Spring 2022

Supporting the Oral Language Development of Young Dual Language Learners: Perspectives of EL Teachers in NH

Maria C. Chouinard
University of New Hampshire

Supporting the Oral Language Development of Young Dual Language Learners:

Perspectives of EL Teachers in NH

Maria Chouinard

French-College of Liberal Arts

University of New Hampshire

Mentor: **Dr. Judy Sharkey**

Abstract

Demographic shifts in the US over the last two decades have increased the diversity gap between teachers and their students. Most multilingual children entering US public schools face the challenge of learning academic content in not just one, but two languages. Despite many of the positive effects of being bilingual, Dual Language Learners (DLLs) often face more challenges in educational achievement and opportunities than their monolingual English-speaking peers. Dual Language Learners are children younger than five that are learning English and at least one other language at home at the same time (Weyer, 2018). A key factor of this challenge is that the classroom curriculum is predominantly geared toward supporting monolingual English-speaking students. Given teachers' critical role in student learning, investigating their beliefs and practices regarding bilingual development warrants investigation. Through surveys, interviews, and classroom observations, this study explores to what extent NH teachers of DLLs understand and enact research-based practices known to develop oral language. Preliminary results indicate that teachers report the use of research-based practices, but it is unclear if they use them effectively and/or extensively. Contextual factors such as level of administrative support and availability of resources in students' first languages also affect teachers' practices. Research such as this sheds light on whether or how research-based practices are present in classroom practices. Implications include recommendations for teacher and administrator preparation.

Introduction

Problem Statement

Immigration to the U.S. has continued to increase over the last decade, including in predominately white states like New Hampshire. In 2018, immigrants made up 6% of the New

Hampshire population, and 8% of the population had at least one immigrant parent (*Immigrants in New Hampshire*, 2015). For example, the state's three largest cities, Manchester, Nashua, and Concord continue to receive an influx of im/migrants[1] and refugees[2]. In Manchester, 40.3% of children are non-white and in Nashua 45.4% of children are non-white (Gibson, 2021). Many of these newcomers are bilingual or multilingual, bringing a rich variety of languages. In fact, Manchester is the most diverse school district in New Hampshire, with their EL students making up 35% of the EL student population in NH (*English Learners - EL Data*, 2021). Additionally, in Nashua EL students make up 10% of the student body district wide (LaClaire, 2018) Despite these cities rich history of being home to many immigrant communities, the academic success of culturally and linguistically diverse student populations lags behind that of their peers. Officials in New Hampshire stated that student success is higher when they have adults they can relate to (Gokee, 2021). In the U.S. in 2017, only 18% of teachers were teachers of color and the diversity gap between teachers and students is only growing (Goodwin, A.L., 2017). The diversity gap between teachers and students in these cities reflects the national trends. For example, in Manchester, NH, 43% of students belong to a minority population (Leader, 2021). However, 19 out of every 20 Manchester teachers are white (Cousineau, 2021). This research focuses on NH teachers' (mostly with ESOL certification) perspectives of the role of oral language in DLLs' English literacy development. Research shows that maintaining the home language leads to greater academic success for EL students. This paper raises important questions for how DLLs' teachers are prepared, particularly monolingual teachers, for ensuring the academic success of their DLL students. In addition to this, it will have implications for improving early childhood education, which has become a national priority.

[1] Migrants refer to Puerto Ricans who are U.S. citizens and move to the area
[2] Manchester is a federally designated refugee resettlement city

Research Question

This project looked at how elementary school teachers draw on the research recommendations in how to best educate their dual language learners. A literature review of the research drawing from fields such as education and linguistics led to the design of the survey questions. It asked teachers about three specific areas: incorporation of the student's first language or mother tongue (L1) into the lesson, use of manipulatives such as props, and assessment of students' oral language. Other data included teacher interviews and classroom observations. The overarching research question is: *How do NH teachers' perspectives on the role of oral language in DLLs' literacy development reflect current research?*

Significance

This is an important topic to study because of the increasing number of DLLs, specifically in the three largest school districts in NH. Many DLLs come to the US with little or no English, which has implications for their professional and academic trajectories; such as the fact that DLL children must become proficient in English so they can communicate with their peers, build relationships, and succeed academically. However, it is also critical they continue to develop their mother tongue (García et al., 2011). Overall, it is important to research DLLs and Early Childhood Education so multilingual students can have opportunities equal to their monolingual English-speaking peers.

Context: U.S. Immigrants and Refugee Population

The number of immigrants and refugees to the United States has been increasing over the past few years. In 2019, over 13.7% of the U.S. population were immigrants[3], compared to 4.7%

---

[3] People born outside the U.S.

in 1970 (*U.S. Immigration Trends*, 2019). In New Hampshire in 2018, 15.5% of children

belonged to a minority population. In Manchester NH from 2000-2007, the minority population

grew 31% (Johnson & Macieski, 2009). In the latest census, 18.3% of the residents in Nashua,

NH are non-White, and in Concord, NH, 11.4% of the population is non-White (*U.S. Census

Bureau QuickFacts*, 2021). According to Colorín Colorado, a bilingual website that provides

advice about helping ELLs, just over 4,000 English Language Learners were in New Hampshire

K-12 schools in the 2016-17 school year (lbreiseth, 2017). In the 2020-21 school year, the

Manchester School District had 1,940 students enrolled in ELL programs (*Demographic Data*,

2021).

Literature Review

This literature review looks at Dual Language Learners in Early Childhood Education and

how to improve the oral skills of both their first and second language. This review focused on

best practices in early childhood education, effective pedagogy in early childhood education,

factors that influence DLLs, strategies for dual language development, strategies for ELL and

DLL development, translanguaging, teacher factors affection immigrant/refugee education, and

teachers' beliefs about ELLs. The articles included in the review were from education journals

that rank in the top 10% of their field, have a high impact number, or were cited in one of the

previously referenced articles.

Best Practices in Early Childhood Education

Early Childhood Education

Introduction to Early Childhood Education

Early childhood education serves students from birth to age eight. According to data from the U.S. Census Bureau, from 2015 to 2019 there were 7.4 million DLLs in the U.S. and they made up one-third of all of the children aged 5 and under (Park, 2021). Other research has found that kindergarten is the first formal schooling that most DLLs have and that they usually lag behind monolingual English-speaking peers until later elementary school (Guzman-Orth et al., 2017). However, DLLs face many challenges when entering kindergarten as the entrance exams are mostly in English, and sometimes in Spanish, but not in any other language (Park, 2021). For the purposes of this study, I focused on the research regarding students in K-2 classrooms. In NH, all school districts are required to offer part-time kindergarten, but attendance is not mandatory; however, it is mandated that parents send their children to school for grades 1-12.

