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EFFECTIVE INSTRUCTION FOR LIMITED ENGLISH PROFICIENCY
STUDENTS IN THE MAINSTREAM CLASSROOM

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ABSTRACT (100-200 WORDS): The percentage of Limited English proficiency
 Students in American elementary schools is rapidly increasing.
 S6bbi districts deal with this Challenge with a variety of
 programs but the ultimate goal is the mainstreaming of the LEP
 student into the regular classroom. Thus, the mainstream teacher
 must be prepared to develop and implement instruction for students
 with different levels of English proficiency. This thesis examines
 the elements involved in effective instruction for LEP students
 in the mainstream classroom. First, the classroom teacher's role
 in this process is outlined. Second, strategies and activities
 for specific curricular areas are offered for use by classroom
 teachers when they are planning instruction for LEP students.
 Despite language barriers, mainstream classroom teachers can plan
 effective instruction to enable LEP students to be successful in
 the mainstream classroom.

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EFFECTIVE INSTRUCTION FOR LIMITED ENGLISH PROFICIENCY
STUDENTS IN THE MAINSTREAM CLASSROOM

"Indeed, the school is the gateway to mainstream America for ethnolinguistic minorities. If the gate becomes too small, teachers may function as gatekeepers and create a large mass of alienated Americans" (Henry T. Trueba, 1989, p. 2).

Today's schools should open the gate for Limited English Proficiency (LEP) students and equip them to lead successful and happy lives in their new country. The mainstream classroom teacher is one of the key elements to the success of these students. The teacher must plan effective instruction for those students with a wide range of English proficiency. The purpose of this paper is twofold. First, the importance of the mainstream classroom teacher's role in the education of LEP students is outlined. Second, strategies and specific activities are offered for use by mainstream classroom teachers when they are planning effective instruction for LEP students.

In 1980, there were 2.4 million LEP students aged 5-14" in American classrooms. It is projected, that by the year 2000, this number will have increased by 40% to 3.4 million (Ovando, 1985). "Over the next decade or two, language-minority children will become the majority in our public schools, seriously straining the capacity of those institutions to educate them" (Bowman, 1989, p.118). In Illinois alone, 45,339 students were served in bilingual programs during 1988. The largest percentage of these students were of Hispanic origin but other language groups represented were Korean, Arabic, Polish, Vietnamese, and Assyrian (Seidner & Ward, 1989, p. 5). Due to federal law (PL90-247), districts with nineteen LEP students who speak the same language and attend the same school, must provide a bilingual program for

these students. In some cases, though, there may be only one or two students of a given language. In such a case, the district must provide a TPI (transitional program of instruction) to meet the needs of the individual student. This could mean putting the student under the direction of the speech teacher, remedial reading teacher, or hiring an aide who is fluent in the student's native language. Whatever the circumstances, the ultimate goal of any program is to help the student acquire English and become socially and academically proficient in his/her new language. This includes mainstreaming the student into the regular classroom as quickly as possible. The mainstream classroom teacher may be responsible for the LEP student for one class period, or for the majority of the day. "Thus, all teachers, not just the ESL specialist, need to address the learning needs of ESL students and be prepared to adjust (this does not mean "water down") their instruction to accommodate the different levels of English proficiency and different learning rates and styles of their students" (Early, 1990. p. 568). The teacher must help the student to adjust to the new culture, become proficient in their second language, and maintain grade level academic skills. This is not an easy task for it involves facing both linguistic and emotional challenges. This paper deals with current attitudes and strategies regarding instruction of LEP students in the mainstream classroom. It also offers specific ideas and activities from current research and teacher surveys concerning what is successful in the classroom.

PROGRAMS AVAILABLE FOR LEP STUDENTS

LEP students arriving in the mainstream classroom will have attained varying levels of proficiency with the English language. The student's command of his/her new language may be extremely limited making communication of any kind difficult. The student may be conversationally proficient, which enables him/her to communicate with peers, but may lack the skills needed to be academically proficient in his/her new language. Conversational, or social, language skills only take one to two years for students to acquire. They are less demanding cognitively and rely greatly on context clues that the student derives from the environment. Academic proficiency, on the other hand, requires demanding cognitive skills, has fewer contextual clues on which to rely, and usually takes students five to seven years to master. "A child's English skill may be judged as 'adequate' in an informal conversation, or even on a simple test; but this may not mean that the child's skills are adequate for understanding a teacher's explanation, for reading a textbook, or for writing a composition" (Hakuta, 1987, p.41). Therefore, the teacher must use caution when evaluating the student's abilities.

