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Effectiveness of Educational Policy in U.S. Schools

Emily Casaletto
Northeastern Illinois University

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EFFECTIVENESS OF EDUCATIONAL POLICY IN U.S SCHOOLS

In accordance with the literature on educational policies, many instructors who teach English Language Learners (ELLs) do not always have the knowledge of the most effective policies and curriculum that best serve the greatest number of ELLs. This research, which used surveys and interviews, sought to understand the awareness and implementation of educational policies that address teaching of English as a Second Language (ESL). It further sought to determine if existing policies meet the needs of instructors and students. This study examined the way that instructors of ELLs are able to implement policies at various levels of ESL. Additionally, it examined how those policies could be implemented in both online, and in-person learning environments. The instructors surveyed are instructors of K-12 ELLs from different regions of the United States, in order to represent the experiences of instructors of ELLs from all over the U.S. The intent of this research is to provide current data that can inform future language policies, which could be tailored to suit the greatest number of ELLs in the U.S.