

Evaluating English-Learner Inclusion as an Effective Educational
Strategy for English-Learner Students

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A Senior Thesis submitted in partial fulfillment
of the requirements for graduation
in the Honors Program
Liberty University
Fall 2015

Acceptance of Senior Honors Thesis

This Senior Honors Thesis is accepted in partial fulfillment of the requirements for graduation from the Honors Program of Liberty University.

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Abstract

The United States of America has experienced unprecedented growth in the percentage of English Learners students enrolling in schools across the country. While federal guidelines and policies have been implemented within the past fifty years to hold school systems accountable for effectively education LEP students, there is no mandated model for educating English Language Learners. The massive number of students speaking foreign languages is a relatively recent issue, and government policy allows schools to operate with considerable flexibility; consequently, a variety of self-contained and English-inclusion strategies have emerged. Reducing costs and a number of other factors have led more school systems to lean towards the hotly debated English-Inclusion strategy. Ethical, SLA, and educational concerns, along with previous research, are important to evaluate the effectiveness of the English Inclusion strategy for both the LEP student and the community.

Evaluating English-Learner Inclusion as an Effective Educational
Strategy for English-Learner Students

School-aged children of non-English speaking families have provided an educational challenge to American public schools. A variety of English Language Development (ELD) strategies exist in the United States Public School System today. The proliferation of techniques can mainly be attributed to two causes: the fact that the massive number of English learner students is a relatively recent issue, and that government policy allows schools to operate with considerable flexibility. A number of factors have led an increasing number school systems to adopt the debated English-Inclusion strategy. Ethical, Second Language Acquisition (SLA), and educational concerns along with assessment results are important to evaluate the effectiveness of the English-Inclusion strategy for both the English Learner (EL) student and the community. A variety of English Language Development strategies exist and it is important look at research to determine the best practices.

Within the range of ELD strategies used, two main approaches towards ELD exist in the public school system today- inclusion and pull-out classes. A central, hotly-debated issue in ELD education is whether or not English-inclusion programs are effective for both the EL student and the community as a whole. Evaluating Inclusion as an effective EL education strategy is an important issue because of the rapid influx of EL students into American schools.

History of English Language Instruction

English and the use of other languages in the U.S. has always been a source of tension in American society. Within the past fifty years, the U.S. has undergone a

dramatic demographic change as millions of non-English speaking individuals have immigrated to the country. Before looking at ELD strategies, it is important to understand the currently changing linguistic and racial demographic situation of the U.S.

Individuals from all over the world have immigrated to the US for over four centuries in the hope of finding a new life and better opportunities, but there has been a spike in immigration within the last 50 years. In 1960, there were 265,000 new legal residents of the US, but that number jumped to 990,000 in 2013 (US Immigration Trends, 2013). Increased globalization and the welcoming legislative and cultural attitude towards equal rights and economic opportunity are two of the main factors that have attracted millions of immigrant families to the United States in recent years: “In 2005, the US had about 11 million school-aged children of immigrants, making them about one-fifth of the school aged population” (Reeves, 2006, p. 131). The influx of immigrant families and immigrant children are changing the racial and linguistic demographics of the American public school. Caucasian students have made up the majority of the US student population for centuries, but that demographic is expected to change within the next twenty years. According to the National Center for Education Statistics, the minority (Asian, Latino, African-American) student population in public schools is expected to be higher than the number of Non-Hispanic white students in 2015 for the first time in the United States of America’s history (US Dept of Education, 2014). The increase of “minority” students is significant because it factors into the growing EL student population.

Technological advances and increased global interaction within the past century have resulted in an ever-growing number of non-English speaking families moving to the

US. The amount of students with a limited English has grown rapidly: “From 1995 to 2001, the population of students identified as limited English proficient (LEP) grew approximately 105% nationwide” (Kindler, 2002, p. 3). The number of LEP students has continued to grow within the past decade. The most recent government statistics stated that the overall average LEP population made up 9.1% (4.1 million) of students enrolled in American schools in 2011-2012 (US Dept of Education, 2014). Although EL student enrollment is a cross-country phenomenon, some areas of the US are experiencing higher concentrations than others. In 2012-2013, urban city schools had an average of 14% LEP students, while suburban areas had an average of 8.5%, town areas had an average of 6%, and rural areas only had an average of 3.5% (National Center for Education Statistics, 2015). The changing demographics and rapid influx of LEP and multilingual students is forcing ELD programs to the forefront of American educational issues today.

