THE INTERNATIONAL NEWCOMER ACADEMY: A CASE STUDY

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

Augustina Eberechukwu Maduawuchukwu, B.A., M.A.

Denton, Texas

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This initial investigation into the special program for English as a Second Language (ESL) students, the International Newcomer Academy (INA), examines and describes the nature of this new school in comparison with the nature of the Language Centers functioning in host schools as schools within schools. This study was prompted by the need to document perceptions, behaviors, and practices of all principal players, which might result in program improvement to benefit students.

The primary goal for establishing this new school was to focus primarily on beginner limited English proficient (LEP) students so that the language centers would be relieved, and so do a better job of teaching intermediate and advanced LEP students.

The study is snapshots of the INA and of three different language centers. Descriptive studies, like snapshots, only tell of what is present. Data were collected through observations, interviews, meetings – both formal and informal, and surveys.

The implications of this study are many. The study shows that there is intensive interaction between teachers, teacher assistants, and students. Students talked freely with their classmates and responded well to their teachers. They opened up to share relationship concerns and personal plans with others. They were eager to take teachers' suggestions and to be very trusting of the teachers. Most teachers seemed to have deep concerns and definite, positive goals for the students. Both
parties worked hard to move the students into mainstream middle schools and high schools.

This study also looked at the conduciveness of the learning environment and how it affects students' ability to acquire the English language. Due to the risks involved in second language learning, the population studied was encouraged and cheered on by the educators to step up and keep trying more new experiences daily.
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CHAPTER I

INTRODUCTION

Increasing numbers of school districts throughout the country are facing the challenge of educating a special group of at-risk students — recent immigrants who do not speak English (Valentin, 1993). Valentin recently announced to his fellow secondary school administrators that the number of English as a Second Language (ESL) programs is rapidly increasing, and that the rate of growth is expected to increase in the near future. He attributed this growth to the political strife that continues around the globe which causes refugee influx into the United States, as well as to the power of economic realities in dictating the movement of foreign-owned factories and offices to the United States. It is estimated that by the year 2000 nearly four million students between the ages of five and 14 with limited English proficiency (Oxford et al., 1981) will be in our schools.

Experts recognize that the new immigrants, in addition to speaking languages other than English, think, and thus, write differently (Valentin, 1993). While this problem is not new to educators in this country, it has not existed previously at its current level. In the 1900s, an estimated four percent (4%) of the school population was being instructed in German (Ovando, 1990). What surprises educators now is that communities in the least likely places find themselves with large numbers of newcomers who do not speak the language.
Educators in different states and communities around the country can prepare themselves by working with other agencies within their communities to compile demographic information on the new immigrants. This knowledge helps determine what programs to design to meet the educational needs of the new students. A community in Tennessee, where a large Toyota headquarters is being built, is likely to need a specialized ESL program to help a high-achieving, highly motivated, and stable student population. In contrast, a rural Florida community suddenly faced with poor refugees from Haiti, Cuba, and Central America, will need a different English as a Second Language program.

The Language Centers (LC) in the large, southwestern urban school district used in this study were established in response to the high number of non-English, pre-literate students whose families immigrated to the area. The number of LC programs housed in the middle and high schools grew from nine in 1983-84 to 15 in 1992-93. Overall enrollment for the same time period increased from 488 to 1162 students. Language Center enrollment district-wide is expected to reach 2,200 students by the year 2000. Records maintained by the Student Placement Center (SPC) show that a significant number of new immigrant students processed in 1992-93 were under-educated, pre-literate, and/or over age. Of the 612 students registered between August and April, 174 (28%) were ages 17-20, and 122 (20%) were assessed as having no or minimal education and/or literacy skills.

This large, southwestern urban school district has been taking steps to design English as a Second Language programs that meet the needs of its new immigrants.
They established Language Centers in many high schools and middle schools. The latest step by educators in this school district's secondary education department was designed to meet the same needs by establishing a separate school for recently arrived immigrant students who speak languages other than English. They conducted a thorough trends analysis of the immigrant student population within their school district and found that the number of beginning-level students was increasing at an average rate of 94 students per year. This could result in 1,300 students per year by the year 2000.

In their analysis of the demographic trends, the secondary education department found that a significant number of new immigrants processed by the SPC during 1992-1993, 68%, arrived August/September and January/February, while 32% arrived October/December and March/May. With 32% of the students arriving late each semester, it becomes even more difficult for the Language Center programs housed in the middle and high schools to absorb them and adequately address their language and social needs.

To proactively deal with the eminent problem that could overburden the system's secondary education programs, the secondary education department's leaders proposed a centralized International Newcomer Academy (INA) specifically designed to deal with these students. This INA is to begin the education of all beginning-level English as a Second Language middle and high school students.

The function of the Academy is to prepare the newly arriving students for a specified number of semesters/years and then send them to the Language Center
programs to continue the transition into mainstream middle or high school subject area classes. The large, southwestern urban school district had much at stake in establishing the new INA. It would be spending more money in the short run, and hoping to save money in the future by starting and operating a brand-new school housed in its own building. In the short run, there would be extra cost in staff, materials and maintenance. The education program according to the proposal would be structured differently. The new program proposed to move newcomer students from the Language Centers to the INA, and thereby free Language Center teachers to concentrate on continued services for the intermediate level limited English proficient (LEP) students, with the goal of moving them into mainstream classes.

The removal of newly arriving students to INA was expected to cause a ripple effect, beginning in the 1993-94 school year. Late arrivals would cause less disruption at the INA because there was provision for receiving ESL classes. Over-age and working students would not fall through the cracks because there was better teacher/pupil ratio here. Extension activities would be provided as part of INA program, and overall enrollment of Language Centers was expected to decrease to adequate levels that could be managed in the Language Centers' lab spaces.

The Academy services these kinds of students:

- all beginning level students (middle/high school students who will remain in the program from about one semester to about one year)
- all students not literate and/or students achieving below their peers in their own language (two to three years)
language center dropouts (The Academy serves students who drop out of language centers in their instruction program. They have provided for high school center dropouts to assist them graduate and move on in a one-to-three-year time line.)

parents of immigrant students (workshops and continuing education)

In addition to the academic program, the academy has a full vocational program. The school also offers support service units including a student placement center, counseling, home liaison, medical services, technology/communications labs and simulated city ("mall").

The plan of the program is to offer newcomer LEP students the good start they need in their quest toward proficiency in the English language. It is widely believed that second language learners (L2) need five to seven years of English language instruction and acculturation to become fluent in the second language. To become fluent in another language, two levels of learning take place. The first level of learning is the development of basic interpersonal communicative skills (BICS). The second level of learning is the development of cognitive academic language proficiency (CALP). During the five to seven year period, both the BICS and the cognitive academic language proficiency are developed in second language learners at different rates, and in different capacities. As these skills and proficiency levels emerge, L2 learners can be mainstreamed into the secondary schools' content area subjects.
Given this time frame, the Academy's intensive, sequenced, and targeted program will help address the problem by focusing on both levels of language learning the first and second year. This intensive focus will equip students with the BICS required to understand concepts in the content areas. The district is expecting the students to then take less time mastering area subjects on their grade level, thereby reaching expectation on time (5 to 7 years), or even before. The students who might not go on to college will, by then, know enough language to learn skills or trades, and those going to college will also possess enough language skills to continue their education.

The Academy's goal is to help LEP students catch up with monolingual English speakers while they are in school. The Academy's program includes opportunities for the students' parents. The main idea includes parental motivation to learn, both for themselves and for their children. Their motivation will cultivate the atmosphere where their children will stay in school longer (no matter their ages) and go on to schools of higher learning in their new country. Examples of this kind of motivation are evident in some families. The district hopes to duplicate that with more frequency with the help of the Academy.

Due to all these high expectations, the district is interested to find out how the process of this important implementation is progressing. This investigation will help discover the impact of this program.
Statement of the Problem

The problem of this study was to determine similarities and differences between the International Newcomer Academy and the Language Center Program, and the attitudes of their students.

Purposes of the Study

The purposes of this study were (1) to describe the process of establishing an International Newcomer Academy (INA) in a large, southwestern urban school district, (2) to compare and contrast the INA program to the Language Center (LC) program, and (3) to describe the similarities and differences in the attitudes of the students of the INA and the LCs. To address these purposes, the following questions were proposed.

1. What was the nature of the Language Center programs?
2. What was the nature of the International Newcomer Academy?
3. What were the reasons for the implementation of the International Newcomer Academy?
4. What were the similarities and differences between the International Newcomer Academy and the Language Centers?
5. What were the criteria for admitting students into the International Newcomer Academy, and what were the criteria for exit?
6. What were the strengths of the International Newcomer Academy as perceived by the teachers and teacher-directors?
7. What were the major problems in the implementation of the International Newcomer Academy?

8. How did International Newcomer Academy and Language Center students feel about these respective programs, and what were their thoughts about becoming mainstreamed into "regular" secondary school classes?

Significance of the Study

This study was a quest to document the advantages and disadvantages of the International Newcomer Academy as an effort to educate non-English speaking students in a large, southwestern urban school district. This innovative idea of separating newly arriving immigrant students from the other students was in an experimental phase in this particular district. For the leaders to assure themselves of the effectiveness of their effort or to change the direction of this implementation, it was necessary for them to understand what was going on.

Educational resources were limited just like any other resources. Due to this limitation, it was beneficial to document perceptions, behaviors, and practices for further evaluation by persons in charge. Furthermore, our country cannot afford to select and sort students anymore. According to demographic data, we will need all the students in school today to support us all economically in the future. "They (young people) will be scarce for as long as we live, there will be more people over 65 than teenagers in America" (Hodgkinson, 1985). Hodgkinson also recognized that the task will be not to lower the standards but to increase the effort. He says that
education may have to put additional human and dollar resources, as well as intellectual commitment, into educating students who will need both financial and academic assistance just to stay even on enrollments.

Definition of Terms

1. *Affective Filter* — The affective channels used by students to take in or close out environmental inputs depending on perceived positive or negative affect.

2. *Sheltered English* — An environment where students can communicate with the little English language they have acquired with little or no correction from the teacher.

3. *Primary Language* — The language used most of the time in communications in a student's home.

4. *Fieldwork* — The method by which the qualitative researcher collects data by spending time in the environment of the subject.

5. *INA* — International Newcomer Academy; a stand alone school designed for teaching of intensive English courses to speakers of other languages new to this school district while teaching other subjects in native language to maintain progress in other content subject areas.

6. *LC* — Language Center; a department in a regular middle or high school where new immigrant students enroll in intensive English. Students receive all instruction (content subjects and ESL classes which include reading, writing, and
speaking) here except PE. For PE, students join other non-center students at a PE class located away from the Lab environment.

7. **LEP** — Limited English proficiency; a student who is at a beginning, intermediate, or advanced level of acquiring the English language.

8. **L2** — Second language; the learner of a second language. In this case English is the second language being acquired by the students studied. There are three levels of language learning proficiency: beginning, intermediate, and advanced.

9. **ESL** — English as a second language; the learning of the English language as a second or other language by a speaker of another language(s).

10. **BICS** — Basic interpersonal communication skills; the communicative capacity that all children acquire in order to be able to function in daily interpersonal exchanges.

11. **CALP** — Cognitive academic language proficiency; the dimension of proficiency in which the learner manipulates or reflects upon the surface features of language outside of the immediate interpersonal context.

12. **Informant** — A person who is a source of information for the qualitative researcher. The informant is an insider who knows the individuals and politics involved, to advise the researcher in making access decisions (Glesne & Peshkin, 1992). The researcher often develops a close working relationship with a member of the researched group — the informant.

13. **Partial Center** — Students receive their ESL classes at the Language Center but travel to mainstream classes for math, science, social studies, art, and music.
These students only spend part of their time at the Center, therefore the term Partial Center.

14. Research Committee — Formed by representatives of Research, Bilingual, and Secondary Education departments of the large, southwestern urban school district. It is set up to be advised of happenings at INA. The primary advisors are the teacher/directors.

15. Over-age Student — A student older than the average equivalent of expected grade level age (e.g., fourth grade is nine to 10 years old; an over-age fourth-grader is 11 and up).

16. Beginning Level LEP — A speaker of another language with some oral English.

17. Intermediate Level LEP — A speaker of another language with some limited oral English.

18. Advanced Level LEP — A speaker of another language who also speaks English.

19. Stakeholder — A stakeholder is a person who is responsible and held accountable for decisions made and actions taken in a school.

Limitations and Assumptions

This study was limited to one example of an innovative implementation of an International Newcomer ESL Program. The learning program, service units, and special components of the INA were being phased in over a four-year period beginning with the 1993-94 school year. This research project was conducted during
the spring semester of the 1994-95 school year. The researcher had access to only a portion of the implementation process and of the innovation itself.

The question of generalizability is important to all research. This description of the INA and language centers pertains only to the situations studied. Generalizations to similar situations such as limited English proficiency in the secondary schools, teaching and learning English as a second or other language, and newcomer schools should be made cautiously. The generalizability of the results of this study might also be limited due to the small sample of ESL students involved in the INA and LCs. The study is based on the participants: teacher/directors, teachers, students, and others’ accounts of what is happening as well as what the researcher observed. Finally, the depth of communication with student informants was limited due to the level of their English proficiency and the researcher’s inability to communicate with them in their native or first languages.

There were students from Vietnam, India, Somalia, Sudan, Mexico, El Salvador, Guatemala, and Honduras enrolled at both INA and the LCs. With such culturally diverse representation, the researcher was limited in her understanding of some non-verbal gestures and cues.