Effective Pedagogy in Early Childhood Education

There is a critical link between language development and cognitive development. Sociocultural theorist Lev Vygotsky said, "thought is not merely expressed in words; it comes into existence through them" and "while external speech turns thoughts into words, in inner speech words morph into thoughts" (Christy, 2013, p.202). Vygotsky believed that external speech and cognitive development were closely linked. His suggestion to teachers was to give students more speaking opportunities to help their cognitive development. When students improve their cognitive development, it aids with their speaking (Christy, 2013). This research from Vygotsky implies that a classroom that focuses on oral language will improve the cognitive thinking of its students.

Tools of the Mind (Cohen et al., 2014) is a curriculum based on Vygotsky's theories of language development. It incorporates opportunities for social interaction between the teachers and students and the students and their peers. This provides lots of opportunities for oral language usage. Cohen et al, 2014. described Tools of the Mind Story Lab as using "mediator cards" and props to help students recall story elements such as setting and character. A similar study looked at how make-believe play helps with symbolic thinking and self-regulation for all students (Bodrova & Leong, 2019). This shows that it is beneficial for young learners to have activities that allow oral language practice in the classroom.

Incorporating the students' L1 into Tools of the Mind may be an effective method for teaching English. Bodrava et al., (2019) observed that in studies done on DLL students, Tools helped students' English and math skills and increased their Spanish vocabulary. They also found that Tools improved the language of Spanish-dominant speakers more than their English-speaking peers (Bodrova & Leong, 2019). Cohen et al., (2014) found that daily make-believe play and reading fairy tales in their home and school languages helped DLLs show progress in English and their mother tongue. They focused on Tools Story Lab which looked mostly at low-income preschool children, 65% of whom were DLLs (51 of whom spoke Spanish and 3 who spoke French Creole at home). They mentioned that bilingual children often have cognitive, metalinguistics, and sociolinguistic advantages over monolinguals, but Hispanic DLL children, who live in low socioeconomic status households, have the lowest mean scores on reading proficiency compared to any other subgroup.

Factors that influence DLLs

In order to teach DLLs, it is important to understand that not only do DLLs come from different cultural backgrounds, they also have diversity in fluency, age of exposure to the language, family and community resources, and the amount of English their parents speak. (Guzman-Orth et al., 2017). In addition to this, DLLs face many challenges to their education, including the fact that there are no nationwide standards for determining DLLs (Park, 2021). In addition to the challenges that DLLs face learning another language, there are other factors that come into play. For example, socioeconomic status is a bigger predictor of ELL outcome than the recommended practice of using L2 at home (Kim et al., 2014). Socio-economic status affects all students, not just ELLs. Therefore, ELL students who come from a lower socioeconomic background would have one more thing stacked against them. Another factor negatively impacting students is teacher preparedness. Many ELL teachers are monolingual and may not understand the difficulty of learning a foreign language (Pettit, 2011). Another factor that comes into play is that DLLs typically do better in smaller schools since they get more help from teachers (Kim et al., 2014). Therefore, there is an increasing amount of research focusing on teachers and the classroom/school environments of these students.

Dual Language Learners

Strategies for Dual Language Development

There has been a specific focus on DLLs in Early Childhood Education, specifically with writing and reading comprehension. In a study of how block play impacts young children's writing, Snow and her colleagues found that DLL's writing was improved by block play (Snow, Eslami, Park., 2018). They found that playing with blocks requires "narrative competence". This study draws on Vygotsky's theory emphasizing the importance of "private speech" and how it

helps with verbal thinking. The students had to think about the story before acting it out with their peers. A literacy-enhanced play area that included flashcards and posters with simple words to help them learn subconsciously can help DLLs (Snow et al., 2018). The study did not determine that block play was directly helpful to writing since the students mostly drew pictures, but it did help them explore print and narration. They also found that interacting with students motivated them to explore print more (Snow et al., 2018). The authors acknowledged this in their conclusion, but this study only looked at three students. Cohen et al., (2014) found that props and story retelling helped with reading comprehension. When using the Tools Story Lab method with the story told in both Spanish and English, DLLs recalled and reenacted the fairy tale better. This could mean the Tools curriculum helps DLLs with oral language. Another method in Early Childhood Education that helps DLLs is the 90-10 model. This model starts off with students using 90% of their native language and 10% of their target language in the classroom. Eventually, as they progress, there is less of the native language and more of the target language. (Guzman-Orth et al. 2017). This shows how incorporating both students' languages into the classroom can help students be successful.

Strategies for ELL and DLL Development

Lucas et al., 2008 summarized the literature on teaching ELLs and stated the best practices for teaching ELLs found in the literature. These included using extra-linguistic supports such as visual tools and graphic organizers, adapting or rewriting text to make it more accessible, modifying oral language (such as avoiding idioms or pausing more), establishing clear classroom routines, giving clear and explicit instructions, encouraging students' use of native language, encouraging students to work with others, and making a safe classroom environment that minimizes anxiety. Although she focused on older students, August, (2018) looked at best

overall practices for EL students and found the most effective ones to be: verbal and visual supports, speaking, listening, reading, and writing with their peers in the second language, and utilizing students' home language and culture to enhance learning.

Buysse et al., (2014) synthesized information from different research articles and proposed that storybook reading and oral instruction could be helpful for DLLs, but suggested more research needed to be done in this field. Dixon et al. (2012) synthesized research from foreign language educators, child language researchers, sociocultural studies, and psycholinguistic studies to help discover the best way to improve learning for ELL students. They found home literacy practices such as reading books at home with parents and guardians in both their first and second languages are important to developing an L2. They also suggested instructors mix L2 learners and L2 speakers during extracurricular activities. Another recommendation was to explicitly go over grammar rules with students, rather than just hoping they learn it from observation. They also looked at the language skills of the teachers. Although it is not required for the students to be successful in acquiring their L2, it can be helpful for teachers to be proficient in both the students' L1 and L2. They need to have a good grasp of the L2 so they can demonstrate upper-level vocabulary to upper-level students. However, if they have a poor grasp on the students' L1 that may result in overusing the L2 which could confuse the students. Strengthening children's L1 strengthens their L2 and children who are more outgoing and socially skilled do better because they will take more risks speaking the L2 (Kim et al., 2014). This shows how improving a student's L2 required them to also improve their L1. However, one flaw in this reasoning is that socioeconomic status has been found to be a bigger predictor of EL outcome than using L2 at home (Kim et al., 2014). Another predictor of EL outcome is the school setting and teachers.

