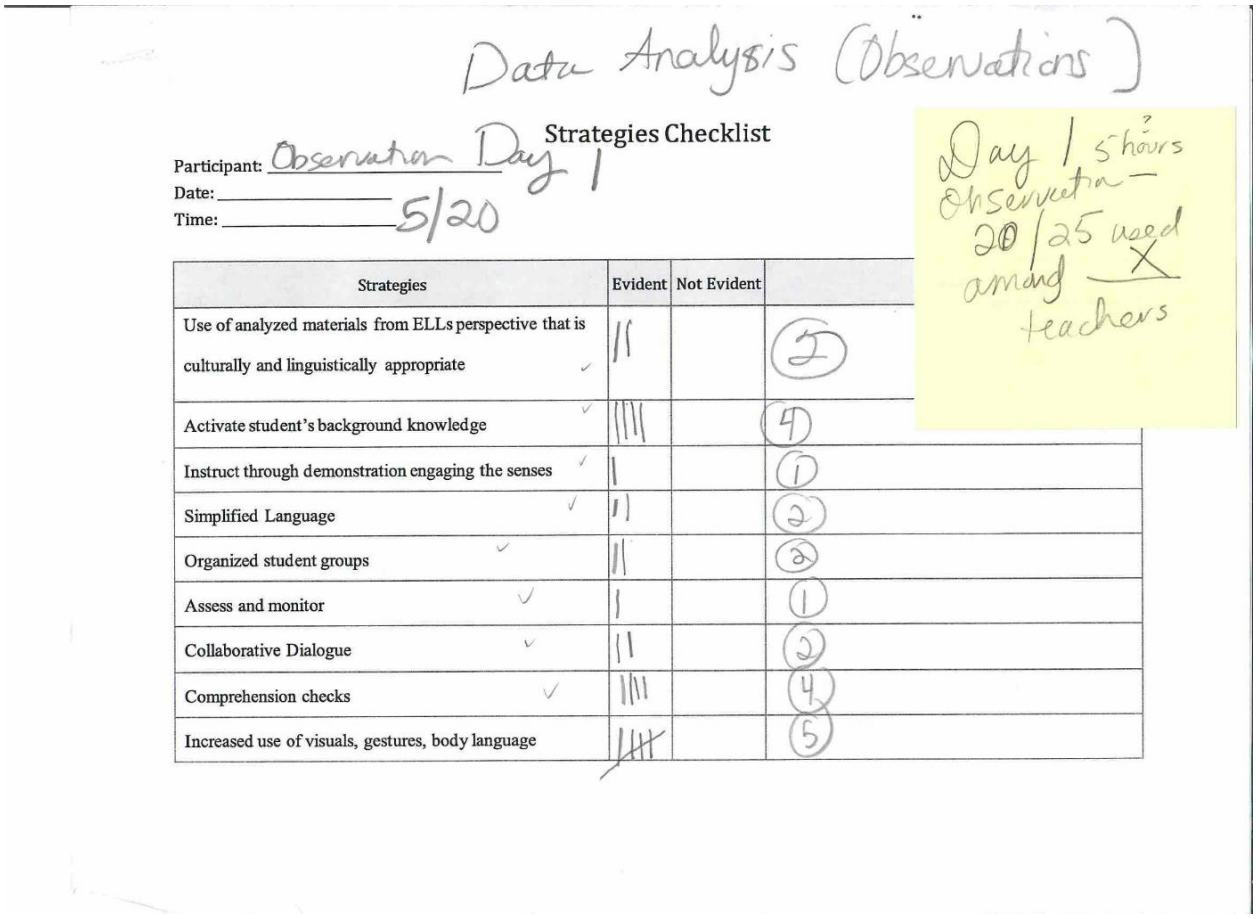
Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams			
KWL charts			
Sentence Frames			
Modeling academic language			
Patterned Language			
Readers theater			
Rubrics			
Signal Responses			
Gestures, Repetition, Sentence Frames			
Kinesthetic Learning			
Differentiated Groups			
Varied Presentations			
Questioning			

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time			
Wait Time with Silence			

Appendix F

Day 1 Classroom Observations Collective Data

20/25 Strategies Observed



Data Analysis (Observations)