Though the researcher had never worked with ESL students at the secondary level, she was familiar with the teaching and learning of ESL at the elementary level. There was a tendency on her part to compare what she observed to her work situation.

Despite these limitations, this study attempts to accurately describe what was taking place in an INA. The methodology which was employed in this study is based
partially on reflective teaching. Reflective teaching is the teacher's ability to look 
back periodically at his/her teaching practices analytically. Teaching practices include 
such things as wait time, verbal reinforcements, rephrasing, questioning, method of 
delivery, types of materials used, methods of grouping students, method of discipline, 
cooperative learning, and time on task. Reflective teaching encourages teachers to 
spend a considerable amount of time thinking about how they do what they do. It is 
paradoxical that, although teachers spend most of their time facilitating students' 
learning, they themselves have few people facilitating their own learning while in the 
field (Liebermann, Saxl, & Miles, 1990).
CHAPTER II

RELATED BACKGROUND

Programs established to serve newcomers exist in California (Nai-Lin Chang, 1990), New York, and Austin, Texas (Gonzalez, 1992). The programs serving new students arriving into our country vary in components from program to program. The driving force behind the recent establishment of newcomer schools is an emergence of greater sensitivity toward second language learning. This current sensitivity is evident in Friedlander’s definition of newcomer programs.

Newcomer programs are temporary transitional programs designed to meet the unique needs of newcomer students in the context of a nurturing and supportive educational environment (Friedlander, 1991). The above sentiment is echoed in many other studies in this area. Many educators feel newcomers should be placed, at least for a short time, in a more protected environment (Nai-Lin Chang, 1990). This protected environment is believed to offer students positive interaction among themselves, build their self-esteem by teaching them to be proud of their culture while learning about others', and by giving attention to individual students' culture and customs.

Seventeen programs were studied in the schools in California during the 1989-90 school year. Ten of the programs were integrated into "regular" schools. The other seven programs were housed in separate schools. There were five half-day
programs and 12 full-day programs. Program names ranged from narrowly defined population names such as Chinese Education Center, to specialized names such as Elementary Assessment and Orientation Center, to general names such as Bellagio Road Newcomer School (Nai-Lin Chang, 1990).

Although there are variations from school to school and from district to district, the programs serving newcomer LEP or non-English speakers contain certain strategies that are usually a part of such programs. All newcomer programs tend to have strategies to help the LEP or non-English speaking student adjust to the school and classroom environment. They also adapt traditional ESL techniques to teach the content area subjects. Traditional ESL techniques include use of authentic materials, demonstrations, hands-on activities, use of audio-visual materials, frequent use of music and chants, and sustained silent reading periods (Short, 1991). Learning methods particular to ESL instruction and those widely used in the mainstream can also be utilized. Such methods as the discovery learning method, inquiry learning method, and cooperative learning methods have proven to be effective learning methods for LEP students as well as other students. Methods and approaches such as the Total Physical Response (TPR) (Asher, 1977b), audio-lingual method, the silent way, the communicative language learning approach, the grammar translation approach, reading approach, the direct method, the suggestopedia (Lozanov, 1979), the natural approach (Terrell & Krashen, 1983) and many others which are particular to the teaching and learning of ESL are also available for use in the newcomer programs.
ESL Theories

Every language program is faced with a great challenge — to move significantly beyond the teaching of rules, patterns, definitions and other knowledge about language to teaching students to genuinely and spontaneously communicate meaningfully in the second language (Brown, 1987). Recognition of the importance of teaching meaningful spontaneous communication (known as communicative language teaching) sends educators of LEP students searching for the right theoretical foundations. Out of those foundations, appropriate methodologies and approaches for the pedagogy are developed.

There are two major theories/philosophies prevalent in the linguistic discipline. Both have given birth to sometimes opposing methodologies and approaches. There is also a parallel in philosophies and approaches in psychology and linguistics. The following account will show how this parallel has impacted education through language learning.

Psychology in the 1940s and 1950s was predominantly committed to a behavioral or neo-behavioral thinking, but changed to become more cognitive based during 1960s and 1970s. Simultaneously, linguistics went from the structural (descriptive) school of the 1940s and 1950s to the generative (transformational) school in the 1960s and 1970s.

Behavioral psychology focused on observable response — those things which can be objectively perceived, recorded, and measured. Typical behavioral models exemplified in Pavlov's dog and Skinner's boxes showed classical and operant
conditioning. These experiments led to such approaches as rote verbal learning, instrumental learning, and discrimination learning. Learning was viewed as conditioning the learner, by use of correct degree and schedule of reinforcement, to respond in desired ways.

By using a rationalistic approach instead of an empirical approach, cognitive psychologists such as Ausbel, Piaget, Rogers, and Brunner, sought to discover underlying motivations and deep structures of human behavior. Instead of focusing rather mechanistically on stimulus-response connections, cognitivists try to discover psychological principles of organization and functioning (Ausubel, 1965). Cognitivists accuse behavioralists of not only oversimplification of highly complex psychological phenomena, but also of removing from the field what is most worthy of study. By using a rationalistic approach instead of a strictly empirical approach, cognitive psychologists, like generative linguists, have sought to discover underlying motivations and deeper structures of human behavior. Going beyond descriptive to explanatory power has taken on utmost importance (Brown, 1987).

Likewise, the school of linguistics experience was dominated by the structural (descriptive) linguists like Blomfield, Sapir, Hockett, Fries, and others during the 1940s and 50s. The descriptive school prided itself in observation of language. This school, aligned with the behavioral psychology school, views language learning as conditioning due to repetition and reinforcement, performance-based surface structure. This theoretical base gave birth to the Grammar Translation Method, the Direct Method and the Audio-Lingual Method (ALM).
The Grammar Translation Method, formally known as the Classical Method, was adopted in the western world in the eighteenth and nineteenth centuries to teach foreign languages. Languages then were being taught for scholarship and not for their oral communication purposes. In those days, Latin and Greek were taught to promote intelligence. The Grammar Translation Method, therefore, was utilized to teach language like any other skill. Due to the lack of research on second language acquisition, there was a lack of theory on which to base the Classical Method teaching. It accomplished the purpose of language learning viewed as merely "mental gymnastics."

Another method of second language teaching which came out of the structural linguistic philosophy is the Direct Method. Brown writes that this method was really not a single "method" (Brown, 1987). The premise of the Direct Method was that second language learning should be more like first language learning. It should include a lot of active oral interaction, spontaneous use of the language, no translation, and little or no analysis of grammatical rules. According to Richards and Rodgers, instruction was conducted in the target language in everyday vocabulary. Sentences and grammar were taught inductively. In addition, both speech and listening comprehension were taught (Richards & Rodgers, 1986).

The last of the three structural linguistic philosophy-based early methods is the Audio-Lingual Method. The ALM Method was more widely used in the United States because the Direct Method did not work as well here as it did in Europe, where one could easily find native speaking teachers of modern foreign languages. The
educational institution in this country was also convinced that a reading approach (Grammar Translation Method) to learning language was more useful than an oral approach (Direct Method). The ALM depended on mimicry, memorization, repetitive drills, tapes, language labs, visual aids, and very little use of mother tongue during instruction; successful error-free responses were immediately reinforced (Practor & Celce-Marcia, 1979). It was originally used by the army at the onset of World War II. ALM was then known as the Army Specialized Training Program (ASTP, a.k.a. Army Method), then became accepted by Fries and other structural linguists who saw a direct application of such analysis to teaching linguistic patterns (Fries, 1945). This acceptance of ALM by the structural linguists took place regardless of the then highly influential Coleman Report (Coleman, 1929), which recommended that foreign language teachers focus on reading instead of oral skills. The ALM was widely disseminated into the country’s school systems and traces of it can still be found today in ESL and bilingual programs.

Both the structural linguist and the behavioral psychologist are interested in answering "what" type questions. In contrast, while the generative linguist and cognitive psychologist are also interested in "what" questions, they are far more interested in a different, ultimate question: "Why?" (Brown, 1987).

Through the influence of Noam Chomsky, the generative-transformational school of linguistics emerged during the 1960s. The generative linguist is interested not only in describing language or achieving the level of descriptive adequacy but also in arriving at an explanatory level of adequacy in the study of language — that is, a
"principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language" (Chomsky, 1964). Generative-transformational linguists tried to explain why language should be studied a certain way — through the learner being able to understand the deep structural process involved in his/her learning. Chomsky was joined by others like Benjamin Whorf and Ferdinand de Saussure to orchestrate what Kuhn calls a scientific revolution. Kuhn claims that all sciences go through a revolutionary pattern that begins with a successful paradigm within which to work, followed by a period of anomaly (doubt, uncertainty, questioning of the prevailing theory), then crisis (fall of the existing paradigm) with all the professional insecurities that come therewith, and then finally a new paradigm in which a novel theory is put together (Kuhn, 1970).

The Generative-Transformational Linguistic Theory focused on analysis and insights, acquisition, innateness, states of consciousness, rationalism, process, mentalism, intuition, competence, deep structure and, ultimately, the explanation of "why." Out of this paradigm came teaching methodologies to export the theory(ies). Some of the methods that emerged from the generative language philosophy are the Silent Way, Total Physical Response, and the Natural Approach.

The theory behind the Silent Way method is said to be that learning takes place if the learner discovers or creates rather than remembers. Learning takes place by problem solving involving the material to be learned (Richards & Rodgers, 1986). The Silent Way was founded by Caleb Gattegno, who was said to be interested in a humanistic approach (Chamot & McKeon, 1984). Gattegno believed that learners
should develop independence, autonomy, and responsibility (Gattegno, 1972). The teacher is a stimulator but not a hand-holder and is silent much of the time — thus the name of the method (Brown, 1987). Critiques say that the Silent Way keeps the teacher too distant to encourage a communicative atmosphere.

Asher's Total Physical Response method capitalizes on psychology's trace theory. Trace theory claims that memory is increased if it is stimulated or traced through association with motor activity. Total Physical Response acknowledges that second language learners appear to do a lot of listening before speaking. It also recognizes that the right brain functions precede left brain language processing (Asher, 1977a). The teacher directs and the students act, in an effort to make the learning environment as stress-free as possible. This approach uses commands to lower students' affective filter. During this command drill, no verbal response is expected from the students until the teacher thinks that verbal response is possible by the students. This method is said to be most helpful for second language learners who are beginning instruction. In contrast, it loses distinctiveness as learners advance in their competence.

Krashen's Natural Approach is another example of generative linguistic theory's influence in the field of linguistics, and more specifically in the area of teaching and learning English as a second or other language. The Natural Approach is aimed at the goal of basic personal communication skills (Brown, 1987). The initial task of the teacher is to provide "comprehensible input," which means that the teacher's spoken language is understandable to the student. In his Input Hypothesis
Theory, Krashen explained his famous comprehensible input, which is represented with the formula $i+1$ (Krashen, 1985). $i+1$ means that for the language learner to stay at optimum acquiring mode, he/she should be exposed to what he/she already knows and a little bit more. The $i$ stands for what the learner already knows while the $1$ is the bit of challenging new information without going beyond existing structures.

$i+0$ shows a situation where learners are only being exposed to what they already know, which can lead to lack of challenge; and $i+2$, which can be overwhelming, is due to information that is very far beyond their reach. The teacher is the source of input and also creates a variety of interesting classroom activities.

The learners move through three stages: the preproduction stage, the early production stage, and the discourse stage (Krashen & Terrell, 1983). The Natural Approach is criticized for its tendency to wait through the silent period and error correction. The silent period is the period in the beginning of the learner's experience with the target language when he/she cannot yet verbalize much, so remains mostly silent.

Curriculum in Newcomer Schools

Cognitive and Reflective Elements

There are two domains to language learning — the cognitive domain and the affective domain. Each domain possesses two facets. The cognitive domain of language learning usually includes human learning in general, and cognitive variations in learning: processes, styles, and strategies. The affective domain of language
learning involves the intrinsic, or personality, factors, and the extrinsic, or sociocultural variables (Brown, 1987).

Reporting on 17 California school districts with Newcomer schools ranging from elementary to high school, California Tomorrow Immigrant Students Project described their curricula solutions to both cognitive and affective challenges presented them by their immigrant student population. Most programs studied begin in earnest with problems related to the affective domain. The California programs are designed for flexibility, so they can respond directly to students' needs and to the mobility of the student population. All of their programs are also designed to meet a broad range of academic and social needs, in the belief that academic performance is influenced by non-academic factors (Nai-Lin Chang, 1990).

Newcomer programs believe that a degree of separation is necessary to create a safe haven for the special students. To give students a chance to succeed, a non-threatening environment is required. Due to reports of existing threats stemming from both teachers and students when the newcomer students are mainstreamed, their affective filters remain high. This simply means that the students are not relaxed enough in those environments to venture risk-taking behavior due to negative comments or actions directed towards them by the other students and/or the mainstream teachers. Risk taking, which is an important characteristic of successful learning of a second language, can be affected by inhibitions such as defenses to protect the ego. The human ego encompasses what has been called the "language ego" (Guiora et. al., 1980). The language ego may be responsible when second
language learners act shy or speak very softly. Meaningful language acquisition involves some degree of identity conflict. Depending on the learner’s age, language learning requires learning old concepts in a new culture, and this might pose conflict to the self. Adaptive language ego enables learners to lower the inhibition that may impede success (Brown, 1987).