Over the centuries, as new immigrants came to the United States, the "melting pot" theory of acculturation prevailed. Students were assimilated into the mainstream culture as quickly as possible with little regard to the loss of their native language or culture. Little attention was given to the social and academic difficulties this approach caused. Today, many different program models for teaching LEP students are in existence.

Each program offers both benefits and disadvantages. It is not the focus of this paper to evaluate the success of these programs; however, it is necessary to define them in order to understand the programs that are available to LEP students before they reach the mainstream classroom. These models include bilingual, ESL, immersion, and submersion programs.

Bilingual

Bilingual programs can serve a variety of purposes, but basically, they should meet three criteria. First, the student's primary language (L1) should continue to be developed. Second, the second language (L2) should be acquired. Third, instruction in content areas should make use of both the L1 and L2 languages. In some school districts, instruction is conducted in the student's native language for the first few years. English is gradually introduced until the student is ready for a transitional program. At this point, instruction takes place in both languages. The native language continues to be used so that the student does not fall below grade level in such academic areas as math and science while mastering the English language.

The goal of most bilingual programs is to mainstream the LEP student as quickly as possible. Maintaining the student's academic skills is also vital. Few school districts, however, attempt to maintain and develop the student's native language as well as his/her second language. There are only a few program models in the United States where true bilingual education programs exist (Snow, 1986). Some districts utilize a two-way bilingual program in which speakers of both languages are placed

together in order to learn to speak and work academically in both languages. This type of program has been used widely in Canada to teach French and English to Canadian children (Lambert & Tucker, 1972).

English as a Second Language

English as a Second Language (ESL) programs concentrate only on the teaching of English. ESL can be a component of a bilingual program or it can be the only special service a student receives. Students may participate in the mainstream classroom for all content areas but spend a certain amount of time each day in a resource room receiving instruction in English. This type of program is used in districts where there may not be enough LEP students to justify a bilingual program. In these cases, the role of the mainstream classroom teacher becomes significant.

Submersion and Immersion

Two other program models often used are submersion and immersion. Submersion refers to the placing of the LEP student immediately in an all-English classroom that includes native and non-native speakers. The theory is that the student will quickly become efficient in the new language because he/she will be surrounded by and forced to use it everyday. An immersion classroom also uses English as the only language of instruction but it is composed of only LEP students. The student is immersed in the English language, but is also surrounded by peers who are experiencing the same difficulties.

There are advantages and disadvantages to all of these program models. No perfect model for the ideal bilingual program

exists. Each LEP student has individual needs that must be addressed. It is the responsibility of the school district, bilingual instructor, and classroom teacher to do what they are able to make each student successful in his/her new language. Ultimately, the student must become a part of the mainstream classroom in order to feel like a true part of the new society. The classroom teacher's role in the student's development then becomes extremely important. The teacher must deal with this student at whatever level he/she has achieved. Although assistance is usually available, teachers must often develop and adapt curriculum on their own to meet the individual student's needs.

THE MAINSTREAM CLASSROOM

Three aspects of the mainstream classroom environment must be taken into consideration: 1) physical, 2) academic, and 3) social. The physical nature of the classroom helps set the tone for what will take place within the room. The academic atmosphere of the classroom reflects the method of instruction as well as the philosophy of the teacher and school. Finally, the social aspects of acceptance, respect, and emotional stability must be addressed if the classroom is to be an effective environment.

Labels on everyday items such as the clock, door, desk, etc. help the student to learn basic utility words. For an additional benefit, these items can be labeled in Spanish, as well as English, to enable native English speaking students to also gain familiarity with a new language. Daily word exchanges will encourage all students in the classroom to experiment with a new

language.

Work stations can include activities and games that encourage experimentation with the English language. Computers are an excellent tool for developing or reinforcing language skills. Tapes, videos, slides, and other audio visual devices add variety and make the stations interesting. A work station or reading corner can also provide a place for the student to find some privacy. The LEP student must deal with a great deal of stress throughout the day and sometimes a place to take some time out from the rest of the class can be helpful.