Strategies Checklist

Participant: Observation Day 1
Date: _____
Time: 5/20

Day 1 5 hours Observation — 20/25 used among X teachers

Strategies	Evident	Not Evident	
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate	II		2
Activate student's background knowledge	IIII		4
Instruct through demonstration engaging the senses	I		1
Simplified Language	II		2
Organized student groups	II		2
Assess and monitor	I		1
Collaborative Dialogue	II		2
Comprehension checks	IIII		4
Increased use of visuals, gestures, body language	IIII		5

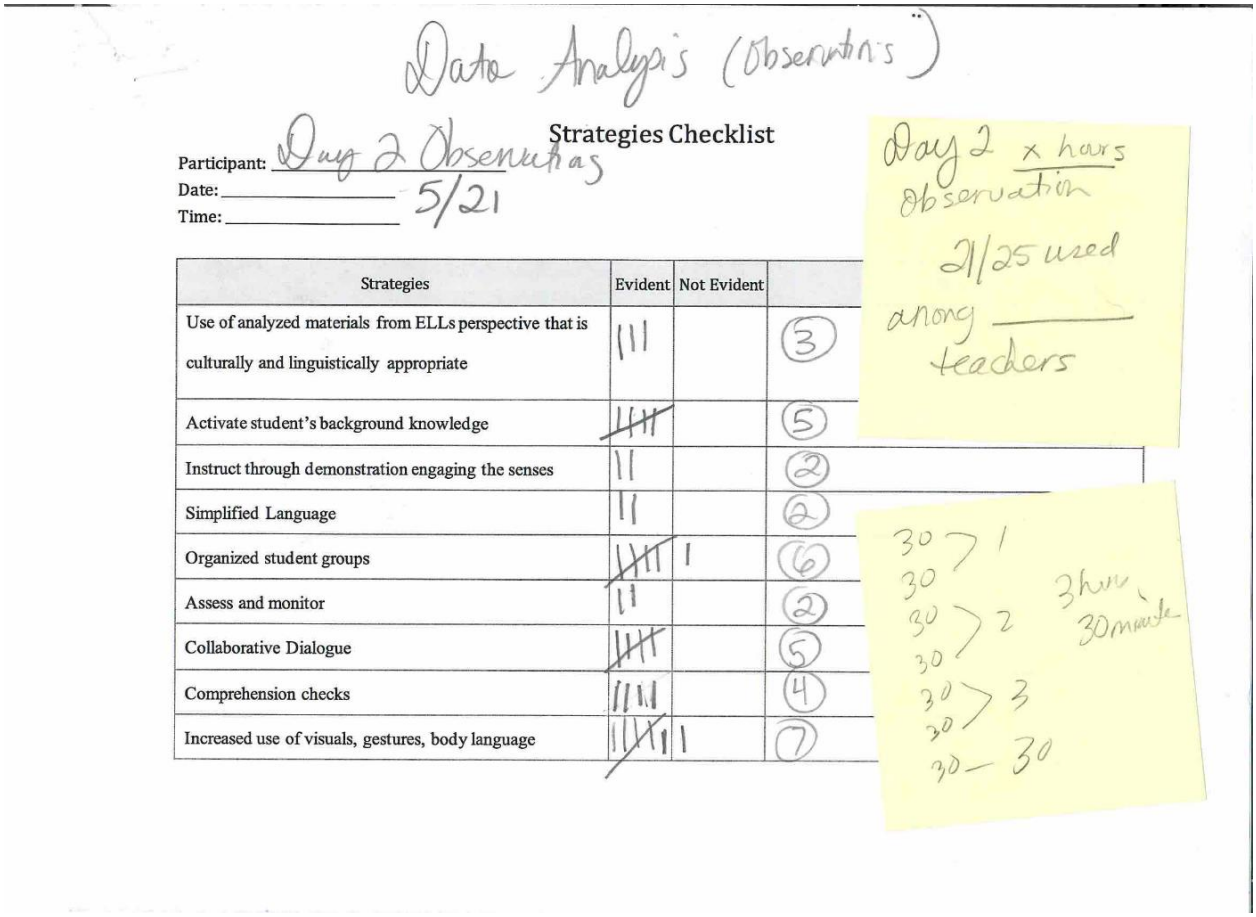
Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	///		(3)
KWL charts			
Sentence Frames			
Modeling academic language	///		(3)
Patterned Language	//		(2)
Readers theater			
Rubrics			
Signal Responses	/		(1)
Gestures, Repetition, Sentence Frames	///		(3)
Kinesthetic Learning	/		(1)
Differentiated Groups	///		(3)
Varied Presentations	////		(4)
Questioning	~~////~~		(5)