**Transition**

Another major concern of newcomer programs is the ability of the programs to provide a transition for the newcomers into the American system of schooling and, at the same time, into the larger society. Students come with a set of expectations depending on their past experiences. Most newcomer programs take students on field trips to familiarize them with the communities in which they now live. Some programs offer these orientation exercises as a class, while others integrate them into other courses. At Hayward English Language Center (ELC), serving students in grades seven through 12, students must meet objectives such as understanding the western calendar, the district’s graduation requirements, homework policy, daily schedule, use of phone, earthquake drills, and so on, in order to exit Level A. Level A is the beginning level for courses in cultural orientation, which finish at Level D (Olsen & Dowell, 1989).

**Parental Involvement**

The next area that is of concern to newcomer programs is effective outreach to parents of the students they serve. "Involving parents in education is critical to any
student's success, and doubly so for newcomers who may be isolated from other sources of support" (Nai-Lin Chang, 1990). Involving parents is recognized by experts in this field as one of their biggest challenges. The relationship between home and school is very difficult in the newcomer program situation due to many factors. Sometimes, parents do not own their own cars to enable them to travel to school. Most importantly, the majority of such parents cannot read or understand the English language themselves. Often the parents are intimidated by the school institution itself, due to having lived under political oppression and/or due to the difference between schools in their home countries and American schools.

To try to overcome some of these hindrances, the newcomer programs establish Welcome Centers or similar offices where new immigrant parents must go before they can register their children for school. At these centers, parents and students are welcomed and given valuable information on district enrollment procedures in their home language by sympathetic staff from similar situations. Some California schools send out notes translated into at least five languages, arrange for free transportation to school meetings, hire home-school liaisons, ask teacher-assistants to make phone calls in the parents' language, and encourage teachers and assistants to make home visits in the evenings after the work day. Newcomer schools are sometimes located right in the midst of new immigrants' neighborhoods for accessibility.

Similarly, newcomer programs in the Austin Independent School District in Texas sponsor "Back to School" activities which include presentations by the
principal, discussions on topics such as discipline, handouts on curriculum and school resources, explanation of the student handbook, and visits to the classrooms (Gonzalez, 1992). The Austin Independent School District's programs also sponsor presentations by bilingual psychologists on parenting skills, communication skills, and general adolescent issues. A Vietnamese specialist, for example, may discuss general information about the program and acculturation issues. The Gonzalez Report included sample comments from evaluation forms filled out by participants (parents).

In the classrooms, teachers of newcomers can use students' dominant languages and/or the English language as the language of instruction. Some districts help teachers arrive at such decisions. Recently arrived immigrants enter school with a wide range of academic preparation, so curriculum is generally designed to accommodate students at a variety of academic levels. Teachers utilize techniques such as cooperative learning to work more effectively with their multiple-ability classroom population (Nai-Lin Chang, 1990). The pace of academic progress tends to be set by individual students rather than by imposed norm. California programs assess student progress at frequent intervals to ensure adequately challenging work for each student.

The Bellagio Road School and Crenshaw High School, both in California, use a four-strand curriculum model: Strand II - Full Bilingual; Strand III - Modified Bilingual; Strand IV - Accelerated Bilingual; and, if a student speaks a language for which a bilingual instructor is not available, Strand I - English Language Development, is offered him or her. The Full Bilingual Strand, for example, includes
two periods of language arts in the student's primary language, one period of English Language Development (ESL), one period of Orientation and Guidance Introduction to U.S. Heritage (primary language), and P.E. in sheltered English (see Table 1).

<table>
<thead>
<tr>
<th>Strand I</th>
<th>Strand II Model 3</th>
<th>Strand III Model A</th>
<th>Strand IV Model 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development Program</td>
<td>Full Bilingual (nonliterate)</td>
<td>Modified Bilingual (low literacy)</td>
<td>Accelerated Bilingual (literate-near grade level)</td>
</tr>
<tr>
<td>Introduction to Reading</td>
<td>Language Arts in The Primary Language</td>
<td>Language Arts in The Primary Language</td>
<td>Introduction to Reading Intermediate Reading</td>
</tr>
<tr>
<td>English Language Development (ESL)</td>
<td>Language Arts in The Primary Language</td>
<td>English Language Development (ESL)</td>
<td>English Language Development (ESL)</td>
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<td>English Language Development (ESL)</td>
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<td>English Language Development (ESL)</td>
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<tr>
<td>Orientation &amp; Guidance</td>
<td>Orientation &amp; Guidance</td>
<td>Orientation &amp; Guidance</td>
<td>Orientation &amp; Guidance</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Intro to US Heritage</td>
<td>Intro to US Heritage</td>
<td>Intro to US Heritage or Fine Arts</td>
</tr>
<tr>
<td>(Sheltered English)</td>
<td>(Primary Language)</td>
<td>(Primary Language)</td>
<td>(Primary Language)</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>(Sheltered English)</td>
<td>(Primary Language)</td>
<td>(Intro to Math or Regular Math)</td>
<td>(Primary Language)</td>
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<tr>
<td>P.E.</td>
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<td>(Sheltered English)</td>
<td>(Sheltered English)</td>
<td>(Sheltered English)</td>
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Note: From California Tomorrow, 1990

The Austin Independent School District's (AISD) program is designed to provide a sheltered environment for its participants. Class size is kept relatively small (between 10 and 20 students), and the students receive three hours of intensive English instruction daily, which includes listening, speaking, reading, writing, grammar, and vocabulary development. The students receive credit for English for Speakers of
Other Languages (ESOL I and II) and Reading Improvement. In addition, students may enroll in a variety of subject areas, for example, pre-algebra, biology, typing, Spanish, art, and physical education to complete their schedules.

Common elements in newcomer programs include self-contained classes, small class size, orientation to the United States, unusual contact techniques to link school with home, personal touches, time devoted to resolving cultural conflicts, and taking on the care of whole families instead of just dealing with the student. One measure of the success in the Austin Independent School District is in the area of attendance. When the attendance rate of newcomers was compared to the attendance rate for high schools at the district level, the rate for the newcomers was higher for both semesters.

In both of the studies done by the AISD and California Tomorrow on the newcomer schools in their respective states, the evaluations of students and program progress were all based on qualitative data. Extensive quantitative evaluation that shows students' progress has never been done to substantiate the value of establishing such schools. Districts have not been able or/and willing to provide time and funds for such program evaluation.

On the other hand, adequate evaluation is a fairness issue. Experts do not agree on when to administer standardized tests to immigrant students. Some states recognize the need to give such students time before testing them. In many cases, tests are not available in some students' native languages. The only other option is to wait for at least three years before administering such tests, at which time the students might have already left the newcomer school. Once the students leave the newcomer
school, it is almost impossible to track them for follow-up studies (Nai-Lin Chang, 1990).

The California study reports that most schools still have not worked out a transition procedure to ensure smooth student transfer into appropriate academic programs after newcomer school. One of the impediments to a successful transition is lack of articulation between newcomer school and succeeding academic school, but another is the use of computers for placing students into classes by the academic schools or programs. When the computer is utilized to place such special population, it fails to consider many human factors such as empathetic teachers or selection of teachers who can be especially prepared for the LEP population. The report states that newcomers whose centers are located in comprehensive secondary schools or similar situations fare better come transition time because they can still maintain contact with their newcomer school teachers. It is also easier for teachers in this situation to communicate more with each other to further help a student along.

A language is a part of a culture and a culture is a part of a language (Brown, 1987). The student brings his/her self-esteem, risk-taking ability, anxiety, motivation, and empathy, while the social environment provides cultural stereotypes and attitudes, thereby presenting problems that most ESL programs are attempting to solve.

Curriculum Theories

Curriculum is all the learning experiences planned and directed by the school to attain its educational goal (Glatthorn, 1987). There are two dimensions to the
actualized curriculum. They are the experienced (recommended, written, supported, learned, and tested) curriculum, and the hidden curriculum. The hidden curriculum is the environmental influences which impinge upon learning of the experienced curriculum, and which can be observed by a disinterested observer. Goodlad in his book, *A Place Called School*, called these two dimensions explicit and implicit curriculum (Goodlad, 1984). He defined explicit curriculum as the curriculum conveyed through the curriculum guides prepared for teachers, the array of courses offered by schools, the topics listed for the courses, the tests given, the teaching materials used, and teachers' statements of what they have their students learn. Implicit curriculum is defined as all those teachings that are conveyed by the ways the explicit curriculum is presented.

The nature of education and thus curriculum is continually evolving. Political, social, and economic trends all influence education, thereby changing curriculum. These influences on education occur on three levels: federal, state, and local. The history of United States education shows that major changes have occurred on the national, state and/or local levels which were attributed to political, social, and/or economic trends at the time. The nature of ESL education is also continuing to change. The state's implementation of the federal non-discrimination law has continued to be refined. The following description started and touched the development and implementation of bilingual and ESL education. Current affairs and national political moods continue to change bilingual and ESL policies.
Around 1750, schools in this country were not uniform as they are today. In contrast to the religious sects which controlled schools before 1820, the new public school was based on values (Hansot & Tyack, 1982). The common school movement started the push toward common values to unify the people regardless of statehood. The so-called common schools had many characteristics of a tribal center (Schlechty, 1990). Lay men and women such as Horace Mann, Newton Bateman, George Atkinson and others worked to formalize and institutionalize the shared characteristics of the schools. It was during this period that the compulsory school attendance law was passed in 1854 for Massachusetts. Local schools were supervised by local lay trustees who vastly outnumbered the teachers. State control of schools was very limited.

The next era (The Progressive Era) in American education saw policy changes due to political, social and economic changes such as industrialization, immigration, and urbanization. Principles of business efficiency came to be accepted as the core value. One of the strategies in dealing with the problems was letting professionals run schools. This idea was attractive because it was felt that if professionals ran schools, they would be centralized (bureaucratized) to improve efficiency. These managers (superintendents), such as W.T. Harris, worked under the assumption that they could take all students, especially immigrants, and make them workers for the factories. As the schools became more centralized, the curriculum became increasingly more specialized. "The vision that began to emerge in the late nineteenth century came to full flower in the early twentieth century with the invention of the American public
high school, the tracked curriculum, and the emergence of vocational schools: the school as factory" (Schlechty, 1990). The science of "select and sort" became prevalent. This era pushed the country's educational ideology to the extreme. A geologist who became a self-appointed educational historian, E. P. Cubberly, had a deep faith that history could reveal the course of social evolution and that education could shape the future of society (Hansot & Tyack, 1982).

Beginning about 1965, the period of fragmentation and demystification symbolized another major shift in the country's educational policy. During this era, the ideals of the progressive era failed to be realized by some people. Some interest groups of disenchanted constituents emerged to challenge the education establishment. The aristocrats of the common school movement and the experts of the progressive era became regarded as myths and religious, while ethnic pluralism continued to grow. Other historians termed their predecessors' views not merely naive but self-serving, designed to blur fundamental class, racial, sexual, and ethnic divisions in American society and in so doing to obscure the role of schools in perpetualizing inequalities. When educational policies began to change to accommodate these constituencies, schools started to function as hospitals. Schools began to focus on the needs of the students they serve (Schlechty, 1990). Program after program was added to the school curriculum due to social, political and/or economic pressures.

More recently, in 1983, T. Bell declared in the Commission's Report, *A Nation at Risk* that the educational foundations of our society are presently being eroded by a rising tide of mediocrity. This mediocrity threatens our future as a nation and people
(Passow, 1989). The excellence or quality era began with this report and continues until the present. Passow described the current reform movement as coming in waves. Another Cuban expresses that reforms return again and again. The first wave (1983) brought about mandates to increase the standards of education. The increase in standards was measured through both teachers' and students' performance. The Texas Teacher Appraisal System (TTAS) and the career ladder are two examples of the ways devised to raise teacher standards.

The second wave followed immediately in 1985. The Holmes Group Report focused on teacher-oriented reforms. Teachers and building level administrators were encouraged to get involved. The encouragement came as a result of the political realization that to effect the kind of change desired, the teachers must become part of the visionaries. This kind of change was mirrored in the spirit of effective schools research in the 1980s. The research focused on the classroom rather than allocation of resources.

The third wave came as a continuation of the second but proposed a paradigm shift. This phase of socially, politically, and economically induced educational changes called for restructuring at the district and school site levels. To prepare students for educational science and business efficiency, we want to educate them as knowledge workers and curriculum customers (Schlechty, 1990). The goal of education is passing from the progressive era ideology of select and sort to today's popular slogan, "educate all children." As we consider where we have been, the pendulum continues to swing; the wave continues to irregularly deposit skeletons of
long-dead sea animals on the coral reef of schooling, and the cycle continues to spiral upward or downward (Cuban, 1990). While all aspects of education continue to change, the ways of educating new immigrants are affected profoundly.
CHAPTER III

METHODOLOGY

The researcher utilized the process of fieldwork for this investigation because it lends itself to answering the types of questions asked in this study: "What is going on here?" (Wolcott, 1988). This study was to search out and describe both behaviors and meanings that could conceivably make a difference to those involved. The descriptive methodology is a relatively new way of investigation in the education field. Its main thrust is to paint a picture. In this study, the researcher paints a picture of how one school district was coping with the challenge of educating students of other languages and cultures. The researcher kept a journal of both formal and informal interviews, observations, and meetings. Audio tape recordings of interviews were utilized where the informants allowed.