Translanguaging

Translanguaging is "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential", which research has shown can help ELL students be more successful (Garcìa as cited in "What Is Translanguaging?," 2016). However, there are a variety of opinions about what this looks like in the classroom. Garrity & Guerra (2015) found that teachers who came from similar backgrounds (both teachers were female Mexican immigrants) had differing opinions on how to teach DLLs. One teacher wanted to integrate Spanish into the classroom while the other believed that Spanish should be kept at home. The author suggested that this comes from the popular notion that since the US is an English-speaking country, English should be the language of instruction. An additional study looked at bilingual education and argued classrooms should not have strict language separation so young bilinguals can learn effective code-switching modeled by their teachers. (Gort & Pontier, 2013). This same sentiment was advanced by Martínez et al., 2015 who interviewed teachers who were both immigrants from Mexico and believed there should be strict language separation in their classrooms. Although their views were complex, both teachers expressed they didn't want to 'mix' Spanish and English. García et al., 2011 concluded that schools should adopt a plurilingual approach with translanguaging which will help students be more confident with academic English. This shows just a couple of the attitudes expressed by teachers when it comes to second language acquisition.

Teachers of DLLs

Teacher Factors Affecting Immigrant/Refugee Educational Outcomes

In addition to looking at student demographics, it is important to look at research on the teacher's effect on immigrant/refugee educational outcomes. Goodwin (2017) summarizes the literature on the state of immigration and public schools in the U.S. in the 21st century, current teacher and student demographics, and how teachers can better educate diverse students. Goodwin makes two main points:

1. Students do better when they have teachers who look like them.

2. But teachers with proper "dispositions" are still effective.

Regarding the first statement, Goodwin cites that, as of 2014, children of color in public schools outnumbered white children. Immigrant students tend to face lots of challenges to their education besides a language and culture barrier. It is important to note that among children in immigrant families, 84% are children of color (*Disparities Persist for Children of Color, Immigrant Children*, 2017). It also can be more difficult for students to learn when they do not relate to their teachers. Only 18% of teachers are people of color and the diversity gap between teachers and students is only growing. Goodwin has shown that students are more successful when they are taught by people that look like them. However, this does not mean only teachers who share their students' racial and/or cultural backgrounds can effectively teach these children. Regarding the second point, Goodwin also states that when white teachers have the "proper dispositions" to educate diverse students, those students can still be successful. Proper dispositions mean it is important for these teachers to be aware of the cultural and linguistic diversity of their students and to remember that immigrants are not monolithic. Immigrants are

of different races, ethnicities, religions, languages, socioeconomic statuses, and cultures
(Goodwin, 2017).

Additional studies that support Goodwin's arguments about teacher dispositions and
preparation looked at DLLs in public schools. Kim et al. (2014) found that Black or Hispanic
DLLs faced more challenges while learning English, but DLLs of color were able to perform
better when teachers were more understanding of their languages and cultures. Park (2021)
suggested that we need more teachers who are culturally and linguistically diverse and who are
trained with better practices such as cultural competence, knowledge of the home language and
L2 development, and interaction with families. Inclusive teaching practices for culturally and
linguistically diverse students are important for all ages, and this research will look at how they
affect young children.

Teachers' Beliefs About ELLs

Teachers' beliefs affect their practices. A study done with one novice male ESL teacher
at a university language school in Canada found some self-reported practices and beliefs were
observed consistently while others were not. This study concluded that teachers' beliefs are
strongly correlated with classroom practice (Farrell & Ives 2015).

However, in 2021, Amrand (2021) found that teachers wanted students to have maximum
exposure to the L2 and believed the overall goal of DLL instruction is to develop oral language
proficienc. He did a dissertation focusing on the practices and beliefs of multiple teachers
through interviewing teachers and reading their journals and curriculum from the school year. He
draws on Levin's (2015) definition of beliefs as "influenced by the social, cultural, political, and
historical contexts teachers experience during their career". In this study, teachers self-reported
beliefs matched self-reported practice. Most teachers did not explicitly teach grammar and

emphasized reading in groups with peers as well as the importance of academic and interpersonal proficiency. These teachers tried to promote oral language through presentations and one-on-one conversations (Amrand, 2021).

After interviewing preschool teachers, Jacoby & Lesaux, 2019, found Head Start teachers believed social-emotional skills are the most important for DLLs to develop. These teachers also believed EL acquisition happens naturally by participating in preschool and believed speaking Spanish in classrooms supports the development of social-emotional skills among DLL children.

Pettit (2011) looked at the recommended beliefs for teachers of Els such as having high expectations for ELL students, accepting responsibility for their students, encouraging native language use at home and in the classroom, developing an awareness for the time it takes ELLs to learn academic English, and a desire for professional development in relation to ELLs when needed. This study also found school structure plays a huge role in how ELLs are supported and that there should be more training for in-service EL teachers. This hypothesis was supported by Rodriguez (2010) who studied in-service ELL teachers before and after taking a professional development course at a university and found it enhanced their own practice. In addition to this, other research has shown that teachers' past influences impact their teaching (Ray, 2008).

The literature reviewed in this section undergirds the guiding research question: *How do NH teachers' perspectives on the role of oral language in DLLs' literacy development reflect current research?* Principal findings include a) having multiple opportunities for oral language usage in the classroom such as block play and storytelling with props helps with cognitive development; b) encouraging the student's L1 development at home, or even at school can help the students with developing their L2, and c) having an extensive understanding of students'

cultural backgrounds can help with learning. Through interviewing teachers, I wanted to see how closely their curriculum matched that of the recommended practices found in the literature.

Researcher Positionality

"Researcher's positionality affects the research process, and their outputs as well as their interpretation of other's research," (Darwin Holmes, 2020, p.5). Additionally, Holmes states that being inside/outside of the "culture" being researched can change the research results. I've been studying to be a language teacher which gives me some insider positionality but not to the same extent as teachers themselves. My interests in becoming a language teacher affected the design and interpretation of this study. I wondered how/if what teachers are doing matches what I'm learning in my university classes. My goal was to understand teachers' understanding of their students', specifically Dual Language Learners (DLLs), development of oral language, and how those understandings reflect research on best practice. This research is significant because there are more and more multilingual immigrants and their children coming to the U.S., and many EL teachers are not prepared to teach these culturally and linguistically diverse students (Goodwin, 2017; Pettit, 2011).

Methodology

I designed a small qualitative inquiry to see how/if NH teachers of DLLs were drawing on and implementing research recommended practices. I drew on naturalistic inquiry, the study of a single group or community (Salkind, 2010), to focus on the teachers' perspectives and their methods of teaching. I visited classrooms to see how teachers are developing students' oral language in the classroom setting. This methodology was well suited to the study because of its

exploratory nature and my lack of familiarity and control with the context. All the names used in this research, including schools and persons, are pseudonyms.