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time	IIII		(4)
Wait Time with Silence	III		(3)

Appendix G

Day 2 Classroom Observations Collective Data

21/25 Strategies Observed



Data Analysis (Observations)

Strategies Checklist

Participant: Day 2 Observations
Date: 5/21
Time:

Strategies	Evident	Not Evident	
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate	III		(3)
Activate student's background knowledge	~~IIII~~		(5)
Instruct through demonstration engaging the senses	II		(2)
Simplified Language	II		(2)
Organized student groups	~~IIII~~	I	(6)
Assess and monitor	II		(2)
Collaborative Dialogue	~~IIII~~		(5)
Comprehension checks	IIII		(4)
Increased use of visuals, gestures, body language	~~IIII~~	I	(7)

Day 2 x hours observation
21/25 used among teachers

30 > 1
30
30 > 2
30
30 > 3
30
30 — 30

3 hours, 30 minutes

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	1 111		(4)
KWL charts			
Sentence Frames	11		(2)
Modeling academic language	~~1111~~		(5)
Patterned Language	11		(2)
Readers theater			
Rubrics			
Signal Responses	1		(1)
Gestures, Repetition, Sentence Frames	1		(1)
Kinesthetic Learning	1 11		(3)
Differentiated Groups	~~1111~~	1	(6)
Varied Presentations	11	1	(3)
Questioning	~~1111~~	11	(7)

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time	||||		(4)
Wait Time with Silence	|||		(3)

Appendix H

Day 3 Classroom Observations Collective Data

20/25 Strategies Observed

Data Analysis (Observations)

Day 3 X hours observation

20/25 used among X teachers

Participant: Day 3

Date: 5/25

Time:

Strategies Checklist

Strategies	Evident	Not Evident	
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate	1		(1)
Activate student's background knowledge	1111		(4)
Instruct through demonstration engaging the senses	1		(1)
Simplified Language	11		(2)
Organized student groups	1111		(4)
Assess and monitor	11		(2)
Collaborative Dialogue	11		(2)
Comprehension checks	1111		(4)
Increased use of visuals, gestures, body language	1111		(4)

30 > 1 hour
30
30 > 2
30

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	11		(2)
KWL charts			
Sentence Frames	1		(1)
Modeling academic language	11		(2)
Patterned Language			
Readers theater	1		(1)
Rubrics			
Signal Responses	1		(1)
Gestures, Repetition, Sentence Frames			
Kinesthetic Learning	1		(1)
Differentiated Groups	1111		(4)
Varied Presentations	111		(3)
Questioning	1111		(4)

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time	111		(3)
Wait Time with Silence	111		(3)

Appendix I

Day 4 Classroom Observations Collective Data

20/25 Strategies Observed

Data Analysis (observations)

Strategies Checklist

Participant: Observation Day 4
Date: 5/26
Time:

Strategies	Evident	Not Evident	
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate	III		(3)
Activate student's background knowledge	IIII		(4)
Instruct through demonstration engaging the senses	I		(1)
Simplified Language	II		(2)
Organized student groups	IIII		(4)
Assess and monitor	II		(2)
Collaborative Dialogue	III		(3)
Comprehension checks	III		(3)
Increased use of visuals, gestures, body language	IIII		(4)

Day 4 x hours observation
20/25 used among teachers

30 / 1
30 hours
30 / 2
30 4 teachers

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	/||		(3)
KWL charts			
Sentence Frames	||		(2)
Modeling academic language	/||		(3)
Patterned Language	\\		(2)
Readers theater	|		(1)
Rubrics			
Signal Responses	\\\||		(4)
Gestures, Repetition, Sentence Frames	|||		(3)
Kinesthetic Learning			
Differentiated Groups	|||		(3)
Varied Presentations	\\		(2)
Questioning	|\\\|		(4)

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time			
Wait Time with Silence	VI		(3)

Appendix J

Table 4

Theme Development

Open-Codes	Enumeration of open-code appearance across data sets	Themes
Support	34	Minimal or non-existent ESOL support
Scheduling Issue	42	
Overwhelmed	9	
ESOL Certified	20	
Increase use of Visuals	25	Multiple Strategies
Student Groups	30	
Technology	18	
Professional Knowledge	54	
Lack of Confidence	10	Need for ESOL Professional Development
Effectiveness	21	
Data	24	
Training	25	
Years of experience	12	Regular Classroom Teacher Experience vs ESOL Teacher Experience
Retention	7	
No Peer Support	7	
Veteran Teacher	3	
Non-Veteran Teacher	7	
Classroom Teacher	5	
Support Teacher	5	