The strength of a study that describes is triangulation (Wolcott, 1988). Triangulation, or multi-instrument approach, refers to the utilization of data from a variety of sources: observation, interviews, letters, memos, journals, and so on, to describe the situation being studied. Wolcott in his 1988 study Adequate Schools and Inadequate Education: The Life History of a Sneaky Kid made liberal use of quotes from interviews and other interactions with informants to describe the situation he studied. This way of describing is known as "thick description." The researcher utilizes thick description to clearly paint the picture of the situation studied. The
concern of fieldwork is always for context. One’s focus moves constantly between figure and ground — like a zoom lens on a camera — to catch the fine detail of what individuals are doing and to keep a perspective on the context of that behavior (Wolcott, 1988).

Population of the Study

The population for this study was comprised of (1) students and personnel in three Language Centers, (a) Language Center I, (b) Language Center II, and (c) Language Center III; and (2) students and personnel at the International Newcomer Academy. A total number of about 473 students, 22 teachers, five teacher assistants, two teacher-directors, and three team leaders who were also teachers were studied. Approximately 80% of all the teachers were white, two were Asian Americans, none was African American, and the rest were Hispanic Americans.

Setting

The researcher gathered and analyzed data from questionnaires, interviews, and observations from the Executive Director of School Operations, the outgoing Director of Middle Schools, Secondary Bilingual Specialists, International Newcomer Academy’s teacher-directors, principals at language center schools, teachers, students, and parents. The primary focus of this study was on the implementation of the innovative programs proposed for the International Newcomer Academy. The researcher observed the process(es) taking place to meet the needs of the district’s limited English proficiency students.
Sample study was conducted at the International Newcomer Academy and Language Centers at two middle schools and one high school during the spring semester of the 1994-95 school year. The high school and middle schools were selected due to their similarities in student population with the schools from where the current INA students were extracted. The population of INA was 158 students. Sixty-five percent of the INA students were high school age, and 35% were middle school age. The LC student population at the high school was 155, and the combined LC student population at the two middle schools was 189.

There were two teacher-directors, ten other teachers, and three teacher assistants at the INA. There was one team leader, four other teachers, and one teacher assistant at LCH; one team leader, two other teachers, one permanent substitute teacher, and one teacher assistant at LCM; one team leader, two other teachers, and two teacher assistants at LCM. (LCM and LCM are middle schools, while LCH is the high school.) Both the Language Centers and the INA have attracted the best bilingual and ESL secondary teachers throughout the school district because of the emphasis placed on hiring, training, and retaining them. Their average length of experience is over 10 years.

The sites of this investigation were selected because of their student body makeup. The INA is the first and the only newcomer school in the district. The Language Centers were selected because their newcomer students were still at their sites. Other Language Center schools lost their newcomer students to the INA when it opened. In one high school pyramid (area), all the newcomers were extracted and
sent to the INA. The INA was located on the far west side of the city. One of the middle schools studied was located in the south-central part of the city. The other middle school and high school were located side by side on the northeastern side of the city. A total of four school sites were included in the study.

Gaining Entry

The initial contacts were made through the school district's research department in order to conduct this study. After a representative orally approved the idea for the study and offered to introduce the researcher to the rest of the INA planning team, the work began. The researcher met and discussed the plan for the study with the teacher-directors, bilingual central office support team, and their supervisor.

The school district's research department then asked that the researcher present an approved research proposal from the University and fill out a four-page form (see Appendix A). A committee convened and approved the study. One of the provisions in the letter of approval was to obtain the permission of the principal of each school in which the researcher planned to collect data. All of the three principals and two teacher-directors approached gave their approval. The research proposal was in turn presented to the team leaders and then to the teachers, teacher assistants, and students. Most of them were eager to cooperate with the research. The researcher continued to approach each teacher individually until he or she felt comfortable participating.

There was 100% participation at all four sites. Parent, student, and teacher consent forms were distributed to all participants respectively (see Appendix B).
Instrumentation and Data Collection

Observation

The next phase in the process of gaining entry involved the researcher securing released time away from work. Plans were made with the researcher’s supervisor as to how to proceed. They agreed that the researcher could take off from work in the middle of the work week (Wednesday). The researcher spent whole days at each site at first, then began splitting each day between two sites according to class schedules. Observations were sometimes made at both INA and LCM, on the same day and at LCH, and LCM, on an alternate week. Most observation sessions involved the researcher sitting, interacting with students, and sometimes walking around in a classroom watching and recording the activities.

Interviews

The teacher/directors, lead teachers, teachers, some students, and other personnel participating in this study were interviewed at least once during the course of the study in an effort to answer the questions posed in this study. The kinds of questions posed were personal experience questions, opinion questions, and some feelings questions. The interviews were audio taped and transcribed later. Since interviewing was not simply devoted to data acquisition (Glesne & Peskin, 1992), the researcher spent time before and during interviews establishing rapport to build the relationship necessary to carry out a descriptive study. The interviews began with casual conversations leading to open-ended questions.
**Formal Interview**

Formal interviews were scheduled in advance. The researcher informed participants about the nature of the interviews. Sample questions were presented at the time of scheduling the interview. The researcher used the interview format form (see Appendix C) to record information during the interview. Interviews usually took place at the participant's office or classroom at a time convenient to him or her. The interview procedure was as follows:

- Interviewer/researcher arrived on time.
- Interviewer waited to be called in.
- Interviewer introduced self, waited for participant/informant to make remarks that might lead into the conversation.
- If no such remarks were made, interviewer began by asking prepared questions, and listened and recorded important comments.
- Interviewer proceeded until all questions (prepared and those that came up) were answered.
- Interviewer waited for any further remarks.
- If none, the interviewer thanked the participant and left.

Only one of eight formal interviews took place over the telephone.

**Informal Interview**

Informal interviews took place wherever the opportunity presented itself. Most teacher informants were interviewed at the first or second meeting with the researcher.
Central office staff were interviewed when met at district-wide gatherings. Students were interviewed in hallways and in classrooms whenever they had opportunity to engage in a conversation. Teacher assistants, guidance counselors, substitute teachers, and other educational support personnel were engaged in conversations dealing with the research questions.

**Teacher Survey**

A questionnaire survey form was devised to further clarify some research questions (see Appendix D). The questionnaires were given to the INA Teacher-Director and the LC team leaders with a note to them that the researcher would like all the forms collected and handed back in to her. After two weeks, the researcher collected the folders containing the forms from the individuals responsible. All folders were received back. All of the 24 teachers involved responded.

**Survey Questions**

Data were gathered both formally and informally during the second year of implementation of the innovative curriculum at the International Newcomer Academy and Language Centers. The data were organized, analyzed, and reported by the researcher.

To answer Question One, What was the nature of the Language Center programs?, the researcher interviewed the Executive Director of School Operations to understand the nature of the Language Centers' program of study. The researcher also interviewed the Secondary Bilingual/ESL Specialist in search of answers to the
same question. To further understand the nature of the centers, the researcher spent
time observing, asking questions of, and interacting with the principals, teachers,
teacher assistants, students, and all other persons who helped answer this question.

A large portion of the researcher's time was spent at the INA in an effort to
answer Question Two, What was the nature of the International Newcomer Academy?,
during its second year of implementation. The methodology of instruction, the
materials used for instruction, the scheduling of instruction, the instructors, and the
physical environment were some of the areas into which the researcher probed deeply.

The third question, What were the reasons for the implementation of the
International Newcomer Academy?, was answered through interviewing the Director
of Middle Schools, and by reading the approved formal INA proposal and all other
meeting documents leading up to the implementation of the innovation. The
researcher investigated this area to find the originator of this innovation. When this
person was discovered, the researcher interviewed the individual(s) extensively to
understand his/her rationale.

While trying to understand the components of the instruction at INA, the
researcher focused on Questions Six (What were the strengths of the INA as perceived
by the teachers and teacher-directors?) and Seven (What were the major problems in
the implementation of the INA?). The researcher also asked about the perceived
strengths during these two years of implementation.

The similarities and differences between Language Centers and the INA were
another interest of the researcher. To be able to compare and contrast the two
programs, the researcher observed, interviewed, and analyzed both instructional programs through lesson plans, courses of study guides, and extra-curricular activities.

The primary purpose of the INA was to affect students' progress. To determine these students' progress, the researcher asked the students themselves how they felt about moving into the middle and high schools where they would eventually be mainstreamed into content area classes. To answer Question Eight (How did INA and LC students feel about these respective programs, and what were their thoughts about becoming mainstreamed into "regular" secondary school classes?), the academy students were asked their feeling about mainstreaming, but could also offer comments regarding any other aspects of the school(s).

The Schools

The INA was located at a former elementary school site. The elementary school was closed down and the building used for storing computer parts. The INA student population was bussed in from other parts of town. The neighborhood surrounding the INA was made up of mostly lower middle class whites. INA students came mostly from Central America, South America, and Asia. There were about 128 students at the INA from Mexico, five from El Salvador, one from Guatemala, and one from Honduras. The INA also had about four African students enrolled, one from Somalia and three from Sudan. There were about 17 Asian students at INA, from Vietnam and India.
Language Center 1 and Language Center 2 were located side by side in an older north side neighborhood. The area was mostly occupied by low socioeconomic, recently arrived immigrants. Students at LCM2 were predominantly from Mexico, Vietnam, Laos, and El Salvador. The total school population was close to 800. Students here were in grades six to eight. Some of the new immigrants were refugees. LCH1 was also a large high school of about 1000 students. This LC had students in the 9th, 10th, 11th, and 12th grades. The majority of the 155 students in the LCH1 transition English classes, and about 45 more who were completely mainstreamed but still coded LEP, were from Mexico. Others were from Vietnam, Cambodia, El Salvador, Puerto Rico (U.S. territory), Laos, and Egypt.

Language Center 3 was also located in a low socioeconomic area. Most of the LC students studied were on a federally subsidized reduced or free lunch program. Students were in grades ranging from 6th to 8th. The host middle school's population was about 800 students. Students at this school site come from Mexico, Vietnam, China, Somalia, and Sudan.

There were approximately 129 students at the INA at the time of the study. Language Center 1 served about 155 students, Language Center 2 about 138 students, and Language Center 3 about 51 students. While the INA had mostly beginner LEP students, the other sites had beginner, intermediate, and advanced LEP students.
Classroom Observations

International Newcomer Academy

Students at this site moved from one class to another as the school periods changed. Some teachers stayed in the same rooms for all their classes, and some moved between two rooms. The sixth grade ESL teacher, for example, might use one room for ESL instruction but move to another room for seventh grade computer instruction. There were computers available for computer instruction. Many needed school supplies and materials such as dictionaries and other books were made available. Due to the fact that every student at this site was at the beginning level in English proficiency, they were immediately grouped into grade levels for all instruction for management purposes. All enrichment activities during activity period, at the end of the school day, contained different grade levels of students. The activity period was an enrichment program in all subject areas, but the popular ones were Music/Art and Computer.

Language Center 1

Students at this site also changed rooms according to subject, each period. Teachers, on the other hand, stayed in the same rooms. The math teacher stayed in the math classroom for all his classes. There was also a social studies and geography room, and ESL room, and a science room. All the classrooms were adequately furnished with books and materials in the target language (English). Students were grouped according to English proficiency levels. They had two broad categories of
beginner and intermediate levels for ESL classes. This center had Beginner 1, Beginner 2, Intermediate 1, Intermediate 2, and ESL Lab classes. The ESL Lab class helped students translate English for comprehension and also taught elements of the American culture, such as school schedule, vacation, holidays, and so on. The classes mentioned above were offered in the sheltered environment of the Language Center. The following transition classes were halfway between the center and the mainstream classes. This was to continue helping students in language while they ventured into other areas. Special transition classes were also offered where a transition English teacher taught several one-hour transition English classes daily to students who took other classes in the mainstream classes. The students in transition English classes were not regarded as language center classes. They took all of their classes in the mainstream. The transition English class was not located within the Language Center area of the school.

Language Center 2

At this site, students traveled primarily to three different rooms for ESL, reading, social studies, and Lab. The rooms did not seem to be designated for one subject only. The rooms looked like self-contained classrooms. Teachers taught English, ESL, and social studies. Most sixth, seventh, and eighth grade students took math and science from mainstream classes. The teacher stayed in the same room for all his/her subjects. There were plenty of materials such as books, maps, globes, films, videos, computer, etc. available to both students and teacher in each classroom.
Students were grouped according to English proficiency level. They were grouped into beginner, middle, and advanced groups for all subjects. The beginner math groups were taught by a Language Center teacher and a Title 1 (federally funded program for remedial education) teacher. There were a total of five groups who took ESL, reading, social studies, science, and math. There was also a partial center group who took only writing and ESL from the Language Center. Lab classes were English classes that LEP students could take in the place of an elective at this center. All LC₂ students took Lab classes during the time of the study instead of electives in the mainstream.

Language Center 3

This site was structured like LC₂. Each teacher had a room. Each teacher taught at least two subjects. The students traveled to different rooms for instruction. The rooms seemed very integrated with materials from all across the curriculum. LC₃ students received all of their instruction from the Language Center, unlike LC₂ students who were mainstreamed for math and science. For ESL classes, students at this center were grouped into groups A, B, and C. A group were the very low English proficient students, or beginners. The B groups were the intermediate English proficient students. The C group were the high English proficient students or the advanced LEP students. The classes were therefore grouped as high (C group), middle (B group), and low (A group) at this center for reading and ESL, but for science, social studies, and math, students were grouped according to their grade level.
(sixth, seventh, and eighth). Content area subjects such as math, science, and social studies were scheduled mostly in the mornings, while ESL and reading classes took place in the afternoons.