The physical arrangement of the classroom should promote cooperative learning. students can be arranged in pod formations with special attention being given to the seating of the LEP student. If there is another student in the classroom who shares the same native language, he/she should be in close proximity to encourage support and peer tutoring. Those students whom the teacher has identified as being good role models and tutors would also be wise choices for grouping with the LEP student. These groupings should be rotated so that many students get the opportunity to work with the LEP student. The teacher should compliment students on their helpfulness to avoid the "I'm stuck with this student" attitude from developing.

The academic atmosphere of the classroom plays an important role in how the LEP student will progress in the mainstream classroom. The academic atmosphere of the classroom should allow for two-way learning and instruction to take place. The LEP student can offer much to the class in the teaching of his/her language and culture. If the student is allowed to be in the

position of being the expert on a subject he/she is familiar with, he/she will have the opportunity to develop confidence and self-esteem within the classroom. Caution must again be taken not to place the LEP student in this position too often.

A language-rich classroom exposes the LEP student to English in many forms and in many ways. Literature should be an important component of any classroom and the teacher should make sure there are books available at various levels as well as books in the LEP student's native language. The whole language approach to instruction offers a sense of continuity to the classroom that will benefit LEP students. If content areas can be interrelated in a whole language experience so that the student is not faced with a multitude of isolated new ideas, the student will be able to focus all his/her energy into one theme at a time. Above all, a classroom's atmosphere should welcome inquiry and student contributions, while safeguarding each student's right to be respected. This classroom will be a place where an LEP student can begin to reach out and become a part of the mainstream.

One of the greatest obstacles within the classroom will be the social acceptance of the LEP student by the other students. Many things can be done prior to the student's arrival to help make this process easier. By laying a solid foundation of cultural appreciation within the classroom, the teacher creates an atmosphere of acceptance before a non-native student even comes into the classroom. There are also activities that need to continue taking place to maintain an atmosphere of acceptance. Social skills such as conflict resolution, acceptance of others'

opinions, respect for others' feelings, and common courtesy are all necessary for any student to live in today's society. The importance of this area should not be overlooked in the LEP student's ability to succeed. When a LEP student is introduced into the classroom, the teacher must lead the way in making him/her feel welcome. The teacher must show genuine interest in the student's background and capabilities. The student should be encouraged to share as much as possible the similarities and differences between his/her native and new cultures. All class members should be encouraged to participate in these discussions. Communication between individuals is a vital component of building bonds within the classroom.

THE TEACHER'S ROLE

The importance of the classroom teacher's role cannot be overemphasized. The teacher must view his/her role as an additive one, not subtractive. The student's primary language and culture should be valued and bilingualism considered an asset. The teacher is not replacing the student's native language, he/she is adding a second language and cultural affiliation which will enable the student to expand his/her knowledge base (Trueba, 1989, p. 15). Student confidence and self-esteem are of the utmost importance. Stress and trauma lead to frustration and poor performance. One-on-one conferences with students will help the teacher to monitor progress and build trust between the student and teacher.

In his book, In Praise of Diversity: A Resource Book for Multicultural Education, Carl Grant advised, "how we act and how we teach may be more important than what we teach" (Grant, 1977,

p. 28). The teacher must serve as a role model when it comes to acceptance of the new student. Many teachers are not prepared cognitively or emotionally to relate to LEP students and meet this challenge.

Teacher education programs devote little time to preparing future teachers for working with LEP students. This preparation process is two-fold. First, the teacher's own attitudes must be self-examined, and secondly, the teacher must understand the learning difficulties faced by LEP students in order to develop teaching strategies.

Everyone harbors prejudices and stereotypical views concerning cultures different from their own. Teachers must go through a process of self-evaluation to determine if they are unconsciously transmitting negative attitudes to their students. Seemingly insignificant occurrences, such as correcting a student's English every time he/she makes an error, can be truly demeaning to a student. "The attitude of the teacher is crucial in helping students develop attitudes that will prepare them for a harmonious existence in a society that is culturally diverse" (Baker, 1983, p. 43). By modeling respect and encouraging positive attitudes within the classroom, the teacher can help make the LEP student's transition into the new classroom less painful.