Why is ELD Important?

The growing percentage of LEP students in the U.S. is an unavoidable issue for the public education system. Failure to effectively educate LEP students has serious implications for the future of American society. The U.S. is built on a foundation of equal rights and opportunity for all. EL students need the opportunity to obtain an equal and effective education as they take on a significant role in US’s future.

Effective ELD teaching practices are essential because they equip EL students to overcome the challenges that come with assimilating into a new language environment. All assimilation into a new culture begins with the ability to communicate. Students who struggle to understand the English language will struggle with all other academic content areas. Failure to fully learn English can hinder students from communicating effectively,

which in turn can prevent them from graduating high school, getting a degree in higher education, and securing a well-paying job to provide for their families. An EL student's ability to adapt and assimilate into American society during the formative school years can affect the trajectory of their entire life.

EL students' biggest challenges include not being able to keep up academically with their classmates and fit in socially with their English-speaking peers. Successful social integration is arguably as important as effectively learning academic content. Research has found that immigrant students who are unable to successfully adapt and assimilate into American society were more likely to engage in criminal and gang activity (Rossiter & Rossiter, 2009). The first step in achieving academic success and social integration in a new environment is learning the language. Both social integration into American schools and academic achievement can be facilitated through effective ELD practices.

Another weighty issue surrounding ELD education is that a large percentage of EL students have Interrupted Formal Schooling (IFS). IFS means that a student's education in their home country was interrupted or neglected so they are not at the same academic level as their peers in the US (Khan, 2012). Some students with IFS lack even basic literacy skills in their native language, which makes learning extremely difficult. When students are unable to achieve academic progress in school and the possibility of eventually getting a legitimate job seems hopeless, the temptation to attain material wealth through crime increases (Rossiter & Rossiter, 2009). It is crucial for education systems to find ways to support all LEP students- especially at risk refugee youth with IFS- to prevent them from turning to a life of crime.

Beyond teaching immigrant students how to speak English, ELD often helps at-risk students with Limited English Proficiency overcome the barriers to their communication, assimilation, and education. When immigrant EL students learn to communicate and assimilate, they can achieve their full potential as productive members of American society. Understanding how ELD strategies affect both the EL students and the community as a whole is essential as the EL population in American society grows. How language is taught to immigrant students reflects a nation's attitude towards its members, both native and foreign-born. ELD strategies and language policy in school has the power to shape the view of a generation.

English Language Development Legislation in the US

After looking at the need for effective ELD education, it is important to review the U.S. government's approach towards language policy to understand how current language education strategies have emerged. Education is not only a need, but also a right. There is a universal right to education for students of all cultural backgrounds (United Nations Educational, Scientific and Cultural Organization, 2010). The majority of U.S. public schools are taught in English and, therefore, students need to understand the English language to learn and function in American society. As the U.S. gains more immigrants, English instruction is necessary to enable society to run smoothly.

U.S. legislature that has determined current language policy has mostly been enacted within the past sixty years. The passage of Civil Rights Act of 1964 required that there be equal opportunity and no discrimination, exclusion, or denied benefits for linguistically diverse students. Almost a decade later, Section 504 of the Rehabilitation Act of 1973 was enacted to prevent discrimination against individuals in federally funded

programs. Section 504 legally states that all students have a right to “Free and Appropriate Public Education” (US Dept. of Education, 2010). In 1974, *Lau v. Nichols* Supreme Court Decision ruled that the government has the authority to give special attention to diverse EL student’s needs. The following year, the Lau remedies were issued by the U.S. Office of Civil Rights (Office for Civil Rights, 1974). The Lau remedies helped set the minimum standards for evaluation and instruction of EL students. In 1981, the *Castaneda v. Pickard* Supreme Court Decision outlined criteria for schools to ensure that they were following Civil Rights Act of 1964 requirements. The court’s criteria had three main requirements for schools. First, school’s instructional programs needed to be based on sound educational theory. Secondly, school’s programs needed to be effectively implemented with sufficient resources and staff. Thirdly, school systems needed to evaluate the effectiveness of their programs regularly (648 F.2d 989, 5th Circuit, 1981). These legislative measures improved English Language Education, but still allowed considerable flexibility in its implementation.