**Researcher's Journal**

In this journal, the researcher recorded behaviors of students, teachers, and other personnel (see Appendix E). Notes were taken in this journal of informal discussions and other interactions between the researcher and any participants or participants with each other. Notes during formal class observation were jotted down in this journal. The researcher more extensively developed such notes jotted down in her journal after observations, discussion, conversations or other formal or informal interactions.

**Data Analysis Technique**

**Early Data Compilation and Coding**

The researcher used an adaptation of the Data Accounting Sheet (see Appendix F) suggested by Miles and Huberman (1984), using check marks to account for data collected through interviews, observations, and surveys. Every Wednesday evening or shortly after that, the researcher reviewed her observation notes, interview notes, and other sources, and used check marks to determine which of the eight research questions were answered. To accomplish this, the researcher had to read her field notes carefully and code them using the check marks. The coding process involved isolating related parts of the information gathered for narration. Each of the 22
teachers observed was expected to supply answers for most of the research questions. After coding and checking the information gathered, the researcher narrated the related parts together to answer each research question. Analysis of data began as soon as data collection began. Notes were recorded in longhand on both interview forms and observation forms. The researcher read and corrected observation and interview notes on the same day they were recorded. They were read again at the end of the week to search out patterns by categorizing, analyzing, and interpreting the data. The data accounting sheet helped target areas not covered, and field notes helped narrow the focus of subsequent interviews and observations.

Later Data Compilation and Coding

Information gathered from the survey instrument which was administered toward the end of field work was also coded and added in alongside other late data gathered. The researcher then went back through her writing to add all additional new information. Survey information was counted up by tallying similar answers offered by the 24 respondents in each of the 13 question categories. The responses were reported as certain number of respondents compared to the total number of 24 who responded. Analysis of data continued throughout the data collection phase and intensified in the writing phase. Periodically, questions arose and some of the key informants were contacted again for answers and/or clarification. Codes were devised in an effort to file information according to patterns. All field notes were examined
repeatedly to compare the INA with the LCs and to further establish and solidify evidence for perceived behaviors.
CHAPTER IV

FINDINGS

Research Question 1:
What Was the Nature of the Language Center Programs?

To answer this question, the researcher compiled data collected from school board meeting minutes, school district meeting minutes acquired during interviews, both formal and informal interviews with 22 teachers and several administrators, surveys from 24 of the same teachers, and numerous classroom observations of some of the same teachers. The Language Centers in the school district studied were established in 1983. They were 10 years old when the stakeholders, who are district officials from the Bilingual/ESL Department, Director of Elementary Schools Operations, and supervisors of elementary schools, agreed to establish the Newcomer Academy. They had earlier discarded the idea, believing that isolationism and less equal access to quality education might result. The Language Centers were established to serve the district in these four broad ways:

1. The program would provide intensive ESL instruction as well as instruction in content-area and elective classes, through ESL methodology and/or native language support, commensurate with grade-level requirements.
2. The program would be staffed with teachers and assistants highly trained in ESL and/or Bilingual methodology and hired specifically to teach in the program.
3. The program would be structured in such a way that students gradually would be moved over a two- to three-year period from taking almost all classes in the center to taking only two, with progression for most students to the Transition ESL Program (one ESL class a day taught by a non-Language Center teacher) to occur within three years.

4. The program would be housed on a regular middle or high school campus (transportation provided as appropriate) and would function as a modified school-within-a-school design (staff to function as a team and to be led by teacher leader [team leader]; administration and support staff services to be provided by the host schools) (School District's Rationale, 1995).

During the 10-year review of the Language Center implementation, the school district planners discovered the following patterns:

1. Dissolving the more advanced classes in the Language Centers program to make room for more beginning classes, resulting in many students' being moved too quickly from a sheltered to a non-sheltered environment;

2. Overcrowding beginning-level classes, particularly content areas, because of lack of staff certified to teach specific subjects and/or inability of the district to transfer or hire teachers quickly enough to staff additional classes;

3. Delaying enrollment of late arrivals (in some schools) until semester or beginning of year to allow the schools to adjust schedules to accommodate the students;

4. Diluting the program for the intermediate-level students (because of constant shifting to accommodate beginners) or diluting the program for late-arrival
beginners (because of a desire to ensure that the intermediate-level program was maintained);

5. Focusing more on solving management/operations concerns than on improving instruction; and

6. Not being able to provide adequate support for new immigrant parents on an ongoing basis (continued orientation to American schools, outreach services, etc.).

Coupled with these negative patterns was the stakeholders' original concern of isolationism. Isolationism slipped into the Language Centers' program because staff had fewer options for scheduling students as more new students arrived during the school year. This meant that students who came later in the year were not able to get into P.E., music, art, or other elective or mainstream classes. The later arriving students and students who rode buses to their campuses were also unable to participate in some academic classes, tutoring, extracurricular, and other social activities, and therefore became isolated in their host schools (School District's Rationale, 1995). As revealed by both observations and informants, Language Center students were isolated. The feeling of "if you are already isolated why don't you become autonomous" can be found in this informant's comment: "If you are swallowed up by the giant, then you don't get recognized."
Research Question 2:
What Was the Nature of the International Newcomer Academy?

To answer this question, the researcher compiled data collected from school board meeting minutes, school district meeting minutes acquired during interviews, both formal and informal interviews with 22 teachers and several administrators, surveys from 24 of the same teachers, and numerous classroom observations of some of the same teachers. The INA was a stand-alone, beginner, LEP school established to relieve the Language Centers of overcrowding and other impeding problems. When the school was established during the 1993-94 school year, it came about from the inspiration of Central Office Curriculum stakeholders and was engineered by the then Language Center teachers and staff. Political stakeholders were aware of the conservative nature of the voters in the geographical region they served. The establishment of the INA did not cause budget strains; therefore, it was seen as justifiable by the public. A high ranked administrator informant anticipated that what happened to special education might happen to bilingual ESL education. "Special education was once centralized until advocates asked and worked for the students to return to their home schools." The programs were both supported at first. There was a perception later that because special education was separate, it was also unequal. Many demanded mainstream education as a way to equalize education for the special student. In the same way, the public might demand mainstream education for bilingual/ESL students as a way to equalize education. "That time might be very near," added the informant.
"Though all the decision makers understand that one doesn't have to throw away one language to learn another, they also believe that the INA will better serve their purpose, which is to help beginning LEP students by teaching them the English language as rapidly as possible while mastering content area concepts by the use of their native languages," another informant said. The INA offered the district the opportunity to consolidate its resources – manpower, books and others – at one campus. "As long as they keep the focus on using the INA as a process of mainstreaming, many watchdog groups don't seem to mind," suggested the Director of School Operations, who was not directly involved in the implementation of the program. The political climate has also been conducive for such schools because of the national trends in bilingual education, such as increased funding, inclusive political agenda, and increased bilingual teacher training.

While the national mood is gradually beginning to change, the district is forging ahead with the INA implementation plans, but is also considering opening more language centers at additional high schools and middle schools where the need is beginning to grow, according to the Director of School Operations.

Research Question 3:
What Were the Reasons for the Implementation of the International Newcomer Academy?

Question 3 was answered by organizing information obtained from school district meeting minutes through interviews with many administrators and 22 teachers. The stakeholders (people responsible for actions taken) decided to focus on what was
happening for students. They considered the newcomer concept as a viable means of
gaining control over and improving the beginning-level program and, as a result,
improving the program for all Language Center students. "The Assistant
Superintendent inspired and challenged the Bilingual Office staff to the new
innovation," answered an office informant. To implement the newcomer concept, the
school district extracted the beginning-level students from two high schools and host
middle schools in the same area or pyramid and put them into the INA. Two high
level administration informants said, "We originally planned to serve all students
district-wide, but had to cut back to a pilot." Thus, the INA began in the eleventh
year of the Language Centers. The researcher studied these learning programs during
the second semester of the 1994-95 school year, which was the second year of the
INA implementation, and the Language Centers' twelfth year.

The Language Centers and their host schools that the researcher studied had
beginning-level, intermediate-level, and advanced-level students. Maintaining all the
English proficiency levels at the Language Centers offered the contrast needed for the
study. The researcher was able to observe a situation with only beginner LEP
students and compare it with situations with all levels of LEP students.

Research Question 4:
What Were the Similarities and Differences Between
the International Newcomer Academy and the Language Centers?

To answer Question 4, the researcher relied heavily on classroom observation
notes from 22 classrooms at both the INA and the Language Centers, formal and
informal interviews of staff members at all four schools, and 24 surveys from staff at both programs.

**Language Center 1 (LCH1)**

The teachers in this program worked as a team. They had a team leader who coordinated their activities with those of the rest of the school and represented them at the district level with the Bilingual Education department. The high school was serving 85 students in the Language Center, 10 students were being served partially at the Language Center and partially in the mainstream classes, and 60 students were in English transition classes. Transition students took one transition English class taught by a substitute teacher and took the rest of their classes in the mainstream, while partial center students might be enrolled in ESL lab classes and math, science, and/or social studies in the Language Center and attend the rest of their classes in the mainstream.

Levels of proficiency of classes of students were readily observable through the content of ESL lab classes taught and studied, and the group's communication abilities. The ESL classes ranged from contents as basic as "An American", which was on how to describe an individual, to analysis of newspaper features, which helped a group in writing a composition. As the researcher followed students from one class to another, they smiled, mixing their native languages with English to communicate with one another. When they passed teachers (who were mostly females) in the hallways, they addressed them as Miss and continued on noisily. When they reached
the classroom, they continued talking, acknowledging the teacher one by one until he/she called their attention to the learning task at hand. At this site, "Students are grouped by proficiency levels so that they can help each other along and for ease of teaching," the team leader told me. The teachers at this center brought in their own materials and gathered their own resources to teach the objectives they were required to teach. When the teacher finally focused everyone's attention, he/she started the lesson. The noise level was still higher than in an elementary school classroom, but did not seem to bother most of the students. While the lesson went on, students persisted in talking to each other to clarify points, make jokes, and talk about other personal activities. The teacher persisted too, moving the lesson in the direction planned, while students' attention seemed to wave in and out like on a faint short-wave radio frequency. They sometimes turned to the researcher and asked questions -- some related to the lesson, some unrelated, such as "Are you a teacher?", "Are you married?", or "Miss, I don't understand" -- pointing to their task. When permitted by the teacher, the researcher helped with cutting and pasting pictures from magazines, sequencing pictures, looking up words, and other lesson-related activities. Occasionally the researcher had opportunities to answer personal questions such as where she taught, how to say her name, and what grade she taught. After a few encounters, students began calling her Miss. She was "in." They no longer asked why she had come; they accepted her presence and wanted to know which class she would be observing. They seemed disappointed when it was not their class and happy when she went to the same classes with them. The groups did not stay together for
every class because although a student might be grouped as intermediate one for ESL lab class, his/her proficiency level for social studies or math, for example, might be intermediate two or beginner two, thus putting him/her in a new group each time.

A split class of pre-algebra and algebra was the most interesting to observe at this site. The pre-algebra group had 14 students, and the algebra class had 20 students. This math teacher had their attention like no other. He had to move fast because he taught two classes in one period. Mister, as they called him, had a fast pace, which woke up most of the sleepy heads from other classes. Jose woke up immediately after entering Mister’s classroom. He apparently liked math. Mister worked problems on the overhead projector and students responded by giving him equations, signs, and numbers. He made sure everyone followed the process by randomly calling on students without looking. When they finished this fast guided practice he directed them to their independent practice. While they settled into their work, he moved to the back group and started their guided practice with them. Some moaned, some raised their hands, some called out related words; and all, thinking in concert, followed the guide of the teacher and remained focused. When he finally stopped, one could nearly hear their understanding by the silence. And then independent practice began. The teacher ran up to the front again, half paying attention to the researcher and half catching his breath and picking up good overhead markers and trying to answer two students’ questions all at the same time. The researcher motioned for him to go on. He went on, half noticing the motion because he already planned to move on. He seemed like a man possessed, but all because he
likes math and likes the students he teaches. The researcher was warned; the team leader told her how good this teacher’s instruction is. In an interview, he told the researcher that his students master basic math quickly and move on to algebra, trigonometry, and so on. The students at this center received high recognition in standardized tests in math. No wonder! This class was run like a well-oiled machine. They started timely; worked hard with the teacher, with each other, and individually; and stopped timely, needing no last-minute directions, seemingly content.

The strength of this center’s program is dedication of its team members—teachers. The five teachers planned together and supported each other instructionally to attain the goal of teaching the LEP students. They were quick to point out that their students wanted to learn.

**Language Center 2 (LCM)**

One hundred forty students representing countries such as Eretria, Laos, Mexico, El Salvador, Vietnam, Jordan, and Panama were being served by a team of four teachers and one permanent substitute teacher in this middle school language center. This team had their students organized in grade levels, but combined sixth and seventh graders for intermediate English and writing to make room for a larger sixth grade beginner group. This sixth grade group was loud and rambunctious upon entering their writing class. The teacher started by telling them and the researcher, because it was her first visit to the class, that they were going to organize their writing
folders for the district's alternative assessment. She further explained how they were to go about the task.

Some students conversed in Spanish. The teacher gave some of her instruction in Spanish and some in English. Students relied on one another to clarify the information they gleaned from the teacher. They asked questions again and again. Addressing the researcher, the teacher explained that this group received the beginner incoming students. "You have to be patient," she said. The researcher kept nodding, hoping to support her nonverbally. "You are not going to see anything, we are only attaching slips to our writing for our portfolios," she continued. Soon after, the researcher was able to help some students organize their slips, so she relaxed a bit, sort of forgetting that the researcher was there. She had to stop twice to quiet down the students.