Study Design

I used an online survey to conduct the first part of this research. This survey addressed the three main areas of instruction, home practices, and the use of L1. I distributed the survey on the New Hampshire English Language Learners (NHESL) Listserv, which is an email list for teachers of ESL in NH. This study's original design was to be classroom-based over several months. However, the COVID-19 pandemic made it difficult for non-district employees to be in the classrooms. I revised the design to start with an online survey, of which its questions intentionally reflected the findings from the literature review regarding best practices. See appendix A for the complete survey.

I carried out the second part of this research by observing classrooms and interviewing teachers during a summer school program in Manchester, NH. I found classrooms to visit and teachers to interview through contacts in the Manchester School District. I visited one time in the month of July. I asked teachers specific questions, which can be seen in Appendix A. I also looked at the activities the teachers used to develop oral language, for example, the role of play and storytelling, the use of Reader's Theater in the classroom, and how the teachers assess oral language for regular students. After the observation, I interviewed the teachers. I visited Lincoln Elementary School on July 13, 2021. I observed a 2nd grade classroom and then interviewed two teachers: the one whose class I visited and another teacher who was teaching in a classroom nearby. Although both were mainstream teachers, I collected information about how each of them viewed and interacted with monolingual and EL students. The results of my survey helped my observations and shaped the interview questions.

Participants

      I sent the survey to teachers who had access to the listserv. For classroom observations,

The Executive Director of English Learner Instruction and Equity in one of the districts helped

identify the two teachers. The teachers I observed taught summer school in that school district. I

observed teachers based on availability and consent.

Data Collection

Survey

      I designed the online survey using Qualtrics and sent it out using the NHESL Listserv.

The survey participants were teachers of DLLs grades K-2 who taught in any of the NH school

districts. The survey consisted of 19 items. There were eight multi-select questions, four ranking

questions, four open-ended questions, and three select-one questions. The survey took no more

than 10 minutes to complete. The survey was open for roughly two weeks. Once the survey

closed, I did an initial analysis that helped inform the observations and interviews.

Interviews and Observations

      The interviews were audio-recorded and later transcribed. I transcribed the first interview

from Lincoln Elementary by listening to the audio on my laptop with headphones and then

dictating the information on Microsoft Word. While I did this manually, it was easier for me to

come across the different themes in the research.

Data Analysis

      I relied on Qualtrics to complete the first round of descriptive analysis. However,

Qualtrics percentages were out of 43 respondents even though 3 respondents were blank.

Additionally, some participants skipped questions. Therefore, it was necessary for the me to re-

calculate the percentages in excel based on how many participants answered each question. I

coded the interview and observation data using inductive coding and searching for themes

(Nowell et al., 2017)

Results

Survey Results

Participant Demographics

After sending emails to the NHESL Listserv, there were 40 total respondents. However, some participants skipped questions, so the percentages of each question were only calculated with the number of participants that responded to each question. Tables 1, 2, and 3 reflect the demographics of teachers and students.

Table 1

Grade Levels Taught

Pre-k	Kindergarten	First Grade	Second Grade
14.7%	85.3%	82.4%	94%

Table 2

Teacher Credentials

ELL	Elementary ED	Special Ed	Subject Area (i.e., Math, Social Studies, etc.)
100%	42.9%	5.6%	11.4%

Table 3

Languages Spoken by Students

Spanish	75%
Portuguese	62.5%
Swahili	52.5%
Arabic	40%
Chinese (Including Mandarin and Cantonese)	37.5%
Vietnamese	37.5%
French/Cajun French	30%
Nepali	30%
Hindi	30%
Telugu (Spoken in India)	27.5%
Russian	25%
Tamil (India)	17.5%
Tagalong (Philippines)	10%
Serbo-Croatian	7.5%
German	5%
Korean	5%
Other Indo-European	5%
Greek	2.5%

Teacher Pedagogy: Recommended Practices & Teacher Description

Recommended Practices (N=3)

From the survey results, it seems that most teachers use students' languages to some extent (only 14.3% reported *not* using any of the listed modalities) with having materials in the students' native language as one of the most popular methods for encouraging L1 (71.4%). Most teachers (97%) reported using manipulatives, and most teachers had some level of communication with parents. Tables 4, 5, and 6 address teachers' pedagogy.

Table 4

Use of Students' Languages

Had classroom materials in students' native languages	71.4%
Can use Google Translate	62.9%
Have a little bit of familiarity with students' language (i.e., they might know some Spanish)	60%
They can use their L1 to ask for clarification from a classmate	57.1%
Students can use their language whenever they want	54.3%
Can use bilingual dictionaries	40%
Don't use students' native languages in the classroom and don't have materials in students' first languages	14.3%
Students can use their languages with guidelines (i.e., when the assignment asks)	14.3%

Table 5

Use of Manipulatives

Almost all of the teachers (97%) reported using manipulatives. Here, manipulatives were defined as physical materials that could help students learn. Table 5 provides a breakdown of the types of manipulatives.

Puzzles/brain games	78.8%
Props	63.3%
Math cubes	48.5%
Other	45.5%
Puppets	27.3%
Stuffed animals	24.3%
Legos	15.1%

When elaborating on the "other" option, participants reported using a variety of manipulatives such as pictures, posters, flashcards, photos, realia, sandbox, play dough, STEAM activities, books, drawing/art, dollhouse furniture, Cuisenaire rods, pocket charts, individual whiteboards, magnet letters, and literacy games. A teacher's example of using manipulatives to develop the oral language of newcomers included, "put the blue car on the chair". Another teacher said they would say a word and have students make that word out of play dough. Other manipulatives were used to help with math, initial speaking/listening skills, phonemic awareness, and new vocabulary.

Table 6 presents teachers' answers to what methods they used to promote students to use oral language in the classroom.

Table 6

Teacher Methods

Asked open-ended questions	100%
Model Language	54.5%
Had students reenact stories	51.5%
Used Reader's theater	42.4%
Other	24.4%

In the "other" section, some activities that were listed were games, drawing, talking about pictures, think-pair-share, puppets, read alouds, partner and group work-sharing in all languages, and open-ended conversation that interests students.

Interaction with Parents and Home Literacy

Although all teachers reported interacting with parents or caregivers, the frequency varied considerably. As table 7 indicates, the range included from once a day to once a year.

Teachers Interaction with Parents

Table 7

Interaction with Parents/ Caregivers

Every day	6%
2-3 times a week	18%
Every week	33%
Every couple of weeks	21%
Once a month	12%
Once a year	9%

After the multiple-choice question, respondents answered an open-ended question on how they communicated with parents/care-givers. The most frequent mode of communication reported was using technology such as email, text, Remind, TalkingPoints, and ClassTag. Some said that they don't want to overwhelm parents with communication whereas others said they were in constant communication with parents to help them adjust to the new community. Others said communication levels with parents relied heavily on the students depending on how much help they need/don't need. Teachers also mentioned talking to parents during pick up/drop off and having home visits. They also mentioned sending home progress reports and test scores.