Compassion	27	Diverse Learning Needs of ESOL students
Reading Levels	37	
Writing	30	
Capabilities	24	
Small Groups	27	

Appendix K

Day 1 Kelvin's Classroom Observations

9/25 Strategies Observed

Day 1 observations
9/25 strategies observed
(Kelvin)

trategies Checklist

Participa
Date: __
Time: __

Strategies	Evident	Not Evident	Notes
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate			
Activate student's background knowledge	✓		in small group reminding of other holidays Thanksgiving, Christmas, Bday
Instruct through demonstration engaging the senses			
Simplified Language			
Organized student groups	✓		2 groups pulled
Assess and monitor			
Collaborative Dialogue			
Comprehension checks	✓		
Increased use of visuals, gestures, body language	✓		powerpoint, engaging finger up in small group

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	✓		in mini lesson + small group
KWL charts			
Sentence Frames			
Modeling academic language			
Patterned Language			
Readers theater			
Rubrics			
Signal Responses			
Gestures, Repetition, Sentence Frames	✓		Started students w/ how to respond to reading
Kinesthetic Learning			
Differentiated Groups	✓		
Varied Presentations	✓		powerpoint, paper/pencil
Questioning	✓		

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time			
Wait Time with Silence			

Appendix L

Day 2 Kelvin's Classroom Observations

10/25 Strategies Observed

Day 2 Observations
10/25 strategies Observed
(Kelvin)

...ategies Checklist

Participar
Date: ___
Time: 4

Strategies	Evident	Not Evident	Notes
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate			
Activate student's background knowledge	✓		yesterday
Instruct through demonstration engaging the senses			
Simplified Language			
Organized student groups	✓		w/ T & T
Assess and monitor			
Collaborative Dialogue	✓		T & T
Comprehension checks	✓		
Increased use of visuals, gestures, body language	✓		

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	✓		
KWL charts			
Sentence Frames			
Modeling academic language	✓		
Patterned Language			
Readers theater			
Rubrics			
Signal Responses			
Gestures, Repetition, Sentence Frames			
Kinesthetic Learning			
Differentiated Groups	✓		
Varied Presentations	✓		white board / writing
Questioning	✓		

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time			
Wait Time with Silence			

Appendix M

Day 1 Kimberly's Classroom Observation

9/25 Strategies Observed

Day 1 Observations 9/25 strategies used (Kimberly)

Strategies Checklist

Strategies	Evident	Not Evident	Notes
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate			
Activate student's background knowledge	✓		
Instruct through demonstration engaging the senses	✓		
Simplified Language			
Organized student groups			
Assess and monitor			
Collaborative Dialogue	✓		
Comprehension checks			
Increased use of visuals, gestures, body language	✓		images food chain, African dessert along w/ passage & Q on shared screen

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams			
KWL charts			
Sentence Frames			
Modeling academic language	✓		Action verb (ref.) bolded words
Patterned Language			
Readers theater			
Rubrics			
Signal Responses			
Gestures, Repetition, Sentence Frames			
Kinesthetic Learning			
Differentiated Groups			
Varied Presentations	✓		
Questioning	✓		

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time	✓		
Wait Time with Silence	✓		

Appendix N

Day 2 Chell's Classroom Observations

13/25 Strategies Observed

Day 2 observations
13/25 Strategies Observed
(Chell)

Strategies Checklist

Participar
Date: __
Time: _

Strategies	Evident	Not Evident	Notes
Use of analyzed materials from ELLs perspective that is culturally and linguistically appropriate			
Activate student's background knowledge	/		
Instruct through demonstration engaging the senses			
Simplified Language			
Organized student groups	/		
Assess and monitor	/		I like how ____ reading
Collaborative Dialogue	/		
Comprehension checks	/		
Increased use of visuals, gestures, body language	/		

Strategies	Evident	Not Evident	Notes
Simplified learning use of graphic organizers, Venn diagrams	\		
KWL charts			
Sentence Frames			
Modeling academic language	|		
Patterned Language			
Readers theater			
Rubrics			
Signal Responses	|		
Gestures, Repetition, Sentence Frames	/		
Kinesthetic Learning			
Differentiated Groups	\		
Varied Presentations			
Questioning	\		

Strategies	Evident	Not Evident	Notes
Timeline			
Wait Time			
Wait Time with Silence	/		