The noise level in the sixth grade writing class during sixth period was higher than the noise level in a sixth/seventh grade writing class during first period. While that class had more than 22 students, the combined sixth/seventh grade class had only 20 students. The students listened to the teacher, who spoke clearly. Students seemed more relaxed and less distracted than previously observed groups at this location. The lesson focused on writing a movie review. They worked hard on this objective, and others were busy doing extra related work because they were finished with their movie reviews. The teacher provided Spanish/English dictionaries for ease of independent study. She monitored the students by walking around, moving from one student to another holding conversations about their work, challenging them to find better words,
use longer phrases, and, in general, say it better. All the while she dropped little 
jewels of compliments ("You are doing fine," "Wonderful," "You've really gotten 
good at this," "Very good," "Very nice"), which were soaked up by students as if 
they were thirsty sponges. She added a personal touch by sharing information on a 
district program called Evening High School. She explained the rules of the program 
to help a seventh grader (Rena) decide how to continue her education due to her 
unique situation.

The teacher also had a way of stopping a sixth/seventh grade reading group for 
a few minutes at a time and giving more instructions. This group raised hands to get 
her attention. She constantly talked, constantly probed, constantly questioned, 
constantly walked around, touching, standing close, watching and waiting for her 
students to perform up to or exceeding her many examples. In this reading class, 
students went from writing in their journals to answering comprehension questions 
about a previously read story, to reading other examples of folktales. When the bell 
rang, they were dismissed in groups. Teacher complimented them on their 
performance at a school-wide cultural event.

Another class of seventh grade reading showed a lot of affection toward their 
teacher. Different teachers inspired students in different ways. Where one might 
inspire them to better writing, another might inspire them to greater cooperation with 
one another and the teacher.
Language Center 3 (LCM)

Language Center 3 was a small center compared to the other two. It served only a total of 51 students. The team here was made up of three teachers and two teacher assistants. The team leader was not bilingual, so she delivered all her instructions in English while a teacher assistant later translated it to a group of either Spanish dominant LEP students or Vietnamese dominant LEP students depending on the class. The ESL teacher team member spoke Spanish fluently. She assisted students in English and Spanish. During some of her Social Studies lessons she retained the Vietnamese assistant teacher to help her clarify concepts to the Vietnamese dominant students. This team had a permanent substitute teacher who also delivered instructions only in English. The substitute was later (during the term of this research study) replaced by a certified permanent teacher who requested to teach at this location. Things changed dramatically when she arrived. She began writing detailed lesson plans, moving students in a certain direction, and expecting more out of them in behavior and academics.

Observing her classes and speaking to her about them, she made one share in her confidence for a good education for the population she served. Like other center teachers, she tried to communicate with her students any way she could – with body language, by pantomiming words in their native language, and in English. The teacher assistants at this center seemed to work more directly with the students than at other centers observed. They taught math or reading to a group of 15 to 20 students.
at times. They also played their supportive roles in the other teachers' classes —
translating, clarifying, assisting, questioning, and urging students on.

Classes here were structured so that students were grouped according to grade
levels for content area subjects such as math, social studies, and science. For reading
and English language arts, students were grouped according to English proficiency
level. They were put in "A" group if they were beginners, in "B" group if
intermediate, and in "C" group if they were advanced. Resources for use in
instruction seemed readily available here. The ESL teacher had district curriculum
guides. The center had many books for reading and English, including English for a
Changing World, Composition Practice Book, and literature books like The Time
Machine, by H.G. Wells, and others.

All the language groups were lively but the researcher watched with special
interest when group "B" came in for instruction. One of the members of this group,
Doc, was blind. He used a special handheld Braille writing mechanism to spell out
his vocabulary words. He typed his responses out on a Braille machine and read from
a Braille book. Doc also comprehended quickly and responded orally, most of the
time, without waiting. All of the students here seemed somewhat like Doc that way,
disruptive, unsettled, playful, carefree, and annoying to the team leader (teacher) at
times.

The team leader seemed very uncomfortable with her role as the team leader.
She felt inadequate in her position and complained of too much being thrown at her
administratively. Her discomfort affected the tone of the whole center. Teachers
worked like lone rangers. Students seemed in control in her classes. The noise level seemed to be high due to the compactness of the center. One end of their host school's second floor was redesigned to have three classrooms, a little office, a small resource room, and some computers, with only one other classroom outside in a portable building. The students came from Mexico, Vietnam, China, Sudan, and Somalia, but the two available teacher assistants could only assist in Spanish and Vietnamese. The combination of these many different sounds mostly in English gives the center its unique noise.

According to the teacher survey, 10 out of 24 teachers felt that the service they gave their student population was excellent. Thirteen of the 24 rated their services as good, and only one teacher gave a lower rating of fair. None rated the education offered their LEP students as being poor.

**Similarities and Differences**

Some of the most impressive similarities between INA and LCs were the level of safety felt by their students in these low-risk environments, which showed itself in the students' freedom to venture using the English language, and the students' openness and tolerance of other cultures with which they interacted. For instance, when students said Miss, Mister, and other English words and phrases no one mimicked or put him or her down for it. Students also often planned and presented cultural events where they had to perform with each other and get along, and they did so.
Fifteen out of 24 teachers surveyed said that having committed, dedicated teachers was one of the strengths of their programs in both the INA and the LCs. Similar curricula with such components as ESL, Lab, ESL reading levels 1, 2, and 3 were also shared by both programs. A very important element of both programs was the student/teacher relationship. Students looked up to and bonded with teachers who spoke their native language and who wanted them to succeed in learning their new language. Both students and teachers said that students were inspired by their knowledge of both languages.

Although both the INA and the LC programs worked toward the same goals, they served distinctly different purposes to their communities. Students at the INA program were usually recently arrived immigrants with little or no English or American skills, so more bilingual and ESL instruction took place there. The INA, being a full-fledged school, had its own schedule, directors, and elective classes, and participated fully in district programs such as Vital Link, athletic programs, Imagination Celebration, etc. Students at this school were also bussed in from a wider school zone than their counterparts in LC programs, who attended their neighborhood schools.

While the INA enjoyed the privileges of a school, the LC programs had to share those privileges with the larger school which hosted them, thereby getting only a very small part of the privileges. Teacher informants at LCs complained about how their programs were sometimes left out or not involved because sometimes decision makers at the school level were overwhelmed with the sheer numbers of the student
body, making the LCs an easy population not to be considered — after all, they say, they don't speak much English. LC programs also got more resistance from the regular program teachers about mainstreaming ESL students. Regular program teachers sometimes thought that ESL students were not adequately prepared yet to join their classes. Language Center teachers, on the other hand, were very aware of the stages of language development of LEP students, and therefore accepted them freely from INA and continued to nurture them.

Research Question 5:
What Were the Criteria for Admitting Students into the International Newcomer Academy, and What Were the Criteria for Exit?

The researcher recorded information collected through many interviews with administrators, teachers, and students. The researcher also used information collected from 10 INA informants through the survey instrument to respond to the question of the criteria for students' admittance and exit. All students who were new from other countries, did not speak the English language, resided in the chosen pyramid schools area, and were assessed at middle or high school levels were automatically qualified to register and attend classes at the INA by the Student Placement Center (SPC).

At the time of this study, the district had not yet set up any standard for exiting the INA. According to the survey instrument utilized in this study, 7 out of 10 INA teachers felt that their students were ready when they left, one teacher felt that the students were eager most of the time, but two teachers felt that the students had mixed feelings about leaving. As one informant said, "No standard; one to two
semesters for some but up to three semesters for the rest." Teachers said that they equipped students with survival English and then sent them on to LCs. This goes back to the perception held at the top administration level which was articulated by one such informant. "If the INA is used as a process of mainstreaming, they (which includes the OCR but is not limited to them) don’t mind." The LCs participating in this study received students from the INA year round. This gave the impression that students were evaluated individually and mainstreamed when they were ready.

Research Question 6:
What Were the Strengths of the International Newcomer Academy as Perceived by the Teachers and Teacher-Directors?

Question 6 targeted a particular group in this study. The researcher condensed information gathered from 10 INA staff members through the survey, interviews, and numerous observations. The INA had two teacher/directors, several teachers, administrative assistants, teacher assistants, and other support workers who volunteered to be transferred there. Many of the staff members were bilingual. There was a basic math class where the teacher’s instruction was mostly in English, while a Spanish assistant clarified concepts to five Spanish students in their native language.

During third period, a middle school receiving class in reading was taught by an English, Russian, and Spanish-speaking teacher who was assisted by a Spanish assistant. A receiving class is one which receives newcomers to that grade level to keep the enrollment always open. The teacher needed the assistant because of the different achievement levels and the relatively larger number of 18 students in her
class. The class was made up of 13 Spanish-speaking students and 5 Vietnamese students. The Spanish-speaking students were from three or four different Central and South American countries. Most students in this class conversed only in their native languages. They worked on several activities, some in groups, some individually. While some students worked on using the dictionary to look up words, others worked on copying and recognizing the alphabet and other language drill practice. Both teacher and assistant walked around the classroom helping students to use English and understand the reading activity in which they were engaged.

During the planning phase of the INA, specific advantages of the stand-alone school concept were realized. First was the clear, single focus on which the staff was working. That focus or goal was to serve students and families new to the United States. Instead of being considered last as in regular schools, here they were the main purpose of decisions being made. This single-mindedness and focus gave the students fair opportunity to be impacted.

The second advantage was equal access to all district programs. INA students had access to counseling, tutoring, computers, art programs, job programs, sports activities, and many other support service programs. In a host school for a Language Center, only some of those programs would be available to this population, and only to a very limited number of students because they only amount to a very small percentage of the total population. While the population of a middle or high school might be close to 1000, the INA might only have around 200 students. Instead of
competing with the other students, INA students get more chances to participate in the programs mentioned.

Third, the environment of INA was more conducive to newly arriving immigrant students. "It tends to be more forgiving of the behavior of immigrant students as they struggle to adapt to a new, unfamiliar experience," said a teacher informant. Although the practices and procedures of the INA were fashioned after those of regular middle and high schools, students were supported emotionally, socially, and linguistically as they learned these practices and were not punished due to their lack of prior experience in the American school life. The INA environment also offered students a chance to grow in feeling accepted, therefore less vulnerable to negative peer pressure such as gang participation. It has been widely published that kids belong to gangs because membership provides them a family-like structure. The INA gave similar support to its students and therefore reduced gang appeal.

The environment in which one learns a language makes a world of difference because a language is a part of a culture and a culture is a part of a language (Brown, 1987). There are different types of second language learning situations which are totally different from foreign language learning contexts. The two second language learning contexts are type one, learning a second language within the culture of the second language, and type two, learning a second language within one's own native culture. Students in this study were involved in type one second language learning, which is said to involve the deepest form of acculturation. Learners here must survive in a strange culture as well as learn a language on which they are totally dependent for
communication (Brown, 1987). The opposite of type one is type two, which is a more conducive environment because the language learned can be nativized or indigenized (Richards, 1979). In this situation the learning of another language (lingua franca) used for education, government, or business will pose less alienation for the learner. Second language learners face alienation between critical self and the performing self, between native culture and target culture, between self and the teacher and between self and fellow students. When the affective filter is lowered, the defenses which cause the feelings of alienation are reduced, and their language learning is promoted because it takes a certain degree of self-exposure (Stevick, 1976).

Another significant advantage found was in the organization and operation of the school. "We and the Bilingual Department have found that by standing alone, the INA can adapt its own calendar, schedule, inservice plans, and grade span, unilaterally. We operate on a year-round schedule, accepting students from grades 6 through 12, and using block scheduling to schedule classes, all of which would be very difficult to implement in a host school situation," said the teacher-director.

As expected, the INA was staffed and equipped like the rest of the schools in this school district. They had the needed materials for instruction. Additional resources were made available as needed, and there were many tools available for use by both teachers and students. One of the teacher-directors showed the researcher all the courses of study guides available to be used. All courses offered in both middle and high schools' course guides, and ESL and reading guides were available.
Teachers were encouraged to use them as they saw fit depending on the level of comprehension of their students and their ability to modify and adapt key content area concepts necessary at a given level. The school had a large computer lab where students learned keyboarding and many other computer skills.

The program included an excellent, district-recognized art and music program, taught by an English/Spanish bilingual teacher. During this school year, she was teaching art classes but held the popular music activity class during the activity period (last period). This music class was always packed full with all levels of students. The class was both enjoyable and lively to all present. Students learned and sang upbeat, instructional English songs, and learned and sang them well. The teacher alternated art and music classes bi-semesterly. She said that when she taught music, she would also hold an art activity class.

Discipline at this school was not a major classroom management problem as it is in many other middle and high schools. The researcher observed a detention session during the activity period. There were eight students being detained that day. Among the eight, there were seven boys and one girl being supervised by one Vietnamese bilingual teacher assistant. "Our kids rarely get any infractions," boasted many of the teacher assistants and teachers interviewed.

Discipline problems were very low among the observed LEP groups because students felt like part of a caring family. Many teachers in this study told of after-school activities involving students, teachers, and parents. "Sometimes the activities took place at a teacher's or student's home where food and other cultural values were
shared," said a teacher informant. The bond formed could be seen in the way teachers and students related to each other.