The following table shows how teachers encouraged L1 practices at home.

Table 8

Encouraging L1 Practices at Home

Asking parents to read with their children	30%
Communicating with parents	27%
Sent home books in students' first languages	21%
Other	21%

In the "other" option, two teachers reported that in their first meeting with parents, the teachers explain to the parents that developing their children's mother tongue can help them learn English. They also try to make sure that students have access to English materials at home or online. Some teachers responded by saying they do all the above (it wasn't a multi-select question).

Teacher Descriptions of Assessment

The survey also asked teachers to describe their own perspectives of their classroom practice. Self-reporting of practices is limiting, which is why the observations that follow are

essential. Most teachers chose listening and speaking as being the most popular modalities used

in their classroom and reading and writing as the least popular modalities. Most teachers reported

that students needed the most help with reading and writing and the least help with speaking and

listening. Tables 9 and 10 address the frequency and method of teacher assessment.

Table 9

How Often Teachers Assess Student's Oral Language

Every day	48%
2-3 times a week	18.1%
Every week	12.1%
Every couple of weeks	6%
A few times a year	6%

Table 10

How Teachers Assess Students' Oral Language

Informal observations	93%
WIDA	72%
Observational checklists	48%
Self-assessment	24%
Occasional audio recordings	21%
Other	12%

To elaborate on the "other" option, participants said that they used the ACCESS test,

anecdotal record-keeping, daily conversations, and daily discussion of concepts/books.

Professional Development & Teacher Recommendations

When asked to rank what professional development helped them most, many teachers reported that they found collaborating with colleagues and self-assessment/reflection on teaching practices within their top two choices. Teacher workshops, professional conferences, and taking courses, were rated in the middle. Belonging to a professional organization and reading academic research journals were ranked last. Teachers reported that what their current students need is the #1 factor in making their curriculum, followed by research-based practices, personal and professional philosophy, and, finally, mandates from the school. In explaining their answer above, teachers reported that they are constantly changing their curriculum, students need individualized instruction, flexibility is key, and there is a lack of understanding from other school faculty about what EL teachers do. Teachers report that what their students need is what shapes their curriculum, but it is not clear if they use research-based practices in understanding their students' needs.

At the end of the survey, teachers had the option to add any additional comments. There were 14 responses concerning a variety of topics. One teacher reported not being supported by administration/other teachers. Another talked about how many EL students are often mistaken for Special Education students or as having a speech disorder. Someone mentioned teaching both students and parents to assimilate into the culture. Another teacher said that students who speak popular languages such as Spanish or Portuguese had a greater advantage than those that spoke minority languages. Finally, one teacher mentioned how they felt teachers in NH did not graduate with coursework that prepared them to be teachers. Finally, most teachers responded by saying that they love their job as EL teachers and that they work with the best students and families.

Observation and Interviews

   The following analysis is organized by teachers point by point in accord with the survey results listed above. The following will look at the use of students' languages, use of manipulatives, communication with teachers/parents, student assessment, and use of oral language.

Use of Students' Languages

   Ms. Schofield encourages students to use their native language no matter the circumstance because if they are four or five years old, they still need to practice speaking even if it is not the target language. She also encourages students to switch back and forth if they know other students who speak their native language. Ms. Schofield reported that she encourages the use of students' native languages; however, this was not observed during this class period.

Use of Manipulatives

   During the class day, Ms. Schofield used lots of different manipulatives to help students. First, during the morning meeting, she had a calendar and weather chart where she went over the day of the week, month, and weather. She had students use American Sign Language to express "I agree" during the sharing portion of the morning meeting so that students didn't talk over one another. Though sign language is not a manipulative, it is interesting that this is something she used as a tool to help with language learning. They did a math activity with manipulatives where students had to use paper cutouts to match a specific number of objects to a numerical value. When she gave instructions, she modeled what the students were supposed to do herself so that students could better understand what she was saying. There was no data collected from Ms. Hallas concerning manipulatives.

Communication with Teachers/Parents

Ms. Hallas

During the interview, Ms. Hallas expressed that she is constantly checking in with the EL teachers especially if she has any concerns. She believes she has an open dialogue with EL teachers. During COVID, the school was asynchronous so they would have a planning block with Title I (students with low socioeconomic status), ELL, and special education (SPED) teachers so everyone knew what was coming up for that grade. Now that they were back in person there is a 25-minute intervention block in which SPED or EL students can get pulled out for help. Since they go to a walking school, Ms. Hallas reported that it is easy to talk to parents either when they pick up students or drop them off.

Ms. Schofield

Ms. Schofield said she also found the planning block helpful, but now that they are back in person, they don't have time for it. She also added that for push-in ELL teachers it is helpful to be able to be proactive rather than reactive. Ms. Schofield uses an app called Class Tag to communicate with parents.

Assessment

These mainstream teachers felt that the biggest tests that they had to help prepare EL students for were the ACCESS test and the DIBELS test. Ms. Hallas expressed that this past year it was challenging to complete the ACCESS test (to assess ELLs English language proficiency) since some students were remote and others were hybrid, so it was difficult for them to find days to come in. This year they will not get scores back until August which will make it challenging to place students for the next academic year.

Oral Language

Ms. Hallas reported that the way she helps her students with oral language is by using Fundations, making nonsense words, and doing phonics exercises with students.   Phonics activities are not always practicing oral language, but it was not clear from the interview if it was or not. In Ms. Schofield's class, the table that the I worked with did a phonics activity where I instructed the students in the sounds in words such as hat, cup, bat, cup, fish, and pot. During the observation, Ms. Schofield modeled the word "astronaut" for students when they struggled to say the word. Phonics activities can be oral in nature but they do not necessarily focus on developing oral language.

Summary

Ms. Schofield self-reported encouraging students to use their native language, but it was not demonstrated during this class period. Ms. Schofield demonstrated the recommended practice of using manipulatives such as paper cutouts; she also used some basic ASL with students. Both teachers self-reported the recommended practice of communication with parents which they said is easy since they are a walking school and can use Class Tag. Both reported that communication with EL teachers was easier during COVID when they had a planning period during COVID. They reported that they can assess EL students through the ACCESS and DIBELS test, but it was difficult to test students when they were remote or hybrid. Ms. Hallas self-reported encouraging oral language using Fundations, and Ms. Schofield demonstrated this practice through modeling the pronunciation of difficult words such as "astronaut".