In 2001, the No Child Left Behind Act (NCLB) required high stakes testing in English to keep schools accountable. NCLB set academic content standards for all children and enforced an accountability system to measure adequate yearly progress (AYP). The national mandate required that all public schools help EL students become English proficient because “both fluent and ESL (English as a Second Language) students are mandated to meet state and national achievement standards” (Chen, N.d.). At least 95% of EL students are required to take language arts/reading assessments (U.S. DOE, Part A Subpart 1 Sec. 111 b2Iii, 2002). Schools are unable to neglect subgroups of

student's (such as LEP and immigrant students) within the system in order to meet their overall AYP goals.

Until recently, the majority of state school systems weren't assessing an appropriate percentage of their LEP students: "In 2010, the National Assessment Governing Board...created a policy that would limit how many English-language learners could be excluded from the testing pool. States were asked to test...85 percent of students learning English" (Samuels, 2013, p. 20). School systems have taken these federal guidelines and policies and created a variety of ESL techniques that have met with varying degrees of success.

Second Language Acquisition Principles

Before discussing the various types of ELD strategies, it is important to understand the basic principles of Second Language Acquisition (SLA). SLA studies how humans come to acquire a second language. Every language learner is unique, but SLA principles help determine how EL students generally learn language. For EL students in the US education system, the main goal in learning is to be able to assimilate and function in American society. The first step in assimilating into a new society is to learn the language.

Assimilation stems from an individual's ability to no longer rely on their native language (L1), but effectively learn and communicate in the target language (L2) in their new society (Ortega, 2009). This thesis will now refer to student's native, or primary language as their L1 and the language they are trying to acquire (English) as the L2. Aptitude and Motivation are the two most important factors in acquiring a L2. Aptitude refers to natural language learning ability and motivation refers to the desire to learn a

language. Both aptitude and motivation considerably affect how different students in the same classroom environment will learn an L2. Natural ability, personality, and extraversion, all influence how student learn language (Ortega, 2009). Although aptitude is considered to be a stronger facilitator of language learning than motivation, both are important. Even if an EL student has a natural language learning aptitude, they will never effectively learn the L2 unless they have the motivation to do so. Since language learning aptitude is an internally inherited characteristic, it is important to focus on how educators can improve a student's motivation.

All human beings have the underlying desire to communicate, but their motivations for learning a L2 can vary. There are three main types of motivations in SLA. Instrumental motivation refers to the desire to learn an L2 for a purpose (ex. getting a job, graduating), integrative motivation refers to the desire to learn the language to understand the L2's people and culture, while assimilative motivation refers to the language learner's strong desire to actually become a part of the L2's culture (Horwitz, 2013). Students with assimilative motivation make the best language learners. Motivated students will effectively learn, and it is essential for teachers to help foster and grow EL student's motivation to learn English and connect with their peers.

In contrast to motivation, anxiety plays a significant role in an EL learner's L2 acquisition. Many L2 learners experience severe anxiety about learning and using a new language. Anxiety can overwhelm a learner's ability to practice and use the L2 (Horwitz, 2013, p.10). The best way to reduce a L2 learner's L2 anxiety is to create a safe environment for them to practice and learn the new language. When students feel safe

and capable of learning, they will succeed. It is essential for teachers to reduce language learner's anxiety and increase their motivation.

After considering the internal mental and emotional factors that influence language learning, it is important to consider the two necessary practices for L2 learners: input and output. Input/Exposure refers to L2 learners absorbing the L2 (Ortega, 2009). It is important for learners to be exposed to "comprehensible target-language input"- L2 content that they are able to comprehend and learn from (Richards & Reynandya, 2002, p. 158). Individuals learning a new language need enough input from the new language to be challenged, but not too much advanced input that they become overwhelmed and discouraged. Educational research emphasizes the need for perceived success and a welcoming classroom environment for second language acquisition to really occur (Horwitz, 2013). In addition to having L2 input, learners need to produce output in the L2. Output refers to a learner's active use of a language (Richards & Reynandya, 2002). Actively using the L2 gives learners the opportunity to practice. Learners need the opportunity to practice the L2 because the act of doing makes the L2 experience meaningful. Learners can have lots of knowledge about the L2, but they need to put that knowledge into practice and actually do it. For example, the best way to teach someone about grocery shopping is to take them grocery shopping.