As a stand-alone school, the INA received equal attention from both the district's Central Office staff and other state and national visitors to the district. The attention it received urged its students and staff to be exemplary. Many watchdog groups such as the Office of Civil Rights (OCR) went to scrutinize the program, while the district's Bilingual Office was busy staying in conformity with prescribed national, state, and local rules and regulations. In the Fall of 1996, OCR ordered the school district to dismantle the INA. The local newspaper reported a school board member as calling the order "a pile of mush" and telling OCR to "go to hell" in defense of how successful their program had been. The newspaper also reported him as saying that the district would contest the order. He was quoted saying, "I think that we have operated a successful program, one that takes students that are unfamiliar with the customs and language of our country and instead of throwing them to the hard, cruel world immediately we provide them a warm, nurturing environment with which to acclimatize them to this city and this country, and help them learn some language skills." Now the INA is bussing its students into other campuses for PE in hopes that that will be enough to satisfy the OCR.
Research Question 7:
What Were the Major Problems in the Implementation of the International Newcomer Academy?

For Question 7, formal and informal interviews with many of the 129 students, teachers, and teacher-directors were conducted. Ten of the same teachers and teacher-directors were surveyed, and many classroom observations involving the same teachers and students helped to answer this important question. The bond of affection and respect between teachers and students was more evident at the INA and at LC2. This bond also created a struggle for some teachers in their relationship with the students because the students moved off to be mainstreamed at language centers in other schools. Some teachers complained that it was a painful experience to let them go so quickly and then struggle to bond with more new students. "It is a continuous hurtful situation," one said. INA teachers repeatedly expressed their feelings about releasing their students to different centers. For example, one teacher said to the researcher, "I like sending my high schoolers to X language center because their teachers are very understanding." The teacher also said, "I hate to send these kids to Y language center because they come back to tell me how much they hate it there."

Problem 1

"If the INA is used as a process to mainstream students quickly, they don’t mind. Office of Civil Rights doesn’t like stand alone schools," an administrator said during an interview. When asked, "Why don’t they mind?" he cited the special education trend where the public perceived the opportunities available in that program
as being unequal to those available in "regular" programs due to the separation. This informant felt that the same might be perceived by observers of a stand alone (separate) language school like the INA. He also said, "Everyone is understanding that you don't have to throw away one language to learn another," giving the impression that most of the stakeholders support the concept of intensive English programs for non-English speaking students. By this, the researcher understood that the informant supported educating students from other cultures and languages in an intensive English program which allowed them to keep their former/other language.

**Problem 2**

One teacher informant discussed at length how difficult parent involvement was. "Our parents live so far away it is impractical for them to get involved, especially being new immigrants and all.... They want to support their kids but sometimes it just isn't possible because of their work and other commitments.... The folks who live in the school's neighborhood usually don't have any kids at our school, so are also disconnected. Our principal went so far to get them involved with our school activities, but they didn't come out." This teacher informant did not blame their neighbors, acknowledging that people who live around their school had kids enrolled in schools elsewhere.

Some teachers at INA felt that students were being mainstreamed too quickly. One teacher's comment was, "Students should not have to leave after one year if they are still at beginning levels." The same informant also said, "It becomes frustrating to
see students that are brilliant, college material, yet know they aren't legal and will probably never reach near their potential."

Research Question 8:
How Did International Newcomer Academy and Language Center Students Feel About These Respective Programs, and What Were Their Thoughts About Becoming Mainstreamed into "Regular" Secondary School Classes?

To answer this question, more than half of the 473 students were interviewed informally by the researcher. This took place during the researcher's release days when she followed students around from one class to another, conversing with them mainly around this question. When students were asked how they felt about mainstreaming, most answered enthusiastically in the affirmative, but a few said they didn't know. All the students at both INA and LCs understood that they were being prepared to be incorporated into the larger middle school or high school culture. From the INA, students were first moved into the LCs in their neighborhood schools, then finally mainstreamed into their respective middle or high schools.

Most INA students looked forward to going to schools near their homes, but a few didn't want to go to school any longer, feeling that they had enough English to help them get a job. One INA teacher informant said, "I will be more effective if I can prepare students for better-paying jobs by getting them involved in education as a goal instead of them seeing INA as a means to learn a little English to get a low-paying job." The INA could send students to the LCs, having in mind that they would continue in the sheltered learning environment.
At the LCs, on the other hand, more was at stake when students were considered to be mainstreamed. At stake was the performance of each student in the mainstream classes and their ability to internalize key concepts and skills and finally to pass the standardized test. Everyone involved — the students, parents, teachers, and principals — worried about each student's performance on the Texas Assessment of Academic Skills (TAAS) test. The state uses this measure to assess not only individual students but schools and school districts. All concerned know that someone else is looking at them. "They are held up here until the team of teachers feel students are ready to move on," an LC teacher informant at the high school level said. "This school district's structure is perfect, it is a weaning process." She considered how the district tested, placed, and rapidly taught and mainstreamed LEP students to be effective. Another teacher at that level said that it depended on the individual student's personality; some, she said, are very ready, some fear getting out of their safe LC environment because they have not made friends outside of LC, and also because other students treat them badly, mimicking their speaking and ridiculing them.

An administrator speculated that it might not be uplifting for INA teachers never to see their students pass the TAAS test or achieve other, higher goals. "INA teachers' business is to get students ready for Language Centers. Therefore, the INA teachers know only limited successes. The LC teachers, on the other hand, enjoy the satisfaction of seeing their students pass TAAS, enter college, and so on. This encourages and reinforces their decisions regarding who and when to mainstream individual students."
Classroom Tone

In all the classrooms observed, students expressed themselves freely. They moved about the classroom. They asked questions, when they had them, of anyone they thought might be able to answer them. They talked out of turn and they talked a lot. The researcher realized that turn-taking is a learned skill taught sometime in elementary school. The LEP students observed may never have learned that skill. It is also not a skill usually included in middle or high school lessons, but it needed to be stressed here. There was always one student who seemed to call out answers to all the teacher’s questions, disrupting other students’ ability to participate more fully.

Students relied on the teacher and teacher assistants, but mainly on each other for translations and clarifications, so they conversed freely in class in their native languages. In the beginning of class sessions the native language conversations centered around topics outside of school — family, friends, other interests — but as the lessons began, conversations gradually centered on how to accomplish the tasks at hand. Many teachers allowed dictionaries in other languages, and all the classes were provided English/Spanish dictionaries. Some students who spoke languages other than Spanish used their personal translation dictionaries. There was cooperation because of a sense of "we are in this together." They seemed very willing to work with each other in cooperative learning situations and others.
School Climate

All students encountered at four campuses called their teachers Miss or Mister. Only on very rare occasions did they follow that with the teacher’s last name as is normally expected in many U.S. schools. When the researcher asked the teachers about being addressed as Miss, they explained that it is very respectful of their students to address them so. Many of the students come from cultures where it is not appropriate to call one’s teacher by any name at all. Teachers explained that in some instances the student could call the teacher, "Teacher," but whenever he/she decided to call her Miss, that signified a closer teacher-pupil relationship.

The bells seemed to make 45-minute lesson periods appear shorter. There were bells to signify end of period, bells to signify passing periods, bells to end passing periods, and bells to start another period. There seemed to be so many bells, but the teachers and students who worked daily in this bell-ringing situation didn’t seem to mind it at all. They knew exactly what to do at which bell and for how long they could do it. The passing period proved to be very interesting to the researcher. She observed students going about their business in the halls. They talked loudly, laughed, joked, ran, and shoved one another during this period that lasts approximately five minutes. The LEP students observed in their host schools proved to be better behaved in the halls during those periods, but the commotion caused by the whole school population moving at once every 45 minutes or so seemed hard for some teachers to manage. While passing period created management problems for teachers, it seemed to also create rambunctiousness problems for some students. One
teacher told the researcher of a time when they used to walk their students through the halls. The INA was also quieter in comparison to the other high school and middle schools observed.

Operational Procedures

Regulation of periods by bells was one procedure different from the researcher's experience, but even more important than the bells was the presence of permanent substitute teachers in key positions at the language centers. Each center observed lacked one or two teachers of important subjects such as math, reading, writing, and/or science. Most of the team leaders pointed to that as one of their major problems. They wished that their supervisors would hire permanent teachers for those positions. Their supervisors spoke of how difficult it was to find bilingual or ESL teachers for those positions. This school district had taken some extreme measures to seek out, recruit, train if necessary, and hire qualified ESL or bilingual teachers. They had alternative certification programs, an ESL endorsement program, and ESL college certification, but still lacked a few qualified teachers due to the growing need in this area.

Other Findings

After careful examination of all the data collected from formal and informal interviews, 24 surveys, and many classroom observations, there were other phenomena worth mentioning which were not adequately expressed in response to the research questions. These phenomena are offered in this section. As the researcher
went from school to school, from classroom to classroom, there were some recurring phenomena observed throughout the course of the study. The observed activities were:

1. **Expressive students** — LEP students talked to each other and to teachers a lot.

2. **Multi-cultural relationships** — Students studied expressed a common bond of having a language and culture different from the target group. They conversed in their native language about topics such as a quinceañera fiesta they attended, relatives back home, and ethnic foods.

3. **Contact with other students** — Sample groups were shy around other students. The researcher observed LEP students mingle with others in the hallways during passing periods. LEP students avoided eye contact with other students and did not speak to them.

4. **Student/Teacher ratio** — Students studied required more teacher direction and assistance to complete tasks. Most classes had a teacher and an assistant. For example, one math class observed at INA had six students and was taught by a teacher and an assistant.

5. The beginner LEP students were the most needy of teacher time at all sites observed. "We get students from the INA year round," said a Language Center teacher. When asked if they would rather have the beginners come straight to them, they responded negatively. Beginner classes were also larger.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose and Significance

This study was embarked upon to document the implementation process of a Newcomer Academy in a large urban school district. The International Newcomer Academy was the primary focus of this study. The Language Centers were studied to provide broader perspective due to their historic relationship to the International Newcomer Academy (INA) in this school district. Information was gathered from a wide variety of people including central school district administrators, building level administrators, teachers, teacher assistants, and students. The studied tried to show the differences and similarities between the International Newcomer Academy and the Language Centers. It also tried to show the advantages both to students and the school district that International Newcomer Academy held over the Language Centers.

Method

After many weeks of informally inquiring of the process of conducting a research study in the school district, the researcher was given a package of directions and forms to complete. In January of 1995 the Research, Evaluation and Development of the school district formally approved the study, allowing the research entry into the learning environments she wished to study.
Formal interviews were scheduled and conducted with many administrators and teachers. Many were conducted at the beginning of this investigation and some towards the middle. The researcher used interview format (Appendix D) to document all formal interviews and used journal format (Appendix C) to document all observations, both formal and informal.

This predominantly Hispanic but diverse population of LEP student were studied in two middle schools' Language Center settings, one high school Language Center setting, and at the International Newcomer Academy (INA) which is a combination of high school and middle school age students. Countries represented at these learning environments include Mexico, El Salvador, Guatemala, Honduras, Somalia, Sudan, India, Vietnam, China, Egypt, Laos, Puerto Rico, Cambodia, Jordan, Ethiopia, Panama, Korea, Syria, Haiti, Brazil, and Eritrea. All the sites studied were culturally diverse with Spanish speakers forming the majority of the student body.

Gaining entry into the schools and centers was negotiated carefully. The researcher first sought the authority to conduct the study which was legal entry. After the authorized entry, she had to carefully encourage faculty and staff to work with her. The students were willing and participated enthusiastically. An observation rotation was mapped out and followed. Faculty and staff were informed after every session when the researcher planned to return to their school. After a few rotations, most participants were used to the process and procedures of the data collection.
Many of the participants reacted positively towards the instruments (interview tapes and forms, journal recordings, and surveys) used.

The learning at the INA and Language Centers was facilitated by mostly white teachers. Each of the four programs studied was supervised or managed by a white female teacher-director or team leader. Almost all teacher participants spoke two languages. All teacher assistants who participated spoke English and another language. Many lessons were geared toward equipping students with the English language as a tool for learning. Students cooperated with teachers and one another in the effort to understand, read, speak, and write the English language.

Data Analysis

Journal format tapes and interview formats were analyzed as soon as time permitted so that the researcher could still decode what was said. Responses were entered on data accounting sheets according to questions they addressed and their sources. Then the researcher used simple tally to count the number of respondents to each question asked on the survey and how they responded. During the write-up stage, questions arose from time to time regarding research questions, and the researcher had to contact some key informants to answer them. Throughout the writing and revision stages, field notes were consulted constantly for accuracy in reporting.
Findings

The research reported all findings in a narrative fashion, which is the method employed by qualitative research studies. The narrative was organized in the order of the eight research questions. The questions started by addressing the nature of Language Centers and their perceptions, behaviors, and practices, and gradually moved into the International Newcomer Academy’s practices. The later questions were about the strengths and problems of implementation, and how students felt about mainstreaming. It was evident from results of the teacher survey and data from informal interviews with students that most students at both the Language Centers and the International Newcomer Academy looked forward to the challenges of mainstreaming.

Conclusion

This study, despite its limitations, has added to the body of ESL research. By employing many methods of data collection and documenting experiences at both the school-within-a-school and stand-alone school situations studied, we have gained a better understanding of these programs. Stakeholders are armed with one more documented example of possible option for consideration.

Each program studied at the four locations functioned according to how they were designed to function. The language centers functioned like a school within a school (the original concept of design), so had a separate curriculum designed for their special student population but governed by the school’s operational procedures, rules,
and schedules. The INA, on the other hand, functioned as a full-fledged school with its own rules, schedules, and operational procedures. It focused on the clear, single goal of teaching beginner LEP students, moving them on as soon as possible, and offering them access to all available district activities.