Discussion

The literature review guided the survey design and the specific survey questions. The observations and interviews were used to follow up on the recommended practices and survey results. Analysis of data collected led to six themes: a) mismatch between teacher certification and students' needs/characteristics, b) lack of teacher preparation and support, c) conflating oral language development with reading instruction, d) Informal Assessment of Language Performed Frequently e) use of manipulatives: educational or diversion?, f) lack of encouragement for home literacy practices, g) High self-reporting of Promoting Students' L1 in the Classroom, and h) that teachers' beliefs match their classroom practice.

Mismatch Between Teacher Certification and Students Needs/Characteristics

Of the teachers surveyed, only 42.9% were certified in Elementary Education. It's difficult to adequately interpret this percentage because of the overlap in Early Childhood Educators (birth to age 8/grade 2) and Elementary Educators (kindergarten/age 5 to grade 5/age 10). Most of the teachers that responded taught k-2 while not many taught pre-k. This is most likely because the teachers surveyed were elementary EL teachers. While all teachers surveyed were certified in EL, only 43% were certified in Elementary Ed and 11.4% were certified in a subject area. In NH, EL-certified teachers are not required to have certification in a mainstream area (*Ed 500*, 2021). This raises important questions since some EL teachers may not be trained in early childhood development. Similarly, one teacher reported in the "other" section a reoccurring confusion between student EL and SPED designation. This means that sometimes teachers designate EL students as SPED when they are not or EL students are not designated as SPED when they should be. Although only one teacher mentioned this, it is congruent with the research that says ELL students are sometimes mislabeled as being SPED (Hamayan, 2021).

Despite this overlap, only 5.6% of EL teachers were SPED certified. Therefore, there seems to be a mismatch between teacher qualifications and preparations and student needs. As another example of an unmet student need, the survey reported that most students spoke Spanish and Portuguese and that it was difficult to help students who spoke minority languages other than these.

Lack of Teacher Preparation and Support

In the survey, teachers reported that felt they weren't prepared to teach ELs when graduating from college. They also felt that they were not supported by the administration and that mainstream teachers did not understand what they did. From the survey, teachers self-reported that most of their PD comes from collaborating with colleagues and self-assessment, but the least amount of PD came from professional organizations and research journals. However, many teachers seem to be following the best practices found in the literature. The reason for this may be that there is a trickle-down effect where administration (i.e., EL directors) may belong to professional organizations and read research articles which they pass down to teachers. A reported lack of preparation both during and after college raises questions about whether or not teacher preparation programs include research-based practices and whether or not state structures have enough requirements for teachers of ESOL. This raises the question about potentially raising the standards for EL teachers or increasing opportunities for EL teacher professional development.

Conflating Oral Language Development with Reading Instruction

As highlighted in the literature review, promoting oral language in the classroom is helpful for monolingual students as well as DLLs (Bodrova & Leong, 2019; Buysse et al., 2014; Christy, 2013; Cohen et al., 2014; Kim et al., 2014). The survey results showed that listening and

speaking were popular modalities used in the classroom and that reading and writing were less used classroom modalities. However, when asked what students needed the most help with, teachers reported that they needed the most help with reading and writing and the least help with speaking and listening. This would raise the question: if teachers report that it seems as if students need more help with reading and writing, why is it not used more in the classroom? One possible reason for this is the age of the students. The teachers surveyed taught grades k-2 where writing is not as heavily focused on as it is in the older grades. Another reason is that teachers may consider informal conversations with students and their conversations with one another as listening and speaking activities even if it is not an explicit lesson or assignment. The way that teachers promote oral language in the classroom is through asking open-ended questions, reenacting stories, Reader's Theater, games, explaining drawings, explaining pictures, puppets, and reading aloud.

Informal Assessment of Language Performed Frequently

Most teachers reported that they assess oral language every day informally. Other popular forms of assessment were WIDA, observational checklists, informal observations, and the ACCESS test. In the survey, I did not ask teachers to indicate how often they assessed students informally vs. formally. If a future study was done on this topic, it would be interesting to see how often teachers assessed students informally and how often they assessed students formally.

Use of Manipulatives: Educational or Diversion?

Another theme that is present in the research is the use of manipulatives to help with class instruction. There is literature that suggests that block play and the use of manipulatives can help both regular students and DLLs develop oral language (Cohen et al., 2014; Snow et al., 2018). In the survey, teachers reported that they used Legos, math cubes, puppets, props, stuffed animals,

puzzles/brain games, pictures, posters, flashcards, photos, realia, sandbox, play dough, drawing, dollhouse furniture, and toys. Teachers use these items to help students with math, vocab, actions words, and phonemic awareness. However, it is not clear if all the manipulatives that teachers listed are used for instruction or if they are just used for play. If they are used for instruction, that would show that teachers do follow the recommended practices. Further research could focus on precisely how teachers use certain materials for instruction and how it impacts oral language development.

Lack of Encouragement for Home Literacy Practices

A further theme that occurred was the importance of home literacy practices such as reading bilingual books with parents (Dixon et al., 2012). The survey showed that most teachers checked in with parents approximately once a week. They reported that they could check in with parents through apps and when parents drop off and pick up their students. However, less than 30% of teachers reported encouraging home literacy practices in any form. The reason for this low percentage may be that teachers are not aware of the benefits of encouraging L1 and L2 literacy. If teachers check in with parents as much as reported, then there are lots of opportunities to encourage home literacy. However, they may never have been informed that they need to encourage students' L1

High self-reporting of Promoting Students' L1 in the Classroom

The next theme that occurred was the importance of encouraging students' Native language. Research shows that encouraging students' native languages helps with learning their second language (Dixon et al., 2012; Guzman-Orth et al., 2017; Lucas et al., 2008). Research also suggests that speaking students' native language helps with students' social-emotional skills (Jacoby & Lesaux, 2019). Most teachers self-reported that they were familiar with students'

language and had materials in their language. However, there were still about 15% of teachers who reported not using students' native language in the classroom. Although 85% of teachers reported encouraging L1, it is inconclusive since it doesn't mention how the L1 is used. This is promising, but without additional data to support it, it is difficult to understand the extent and effect to which they encourage L1. Teachers that did report using native languages in the classroom reported doing so by asking for clarification from classmates, bilingual dictionaries, and google translate. During post-observation interviews, one of the teachers reported that she always encouraged students to go back and forth. This shows that teachers try to encourage native language usage in the classroom.