Another important factor in SLA is age. Human beings are natural born language learners; they have the ability to imitate sounds and recognize language patterns. Kindergarten to third grade students being taught in an L2 will do significantly better than fourth grade to high school students being taught in an L2 (Collier, 1995). This change in learning can be attributed to two factors: brain development and the increased

demands of the curriculum. Younger students learn language differently than older students due to the fact that their brains are less cognitively developed (Horwitz, 2013).

An EL student's L1 will influence how they learn the L2. Language acquisition can be understood as making connections between the L1 and L2 (Ortega, 2009, p.34-36). An EL student's amount of literacy and knowledge in their L1 will be the biggest influence on how they are able to grasp content in the the L2. Prior formal education in the LEP student's L1 is the most influential factor academic achievement in the L2 (Collier, 1995). Limited L1 literacy skills greatly affect how students will grasp content in the L2. A large part of LEP education depends on the student's ability to transfer their L1 knowledge to the L2. Acquiring a new language is a process. For EL students older than 4th grade, it is beneficial to learn the foundational grammatical rules of a L2 early on in the acquisition process, but language learners will come to create their own internalized understanding of the L2 as they have more exposure and practice (Horwitz, 2013).

Depending on the resources available, qualified staff, and the number of EL students, school systems create their own ELL programs. Many schools use a variety of self-contained and inclusion strategies (similar to those used in special education programs). Both negative and positive feedback and opinions surround both of these strategies. Although SLA research suggests the need for second language input and immersion, many ELL students can become easily overwhelmed in fluent English classes. There is a delicate balance of how much input from a new language will allow for successful language acquisition. Inclusion classrooms can feel threatening for learners if the English input is too advanced: "While full inclusion has research and studies to

support its incentives, many leaders still argue that there are better ways to teach both ESL and English speaking students” (Chen, n.d). A variety of other ELL strategies have been implemented and experimented with throughout the country. Ultimately, understanding the English Language Learner (and how to best foster their motivation to become a fluent English speaker) provides insight into the most effective ELD model.

Types of ELD Teaching Methods

The Office of Civil Rights does not outline and require that school districts follow a specific educational approach; however, it does give guidelines and criteria. Programs developed by school systems have a fair amount of flexibility in how they are structured (Office for Civil Rights, 2005). EL students have special services provided to them until they become fluent enough in English to be able to meaningfully participate in the regular education program. In order to exit an ELL program, an English learner student must meet an English reading, writing, speaking, and comprehension objective (Office for Civil Rights, 2005). In order for students to meet these objectives, education systems have implemented a variety of strategies.

Many educators believe in the importance of instruction in LEP student’s L1 before, or in addition to, instruction in the L2. Studies have shown that students with formal academic and cognitive development in their L1 have much more success in an L2 classroom (Collier & Thomas, 2007). Before teachers can build upon LEP students’ basic literacy knowledge in their L1, LEP students need to have knowledge in the L1 to connect with content taught in the L2 (Walsh, 1999). Bilingual Education programs (also called dual-language programs) educate students in both their native language and the target language to promote literacy in two languages, both native and foreign (Horwitz,

2013). This approach is often implemented in schools where there is a large population of students with the same native language.

In contrast to bilingual education, some schools adopt an English-only approach to teaching the English language to LEP students. This approach derives from the SLA principle of providing learners with copious amounts of exposure by placing EL students in general education classes with native English speakers. When EL students are placed into fluent English general education without any language support, educators refer to this as “submersion” (Horwitz, 2013, p. 6). Some mandatory full inclusion programs require students to be “submerged” in a regular paced fluent English speaking classroom (Chen, n.d.). Many schools who submerge LEP students adopt a sink-or-swim approach to their academic success, meaning they will either adapt and learn on their own or fail. A modified version of language submersion is language immersion. Immersion refers to an educational approach where students are immersed in general English speaking classes, but they are also equipped with ESL teachers and language assistance. The type of assistance that immersed EL students receive varies. One type of Immersion is sheltered English. Sheltered English is where LEP students are grouped together and taught in more “comprehensible” input to improve their language skills and academic content knowledge (Horwitz, 2013, p. 7). The role of the ESL teacher in the general education classroom is typically similar to that of a special education assistant.

Although L1 education, native language education, and bilingual education programs were prevalent in the 1980s and 1990s, skepticism about the practices exist. In current American society, fair native language education is unrealistic. Students from all over the world with distinct native languages all exist in one classroom. Although there is

a large population of LEP students in the USA with a native language of Spanish, is it fair to educate the Spanish-speaking student in their native language, but not the population of EL students who have a native language other than Spanish?