The purpose of the INA, which was to unburden the system's Language Centers and the secondary education programs, was realized. By establishing the INA, the Language Centers in middle and high schools in its pyramid were able to serve only intermediate and advanced ESL students. They did not serve beginners at all. INA students were gradually fanned out into the Language Centers as they improved in language acquisition skills. The INA prepared beginner LEP students quickly (one to about three semesters) and sent them on to Language Centers, but kept low achieving, non-literate students and Language Center dropouts longer (3 semesters to 3 years). The INA freed Language Center teachers to concentrate on intermediate and advanced LEP students, thereby enabling them to maintain a steady pace throughout the school year. The Language Centers have not dealt with late arriving beginner students, who can slow down their curriculum. Late arrivals caused less disruption at the INA because the provision was built into the school's system of operation. There was always a class of newly arrived students open to receive late arrivals year round, from which students moved on to other beginner classes.

Both programs followed district guidelines by using courses of study outlines appropriate for ESL. Each program worked hard to remain children's advocates, doing whatever necessary to offer students the best education possible. A conducive
learning environment was provided in each situation. In each situation students were allowed to express themselves freely, and to experience. Adequate personnel and materials were provided as available.

No matter the direction of the political pendulum swing, this culture cannot afford to look the other way when it comes to matters of immigration. The education establishment, acting on behalf of the general public, continues to champion acculturation and assimilation of new immigrants to move us forward on our course as an immigrant nation. It is both wonderful and exhilarating to watch this process take place.

Recommendations

This study has described two situations of teaching and learning English as a second language in middle and high schools in one urban southwestern school district. It studied approximately 518 students, at both the language centers and INA. The population, though not small, was limited to four locations. The participants in this study were from diverse backgrounds, creating communication barriers.

It is important for future studies to consider smaller samples from many more campuses and locations. Other studies might also want to include Language Centers with only intermediate and advanced LEP students. Although a qualitative study such as this can be inferred from, further studies are necessary to accumulate similar supporting information to build up a body of research for the substantiation of the facts found. Perhaps one form of data collection method, such as teacher interviews,
could be utilized to try to show one aspect of the study at a time instead of the triangulation method followed in this study.

More longitudinal research is also needed to show which group of LEP students does better after mainstreaming. We need to examine the situations that students are mainstreamed into to determine their suitability based on set criteria, and then measure students' success rate when introduced into those situations. INA students who leave their comfortable environment and go to language centers and other host schools should probably be followed to understand the process they go through to achieve emotional stability in their new school.
APPENDIX A

APPLICATION FOR RESEARCH STUDY
APPLICATION FOR RESEARCH STUDY

Date of Submission: __________________________  Proposal Number: __________________________

Project Starting Date: __________________________

Project Ending Date: __________________________

1. Principal/Researcher:

Address: ____________________________________________________________

(Street)

(City)  (State)  (Zip Code)

Telephone Number: ___________________________________________________

(Home)

(Area Code)  (Number)  (Extension)

(Work)

(Area Code)  (Number)  (Extension)

2. Faculty or Staff Sponsor of Research Project:

Address: ____________________________________________________________

(Street)

(City)  (State)  (Zip Code)

Telephone Number: ___________________________________________________

(Area Code)  (Number)  (Extension)

University/Department: ________________________________________________

3. Title of Proposal: ___________________________________________________

5. Research Overview:

**SAMPLE**

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<th>NUMBER</th>
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**PARTICIPATION**

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COMMENTS (Please Add a page, if necessary):
6. Description of anticipated contribution to theory or field:

7. How will this study contribute to the Independent School District?

8. Hypotheses of the study:

9. Brief summary design including statistical analysis procedures:

10. List at least the three most prominent research studies, articles, or books most pertinent to the field of this research:

11. Source of research funds:

12. Is this a single study or one of a series planned or contemplated?
13. List equipment and names of tests to be used (attach description or copies of test instruments):

14. Does any of the equipment or procedures to be used constitute a potential emotional or physical hazard to subjects?
   No _____ Yes _____ [If yes, explain.]

15. Facilities needed:

16. Research assistants:

17. Assurances:

I understand that I am requesting assistance in a research project and I am not requesting information pursuant to the Texas Open Records Act. If my request for research assistance is granted, I agree to abide by all policies, rules, and regulations of the District INCLUDING THE SECURING OF WRITTEN PARENT PERMISSION PRIOR TO IMPLEMENTATION OF MY PROJECT.

Signed: ____________________________
   Director of Research Project

I have read the Policies and Procedures for Research in the District by Outside Agencies or Individuals and understand that supervision of this project and responsibility for a report on its outcome rests in me. I also understand that the privilege of conducting future studies in the District is conditioned upon the fulfillment of such obligations.

Signed: ____________________________
   Sponsor of Research Project
APPENDIX B

LETTERS OF PERMISSION TO CONDUCT RESEARCH
November 9, 1994

Dear Staff,

I am conducting a study in association with the University of North Texas that will describe the language acquisition process at the Language Centers and the INA. In the spring of the 1994/1995 school year, I will be observing and interviewing teacher directors, teachers, teacher assistants, students, and others concerned. To help collect important information about the process, I will be making audiotapes, keeping written notes of observations, interviews, and conversations, and might occasionally take photographs.

ALL INFORMATION GATHERED WILL BE KEPT STRICTLY CONFIDENTIAL. YOUR NAME, AS WELL AS THE SCHOOL DISTRICT'S IDENTITY, WILL NOT BE ASSOCIATED WITH ANY OF THE INFORMATION COLLECTED.

This study may help our schools, as well as others, improve their language acquisition programs. Please sign the attached form if you agree to participate in this study.

Thank you.

Sincerely yours,

Augustina E. Madu

I consent to take part in this study. I have read the description of the study, and I understand it. I UNDERSTAND THAT NAMES WILL NOT BE ASSOCIATED WITH THE RESULTS AND THAT ALL INFORMATION WILL BE CONFIDENTIAL. I understand that I am free to withdraw my consent and end my participation in this study at any time.

DATE: 

SIGNATURE: 
PARENT LETTER

November 9, 1994

Dear Parents,

I am conducting a study in association with the University of North Texas that will describe the language acquisition process at the Language Centers and the INA. In the spring of the 1994/1995 school year, I will be observing and interviewing teacher directors, teachers, teacher assistants, students, and others concerned. To help collect important information about the process, I will be making audiotapes, keeping written notes of observations, interviews, and conversations, and might occasionally take photographs.

ALL INFORMATION GATHERED WILL BE KEPT STRICTLY CONFIDENTIAL. YOUR NAME, AS WELL AS THE SCHOOL DISTRICT'S IDENTITY, WILL NOT BE ASSOCIATED WITH ANY OF THE INFORMATION COLLECTED.

This study may help our schools, as well as others, improve their language acquisition programs. Please sign the attached form if you agree to let your child participate in this study.

Thank you.

Sincerely yours,

Augustina E. Madu

I consent to take part in this study. I have read the description of the study, and I understand it. I UNDERSTAND THAT NAMES WILL NOT BE ASSOCIATED WITH THE RESULTS AND THAT ALL INFORMATION WILL BE CONFIDENTIAL. I understand that I am free to withdraw my consent and end my participation in this study at any time.

DATE: ____________________________________________________________________

SIGNATURE: ____________________________________________________________________
STUDENT LETTER

November 9, 1994

Dear Student,

I am conducting a study in association with the University of North Texas that will describe the language acquisition process at the Language Centers and the INA. In the spring of the 1994/1995 school year, I will be observing and interviewing teacher directors, teachers, teacher assistants, students, and others concerned. To help collect important information about the process, I will be making audiotapes, keeping written notes of observations, interviews, and conversations, and might occasionally take photographs.

ALL INFORMATION GATHERED WILL BE KEPT STRICTLY CONFIDENTIAL. YOUR NAME, AS WELL AS THE SCHOOL DISTRICT'S IDENTITY, WILL NOT BE ASSOCIATED WITH ANY OF THE INFORMATION COLLECTED.

This study may help our schools, as well as others, improve their language acquisition programs. Please sign the attached form if you agree to participate in this study.

Thank you.

Sincerely yours,

Augustina E. Madu

I consent to take part in this study. I have read the description of the study, and I understand it. I UNDERSTAND THAT NAMES WILL NOT BE ASSOCIATED WITH THE RESULTS AND THAT ALL INFORMATION WILL BE CONFIDENTIAL. I understand that I am free to withdraw my consent and end my participation in this study at any time.

DATE: _______________________________

SIGNATURE: _______________________________
APPENDIX C

RESEARCHER'S INTERVIEW FORMAT
INTERVIEW FORMAT

SOURCE: ____________________________

NAME: ____________________________

LOCATION: ____________________________

DATE: ____________________________

1. WHY IS THE INA/LC PROGRAM NECESSARY IN THE FWISD?

_________________________________________________________

_________________________________________________________

_________________________________________________________

2. HOW DO YOU THINK THE INA PROGRAM IS DOING?

_________________________________________________________

_________________________________________________________

_________________________________________________________

3. WHAT CAN BE DONE TO MAKE IT BETTER?

_________________________________________________________

_________________________________________________________

_________________________________________________________

4. WHAT ADVANTAGES DO YOU PERCEIVE INA HAS OVER LCs?

_________________________________________________________

_________________________________________________________

_________________________________________________________
5. **WHAT INSTRUCTIONAL ROLE DO YOU PLAY?**

6. **WHAT DO YOU HOPE TO ACCOMPLISH BY WORKING WITH LEP STUDENTS?**

7. **HOW PREPARED DO YOU FEEL INA/LC STUDENTS ARE TO BE MAINSTREAMED INTO "REGULAR" SECONDARY SCHOOL CLASSES?**

8. **WHAT ARE THE CRITERIA FOR ADMITTING STUDENTS INTO THE INA, AND WHAT ARE THE CRITERIA FOR EXIT?**
TEACHER SURVEY

POSITION ____________________________________________

SCHOOL ____________________________________________

SUBJECT/S ____________________________________________

DATE _______________________________________________

(1) HOW MANY STUDENTS DO YOU TEACH DAILY? _____

(2) PLEASE CHECK ALL LEVELS OF LEP STUDENTS REPRESENTED IN YOUR CLASSES:

_____ BEGINNERS

_____ INTERMEDIATES

_____ ADVANCED

(3) THE STRENGTHS OF OUR PROGRAM ARE . . .

________________________________________________________________________

________________________________________________________________________

(4) DESCRIBE THE TYPE OF ASSISTANCE YOUR CAMPUS OR CENTER NEEDS TO MORE EFFECTIVELY IMPLEMENT YOUR CURRICULUM:

_____ STAFF DEVELOPMENT

_____ POLICY CHANGE

_____ TECHNICAL TRAINING

_____ WAIVERS OF RULES

(5) PLEASE LIST MATERIALS MADE AVAILABLE TO YOU BY THE DISTRICT.

________________________________________________________________________

________________________________________________________________________

(6) LIST OTHER WAYS YOU GET IDEAS FOR LESSONS.

________________________________________________________________________

________________________________________________________________________
(7) I CAN ALSO COMMUNICATE WITH MY STUDENTS IN . . .

(8) WHAT INSTRUMENT/S DO YOU USE TO MEASURE STUDENTS' GROWTH?

_____ SOLOM  _____ LAS  _____ TAAS  _____ OTHER/S

(Please write names of all other instruments used)

(9) I FEEL THE EDUCATION OFFERED THE LEP STUDENTS WE SERVE IS:

_____ POOR  _____ FAIR  _____ GOOD  _____ EXCELLENT

(10) I WILL SERVE THIS POPULATION MORE EFFECTIVELY IF . . .

(11) OUR STUDENTS FEEL . . .

_____ VERY AFRAID  _____ READY

_____ EAGER TO BE MAINSTREAMED

(12) HOW SIMILAR IS THE INA TO YOUR FORMER LANGUAGE CENTER POSITION?

_____ VERY SIMILAR  _____ NOT SIMILAR AT ALL

_____ NOT SURE  _____ OTHER

(13) PLEASE LIST COUNTRIES REPRESENTED AT YOUR CENTER OR CAMPUS.

______________________________

______________________________

OTHER COMMENTS ________________________________

______________________________

______________________________
APPENDIX E

RESEARCHER'S JOURNAL FORMAT
JOURNAL FORMAT

SOURCE: _________________________________________________________________

NAME: _________________________________________________________________

TITLE: _________________________________________________________________

LOCATION: _____________________________________________________________

DATE: _________________________________________________________________

RESEARCH QUESTION: 1 2 3 4 5 6 7 8

OBSERVATION(S): _______________________________________________________

_______________________________________________________________

COMMENT(S): __________________________________________________________

_______________________________________________________________

RESEARCH QUESTION: 1 2 3 4 5 6 7 8

OBSERVATION(S): _______________________________________________________

_______________________________________________________________

COMMENT(S): __________________________________________________________

_______________________________________________________________
APPENDIX F

DATA ACCOUNTING SHEET
DATA ACCOUNTING SHEET

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<th>Informant Group 2†</th>
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</tr>
<tr>
<td>blank = missing data</td>
<td>√− = incomplete data</td>
<td>√+ = complete data</td>
<td>NA = not applicable</td>
</tr>
</tbody>
</table>

* Informant group 1: Teachers, principals, students, teacher assistants, and other people at school site.
† Informant group 2: Other school personnel — volunteers, central office staff, and other support personnel not at school site.
BIBLIOGRAPHY