Teachers' Beliefs Match Their Classroom Practice

The final theme to examine is how teachers' beliefs are reflected in classroom practice. Farrell & Ives (2015) reported that teachers' beliefs do correlate with classroom practice. In the survey, teachers self-reported that the individual needs of students most shaped their curriculum. Amrand (2022) reported that the teachers he studied reported that their beliefs when teaching DLLs were wanting EL students to have the maximum exposure to the L2, that the goal of DLL instruction is to develop oral proficiency through conversations, oral presentations, and one-on-one conversations, and that visual gestures and skills were helpful for DLLs. In the NH surveys, observations, and interviews it seemed as though teachers' beliefs were implemented into their classroom practice, but more extensive classroom observations are necessary to corroborate these assertions.

<div align="center">

Limitations

</div>

A significant limitation of the study was the small number of participants. Another limitation of this study was the wording of the survey. As a novice researcher and someone still

learning about second language acquisition and pedagogies, my questions reflected my level of knowledge and not necessarily that of the respondents. For example, I did not ask teachers how often they have informal and formal assessments. Instead, I asked a more general question: how often they assessed students and what they used to do so. However, this research still provided insights into how often teachers assess students. Also, I didn't ask teachers to name their contexts: rural or urban settings. It was not indicated in the survey if the teachers taught in rural or urban settings. This information was not necessary for this qualitative research, but this distinction could be touched upon in further works. It is impossible to tell how representative the survey is of the ELL certified teaching population in the state. It could be that those most interested in improvement for their students and skills self-selected. Additionally, it is not clear if all ELL certified teachers in NH are members of the listserv so it is possible that some teachers who were never reached. Another issue is that the research was conducted a year after COVID. After online and hybrid teaching, teachers were overwhelmed and exhausted. This made it more difficult to reach teachers, many of whom did not check their email during the summer.

Recommendations

Recommendations for NH Teachers of DLLs are to have EL teachers be certified in TESOL, Early Childhood Education, and SPED, use students' native language more in the classroom, have more bilingual materials available to students, and have teachers take EL courses at the university level. It is important to be certified in EL and SPED so that teachers can properly distinguish if students have a learning disability or if they are just struggling with second language acquisition. There should be a focus on reading and writing in older grades since the survey reported that this is not heavily focused on by teachers. Focusing on reading and writing will also help students improve their academic speaking and listening skills.

Conclusion

The purpose of this study was to see how NH teachers' perspectives on the role of oral language in DLLs' literacy development reflect current research. Improving educational outcomes for DLLs is significant due to the growing number of immigrants in the US overall and specifically in NH. I argue that teachers play a key role in students' success, so their beliefs and practices warrant investigation. A review of the best practices for improving DLLs oral language provided the basis for an online survey and in-person interviews and classroom observations. Results of the empirical data found that although teachers self-report using most of the research recommended practices, they only seem to have a surface understanding of the research. This could be due to the fact that the recommendations for best practices for DLLs are found in early childhood education. However, the qualitative study presented here found that many ELL teachers are not certified in Elementary Education and therefore do not have familiarity with this research. Additionally, ECE coursework is not required for EL teachers in NH. While it might be easy to blame teachers for not following research recommendations, it is more difficult to access this research when it is not included in their training. The best practices found in the research may be more prevalent in the classroom if researchers, administrators, and teachers improve communication with one another and see educating DLLs as a shared responsibility.

Acknowledgments

I would like to thank the McNair Scholars Program at the University of New Hampshire-Durham and my faculty mentor Dr. Judy Sharkey for their support and help during this research process. I am also very grateful to the school district for approving my research in their district

and for all of the teachers that took the time to participate in this research. Finally, I would like to thank my family (and my many friends and mentors that are like family) for their unconditional love and encouragement in all I pursue.

References

Amrand, D. (2021). *Dual Language Teachers' Beliefs and Practices Regarding Effective Second Language Instruction: A Qualitative Study*. 284.

Bodrova, E., & Leong, D. J. (2019). Tools of the Mind: The Vygotskian-Based Early Childhood Program. *Journal of Cognitive Education and Psychology*, *17*(3), 223–237. https://doi.org/10.1891/1945-8959.17.3.223

Christy, T. C. (2013). Vygotsky, Cognitive Development and Language: New perspectives on the nature of grammaticalization. *Historiographia Linguistica*, *40*(1–2), 199–227. https://doi.org/10.1075/hl.40.1-2.07chr

Cohen, L. E., Kramer-Vida, L., Frye, N., & Andreou, M. (2014). The effect of bilingual instruction and play on preschoolers' English proficiency. *International Journal of Play*, *3*(1), 36–52. https://doi.org/10.1080/21594937.2013.876573

Cousineau, M. (2021, December 19). *NH grows more diverse, faces call for change*. https://news.yahoo.com/nh-grows-more-diverse-faces-045900446.html

Darwin Holmes, A. G. (2020). Researcher Positionality—A Consideration of Its Influence and Place in Qualitative Research—A New Researcher Guide. *Shanlax International Journal of Education*, *8*(4), 1–10. https://doi.org/10.34293/education.v8i4.3232

Demographic Data. (2021). Department of Education. https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/demographic-data

Disparities Persist for Children of Color, Immigrant Children. (2017, October 24). Philanthropy News Digest (PND). https://philanthropynewsdigest.org/news/disparities-persist-for-children-of-color-immigrant-children

Dixon, L. Q., Zhao, J., Shin, J.-Y., Wu, S., Su, J.-H., Burgess-Brigham, R., Gezer, M. U., &
Snow, C. (2012). What We Know About Second Language Acquisition: A Synthesis
From Four Perspectives. *Review of Educational Research*, *82*(1), 5–60.
https://doi.org/10.3102/0034654311433587

Ed 500. (n.d.). Retrieved July 20, 2021, from
http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html

Else V. Hamayan. (n.d.). *Reasons for the Misidentification of Special Needs among ELLs | LD
Topics | LD OnLine*. Retrieved March 22, 2022, from
http://www.ldonline.org/article/40715/

English Learners - EL Data: Districtwide Data for 2018-2019 Academic Year. (n.d.). Retrieved
March 22, 2022, from https://englishlearners.mansd.org/el-data/el-data-districtwide-data-
for-2018-2019-academic-year

Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through
reflective practice: A case study. *Language Teaching Research*, *19*(5), 594–610.
https://doi.org/10.1177/1362168814541722

FocusOn-EY-Dual-Language-Learners.pdf. (n.d.). Retrieved July 20, 2021, from
https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Dual-Language-
Learners.pdf

García, O., Sylvan, C. E., & Witt, D. (2011). Pedagogies and Practices in Multilingual
Classrooms: Singularities in Pluralities. *The Modern Language Journal*, *95*(3), 385–400.