School systems began to transition away from bilingual education programs in the late 1990s. In 1998, California legislature passed Proposition 227, also called the English Language in Public Schools Statute, which required EL students to be in special classes that were taught in “nearly all English” (Proposition 227, 1998). Proposition 227 required EL students to be transitioned to general education classes after one year of intensive English instruction. Proposition 227 was put into effect to eliminate bilingual education. After Proposition 227 was initially passed, many educators felt that it had a damaging effect on EL student’s perception of their native language and cultural identity (Alamillo & Viramontes, 2000). Contrary to many educators’ beliefs, EL students test scores have significantly risen since the passage of Proposition 227 (MacDonald, 2009). When looking at the two countermanding values, the sense of value of the L1 and L1 culture, versus greater academic success in the L2 educational setting, greater academic success will outweigh the importance of the L1 in ELD programs. The main current ELD debate is whether or not EL students should be mainstreamed or be in their own ELD classes.

English Language Development Compared to Special Education

In examining the best practices for EL students, it is beneficial to consider the legislation and practices regarding students with disabilities. Although ELL education and special education are very different, they serve a common purpose: to provide a fair education to students who are at a disadvantage. The Rehabilitation Act of 1973 requires “free appropriate public education” (FAPE) for all students, regardless of their ability

(US Department of Education, 2010). Although this act was designed for students with disabilities, the same principles are applicable to disadvantaged EL students. For an education to be appropriate, it must make accommodations to meet student's individual needs. As it is appropriate, students with disabilities should be placed in the same setting as students without disabilities and provided with appropriate aids and services (US Department of Education, 2010). Evaluation and placement decisions must be handled appropriately. Should the legislation regarding special education be applied to ELL education?

Students with disabilities seem to have much firmer legislation regarding their education and much more attention in the media than EL students. One of the reasons for the lesser amount of attention given to ELL students is that the parents of EL students are less capable of mobilizing for support (Torres, 1994). EL students are more than likely have parents who are also not proficient English speakers and, therefore, unable to communicate as effectively with society. A large number of EL students have parents who are residing in the US illegally, which makes their families even more unlikely to seek national attention for ELL education.

EL students and students with learning disabilities face similar challenges in the classroom. In 1989, 600 elementary school students with learning disabilities were interviewed about their preferences regarding pullout and in-class programs (Jenkins & Heinen, 1989). The general consensus from this study was that the students felt that meeting with a specialist in a pullout method was much more effective and less embarrassing than receiving in-class assistance (Jenkins & Heinen, 1989). The embarrassment that students with learning disabilities feel in the general education

classroom should be taken into consideration for how EL students feel about receiving assistance in general education classrooms.

Do students with limited English proficiency prefer being included in the main classroom or being “pulled out” into special classes? In 2003, a survey of English learner students found that they preferred being immersed in English-speaking classes because they predominantly felt that the English culture of the classroom positively affected their English learning (Li, 2003). This study confirmed findings from a 1998 study about students’ attitudes toward inclusion (Klingner, 1998). Some of the students’ reasons for preferring the inclusion method were that they did not waste time walking to the separate classroom, they did not feel like they were missing out on the general education class, and some of the students without learning challenges enjoyed helping the students who did (Klingner, 1998). The majority of the students felt that the inclusion method was better in regards to helping kids have more friends (Klingner, 1998).

Challenges associated with English Language Development

The “submersion” or “sink-or swim” approach can be an ineffective and unfair educational method for many ELL students who get overwhelmed by the incomprehensibility of the English spoken in the general education classroom. The main issue is whether EL students should be taught separately in self-contained classrooms, or included in the general education classroom with some language support (MacDonald, 2009). When students who are not fluent in English are placed in a fluent English speaking classroom, instructors often find themselves having to slow down the whole class’ instruction for the sake of the EL students. On the other hand, if EL students are

put in their own classroom where they can receive more focused support, does that create an environment of segregation? Both strategies have problems.

Overall, LEP students have difficulty learning a new language and keeping up with a curriculum and, therefore, require schools' extra funding. With budget cutbacks, many schools are looking for the most cost efficient ways to educate EL students. Critics accuse English-inclusion programs as cost-cutting strategies and slowing down the pace of instruction in fluent English classes. On the other hand, self-contained ELL classes are accused of being costly, ineffective, segregationist, and preventing LEP students from keeping up with academic content by focusing too much on English (Samuels, 2013).

In regards to the social aspect of inclusion versus self-contained, both strategies have challenges. Self-contained classrooms can also easily become a segregated and ineffective setting for LEP students because it prevents them from interacting with their peers. Although it can appear that putting ELL students in a general education classroom can allow disadvantaged students to make friendships with their general education peers, the reality is that in most cases, a student who is different will be rejected by the rest of the class (Klingner, 1998).

Another issue is that EL students are easily alienated by native American born, fluent English speaking students. When racism or prejudice against ethnic groups exists in a school environment, EL students from those ethnic backgrounds will naturally feel ill at ease and have hindered learning. Inability to communicate in English effectively furthers alienation and student anxiety: "miscommunications lead to unnecessary negative Stereotyping" (Bashir-Ali, 2003, p. 35). A large part of EL student education is finding the balance between enabling students to integrate into American culture without

forcing them to deny their family's heritage. It is important to consider all the challenges EL students face, and how they work with the various EL education methods, in order to determine the best practices and effectiveness of the English-Inclusion strategy.

Best Practices for English Language Development

After considering the challenges that schools, educators, and EL students face, as well as the factors that contribute to successful learning among EL students, it is obvious that no one solution can be applied to all the diverse types of EL students. Inclusion fully immerses EL students into the society which they are learning to assimilate into, while the pull-out section equips them with the language tools to do so effectively. Successfully motivating learners is the key to successful ELD programs, and not all learners are motivated in the same environments. Some learners will thrive from the extra support they receive in a pull-out classroom, while other learners will find more motivation to learn the L2 from the challenge of being included in the general education class. Overall, the best educational method is a combination of English inclusion and a pull-out classroom. The English inclusion method is best for immersing students in the English language, but many newcomer EL students still needs a season of focused English support outside the general education classroom.

Despite the challenges associated with inclusion, there are a number of arguments for the inclusion method. One argument for the inclusion method is that it better prepares students for the real world. A general education classroom is an arguably better reflection of the life students will face after school. Another argument for inclusion is that students can feel less isolated and labeled as challenged by being included in the regular classroom (Klingner, 1998). Self-worth and self-esteem are believed to increase when

students are included with their peers and are given the opportunity to make friends and build relationships with their peers. Other arguments for inclusion include the fact that students do not miss content and instruction time by travelling from general education classrooms to self-contained classrooms, students have more exposure to the general education curriculum, and general education teachers are held to higher standards and given more responsibility as they are required to teach students of all abilities.

Although students need to be immersed in an English environment at some point to fully grasp the English language, many students also need a period of focused English language support to create a foundation for language acquisition. Many newcomer EL students are initially intimidated by the level of English used in general education classes and need at least a segment of their day in a classroom dedicated to specific English instruction. Specific English instruction enables students to learn the foundational aspects of grammar and the English language, while helping them feel supported in the overwhelming task of learning a new language in a new country. Students need to see how foundational aspects of the English language and acquisition strategies work within an unthreatening and not-demanding environment. Separate time for English instruction, outside the general education classroom, is essential in a low level, newcomer EL student's first year. This class should serve as a time to practice and learn English so that EL students can go into their general education classes feeling more confident and equipped to learn. Similar to Proposition 227, students should be taught in "nearly all English" (Proposition 227, 1998), and make substantial progress towards completely entering the mainstreamed classes after their first year. English-language teaching is a useful tool for stimulating assimilation amongst students from different cultures

(MacDonald, 2009). If students can understand the English language better, they will have a better appreciation for their new English-speaking culture and be more motivated to learn in all their classes.

Keys to Effective ELD Programs

Meaningful and appropriate content. Building on a learner's prior knowledge (even when it appears limited in comparison with school expectations), is an essential part of the learning process. Connecting content with a learner's past cultural experiences makes language learning more meaningful and allows students to become more engaged and interested (Walsh, 1999). It is necessary for students to feel like what they are doing and what they are learning in school is useful and worthwhile. In order to enable students to fully access a new culture and education, teachers need to engage students academically and provide meaningful opportunities for learning and response (Khan, 2012). There is a delicate balance between students feeling overwhelmed and students feeling under-challenged. In addition to teaching students at the appropriate level of difficulty, it is essential for teachers to use age-appropriate learning materials. Learning materials that are juvenile and designed for a lower-age level will naturally humiliate and turn off older students (Khan, 2012). If the content and activities of the classroom are too easy, under-stimulating, or juvenile, students will disengage the same way if they felt overwhelmed and unable to succeed.