Gibson, S. (2021, September 2). *Child Population In N.H. Smaller But More Diverse*. New
Hampshire Public Radio. https://www.nhpr.org/education/2021-09-02/child-population-
in-n-h-smaller-but-more-diverse

Gokee. (2021, September 5). *Census data shows NH children most diverse*. Valley News.

    https://www.vnews.com/diversity-in-New-Hampshire-is-among-children-42262798

Goodwin, A. L. (2017). Who is in the Classroom Now? Teacher Preparation and the Education

    of Immigrant Children. *Educational Studies*, *53*(5), 433–449.

    https://doi.org/10.1080/00131946.2016.1261028

Gort, M., & Pontier, RyanW. (2013). Exploring bilingual pedagogies in dual language preschool

    classrooms. *Language & Education: An International Journal*, *27*(3), 223–245.

    https://doi.org/10.1080/09500782.2012.697468

Guzman-Orth, D., Lopez, A. A., & Tolentino, F. (2017). A Framework for the Dual Language

    Assessment of Young Dual Language Learners in the United States. *ETS Research*

    Report Series, *2017*(1), 1–19. https://doi.org/10.1002/ets2.12165

Immigrants in New Hampshire. (2015, August 1). American Immigration Council.

    https://www.americanimmigrationcouncil.org/research/immigrants-in-new-hampshire

Jacoby, J. W., & Lesaux, N. K. (2019). Supporting dual language learners in Head Start: Teacher

    beliefs about teaching priorities and strategies to facilitate English language acquisition.

    Journal of Early Childhood Teacher Education, *40*(2), 120–137.

    https://doi.org/10.1080/10901027.2018.1529006

Johnson, K. M., & Macieski, R. (2009). *Demographic trends in the Manchester-Nashua*

    metropolitan area. 12.

Kim, Y. K., Curby, T. W., & Winsler, A. (2014). Child, family, and school characteristics related

    to English proficiency development among low-income, dual language learners.

    Developmental Psychology, *50*(12), 2600–2613. https://doi.org/10.1037/a0038050

LaClaire. (n.d.). Learning the language: ELL students outnumber teachers 50-1.

    Nashuatelegraph.Com. Retrieved March 22, 2022, from

    https://www.nashuatelegraph.com/news/local-news/2018/07/28/learning-the-language-

    ell-students-outnumber-teachers-50-1/

lbreiseth. (2017, July 14). *New Hampshire: ELL Resources* [Text]. Colorín Colorado.

    https://www.colorincolorado.org/new-hampshire-ell-resources

Leader, P. F. N. H. U. (2021). *Manchester officials pledge to promote diversity, inclusion in city*

    schools. UnionLeader.Com. https://www.unionleader.com/news/education/manchester-

    officials-pledge-to-promote-diversity-inclusion-in-city-schools/article_7617484e-a3f7-

    5aa4-a42e-dc115433ef01.html

Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically Responsive Teacher

    Education: Preparing Classroom Teachers to Teach English Language Learners. *Journal*

    of Teacher Education, *59*(4), 361–373. https://doi.org/10.1177/0022487108322110

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving

    to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*,

    16(1), 1609406917733847. https://doi.org/10.1177/1609406917733847

Park, M. (2021). *Ending the Invisibility of Dual Language Learners in Early Childhood Systems:*

    A Framework for DLL Identification. 13.

Pettit, S. (2011). Teachers' Beliefs About English Language Learners in the Mainstream

    Classroom: A Review of the Literature. *International Multilingual Research Journal*,

    5(2), 123–147. https://doi.org/10.1080/19313152.2011.594357

Ray, J. M. (2008). Building the bridge as you walk on it: Didactic behaviors of elementary

    teachers in a dual language program. *Teaching and Teacher Education*, *24*(6), 1658–

    1671. https://doi.org/10.1016/j.tate.2008.01.007

Salkind, N. (2010). Naturalistic Inquiry. In *Encyclopedia of Research Design*. SAGE

    Publications, Inc. https://doi.org/10.4135/9781412961288.n262

Snow, M., Eslami, Z. R., & Park, J. H. (2018). English language learners' writing behaviours

    during literacy-enriched block play. *Journal of Early Childhood Literacy*, *18*(2), 189–

    213. https://doi.org/10.1177/1468798416637113

U.S. Census Bureau QuickFacts: Nashua city, New Hampshire. (2021).

    https://www.census.gov/quickfacts/nashuacitynewhampshire

U.S. Immigration Trends. (2013, January 23). Migrationpolicy.Org.

    https://www.migrationpolicy.org/programs/data-hub/us-immigration-trends

Weyer, M. (2018, January 2). *Dual- and English-Language Learners*. National Conference of

    State Legislatures. https://www.ncsl.org/research/education/english-dual-language-

    learners.aspx

What is translanguaging? (2016, July 26). *EAL Journal*. https://ealjournal.org/2016/07/26/what-

    is-translanguaging/

Appendix A

Survey Questions

1. What grade level do you teach?

2. What sorts of manipulatives do you use in your instruction?

   a. Legos

   b. Math cubes

   c. Puppets

   d. Props

   e. Stuffed animals

   f. Puzzles/brain games

   g. Other:

3. How do you use the manipulatives?

4. How do you build opportunities for students to develop oral language?

   a. Modeling language

   b. Allow them to express themselves in their first language

   c. Open-ended questions

   d. Teacher-guided reporting-student speaks with teacher helping

   e. Poetry

   f. Storytelling

   g. Reader's theater

5. How do you assess oral language proficiency and development?

   a. Observational checklists

   b. Informal observations

      c.   Occasional audio recordings

      d.   Self-assessment

      e.   WIDA

      f.   I don't attend to this

6. Do you use students' L1 for instruction? If so, how and why?

7. What is your relationship with the DLL student's families?

8. How do you encourage literacy practices at home?

Interview Questions

1. What kind of ESL program do you have at your school?

2. Do you meet with mainstream teachers frequently?

      a.   If so, are they responsive to your concerns and needs?

3. What are some of the issues/challenges in your classroom?

4. Where does your curriculum come from?

5. What does a typical day in your classroom look like? (Before and during COVID)

6. What kind of assessments do you use in your classroom? (i.e., projects, test, interviews, experiments, observations, portfolios, group work, dialogue journals, etc.)

      a.   How do you assess oral proficiency for DLLs?

7. What do you think are some of the major assessment issues for ESOL teachers?

8. How has your curriculum changed over time? (because of trial and error or changing standards) Did you ever find that your assessment of students was ineffective, and you had to change? Why?

9. What are some activities you do to help students improve oral skills?

10. How do you help students that have such diverse language needs?

11. Do you encourage students to continue to speak their L1 as well as their L2 at home?

12. How engaged and involved are your DLL students' parents?

13. Do students engage in storytelling activities with props?

14. Do students engage in story retelling or acting?