Fostering motivation through a welcoming classroom environment. Educators need to understand the challenges that EL students face in the American school system. In addition to being familiar with language acquisition and making curriculum changes to meet L2 learners' needs, teachers should also be educated as much as possible about their

LEP student's life experiences (especially refugee students) (Nieto, 2002). Newcomer EL students have unique needs, and teachers need to be educated and equipped to meet their linguistic, academic, cognitive, and social needs (Khan, 2012). As study of Canadian classroom techniques for EL students with ISF found that creating a safe and cooperative classroom community fostered participation and allowed students to share and learn informally from one another (Khan, 2012). Research also found that scaffolding new tasks and academic thought processes with familiar language and content all proved effective (Khan, 2012). In order for EL students to have access to an effective and understandable education, ELL educators need to be adequately prepared to meet the diverse needs of their students and create a safe space where they can ask questions and learn without fear of humiliation or hostility

Involvement of the content teacher. Content teachers should also be educated in ELL or collaborate with an ELL teacher to create appropriate and effective lesson plans and assessments. Using language scaffolding strategies from the English classroom in content classrooms is important for general education teachers with ELL students in their classroom. It is essential for content teachers to consciously teach not only their content, but also the language that is specific to their content. Even mathematics (which appears to be a subject that does not use as much language) is a challenge for ELL students: "Successful reading in the English classroom does not guarantee comprehension of the text book in the mathematics classroom" (Adoniou & Qing, 2014, p. 3). General education teachers and EL teachers need to work together to effectively design content that will provide just enough challenge for EL students. Although it is costly, EL students (especially those with ISF) need the extra support to succeed.

Whole-school acceptance and involvement. It is essential for all teachers, administrators, and staff to create an encouraging environment for newcomer LEP students to help them reach their full academic and social potential. A school that respects and supports diversity will foster the success of learners from all cultural backgrounds (Collier & Thomas, 2007). Curriculum that has multicultural connections, and does not only feature stereotypical Caucasian characters is beneficial for students of all cultural backgrounds (Datnow, 2003). Peer tutoring and collaborative teaching techniques are useful tools in ELL education (Torres, 1994). If possible, students with severely restricted English (and especially those with ISF) should be involved with extracurricular activities that allow the students to participate (Khan, 2012). Fluent English students should be taught and encouraged to reach out and befriend EL students, despite the language barrier. School and classroom activities that celebrate diversity can make the entire community much more supportive of LEP education and immigrant families. When English learners feel like a welcomed part of the English speaking community, they will develop the integrative motivation that is essential for successful English acquisition.

Additional educational support. EL students often need individualized instruction in order to overcome the gaps in their understanding and learn the content effectively in all content areas. Summer programs and after school tutoring can make up for the extra time newcomer EL students need to learn academic content taught in their general education classrooms. Some schools have implemented tutoring programs which are designed to assist students in the transition from intensive English instruction to regular content classes (Khan, 2012). Tutoring centers can help students develop

important learning skills such as how to ask a question and get clarification, how to record assignments and independently complete tasks, and gain and overall classroom confidence which enables them to participate more in discussion (Ferfolja & Vickers, 2010). Another benefit of after school tutoring programs is that the time spent in academic activities limits the time immigrant students from spending that time in criminal activity (Rossiter and Rossiter, 2009).

Given these suggestions for effective ELD programs, it is most important to remember the variability of individual learners' motivational factors and the delicate balance between overwhelming EL students in the general education classroom and under-challenging or isolating them in the pull-out classroom. English-Inclusion is an effective strategy for some EL students, but not all. An instrument is necessary to evaluate whether individual EL students will be more motivated to learn English and integrate into English-speaking society in the mainstream versus pull-out classrooms. Since no such instrument exists, English-Inclusion is best supported by an early period of pull-out English instruction. An ideal educational model would be where individual EL students could have a variation of pull-out and inclusion for their unique learning needs. In the meantime, supporting EL students with pull-out English instruction while still including them in the general education mainstream allows EL students to have their needs met while being treated as equals with their peers. Further research regarding the development of a language learning style assessment instrument is needed. As the American demographic becomes more diverse and the EL student population continues to grow, effective EL education is no longer the sole responsibility of the ELD teacher, but the whole school community.

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