The teacher must assume from the beginning that the LEP student will be successful. Research has proven that teacher expectations may serve as a self-fulfilling prophecy. Students will perform in a predicted manner as a response to the teacher's attitude (Good & Brophy, 1978). Having accepted this, the teach-

er can go on to find ways in which that student can be successful. The teacher should reach out to others in the school, district, community, or student's family who can be of assistance in determining what needs must be met and how to overcome learning difficulties. The classroom teacher is a team-member when it comes to assessment, program planning, and evaluation of the student. He/she should not be afraid to ask questions and seek advice. Likewise, he/she should not be afraid to speak out and share any insights that he/she has gained by working with the student on a daily basis in the regular classroom.

CURRICULUM PLANNING

Three areas of curriculum planning will be examined:

1) general guidelines, 2) adaptation of standard curriculum, and 3) development of additional activities to enhance classroom instruction. Before adapting standard content area materials, an assessment of student needs must be made. Although each individual student may require different considerations, there are some problems that occur regularly with LEP students. These difficulties will be discussed before specific curriculum needs.

General Guidelines

students often come to the classroom lacking the background knowledge, or schema, necessary to understand the lesson being taught. Included in this, is a weakness in the area of vocabulary, semantics, and syntax. Prior to beginning a lesson, the teacher should identify areas of possible difficulty. The small amount of time required for preteaching new vocabulary and semantics will be well worth the effort. The teacher can decide

whether this preteaching should be individualized for the LEP student, or whether the entire class might benefit from such instruction. In many instances, there will be other students in the class who are greatly in need of such instruction. For the primary student, it may be necessary to concentrate on reading readiness skills if they have not been established previously in the student's native language. Prereading discussions can take place before any content area lesson is taught. At first, the LEP student may just listen, but as time goes on, he/she should be encouraged to join in and ask questions concerning concepts that are unclear. The teacher should make use of context clues and relate the concept being studied to the student's own experiences as much as possible.

Specific study skills must be taught. Students need to learn what to listen for when the teacher is lecturing and giving directions. Learning to discern necessary information from a lecture or text takes guided practice. The teacher can make use of the chalkboard, overhead, or prewritten notes to help the student focus in on what is important. Notetaking is a skill that is especially important for intermediate students because they will need to rely upon it in junior high and high school. LEP students may need additional help when preparing for a test. Once again, the teacher may need to restate the important concepts on which the student must focus. The student also needs guidance concerning how to take a test. If a student appears to have mastered the content, but does poorly when tested, the difficulty may be in the student's misunderstanding of directions, uncertainty of vocabulary meanings, or unfamiliarity with

the test format. The teacher must enable the student in every way possible to be successful.

Many LEP students never succeed in secondary school because they haven't achieved the critical thinking skills necessary for the advanced content areas. Too often programs for LEP students rely on rote memorization of facts and drill in isolated language skills such as grammar. Students need to concentrate on using higher order thinking skills to obtain the information that they need. Predicting, comparing, evaluating, and creating original ideas are just a few of the thinking processes that students should be involved in when working in the classroom.

Adjusting the pace of the instruction can also be helpful. The particular skill being taught may need to be retaught at a slower, more detailed rate for the LEP student. To avoid overloading the student with homework when he/she has spent extra time learning a skill in class, the teacher may decide to adjust the length of a student's assignment so that it is manageable. Time adjustments may also be made by limiting the amount of time spent on subjects that the student is competent in and concentrating on problem areas. For example, if a student is proficient in math, shorten the length of the math assignment and substitute a vocabulary assignment in preparation for the social studies lesson that will come next. Another adjustment that should be made concerns the "wait time" that a teacher uses after posing a question to a student. This time needs to be extended when interacting with the LEP student to allow enough time for the student to conceptualize in his/her mind the ideas that

he/she wishes to express. Above all, make sure the student is engaged in learning and concentrate on making all assignments meaningful. Drills and rote practice can be meaningless to LEP students. These students should be listening, speaking, reading, writing, and actively participating in a program which builds language skills. Many of the suggestions given are basic adaptations that a teacher will use for students who possess other learning difficulties. The classroom teacher does not have to be bilingual in order to effectively design instruction for ESL students.

CONTENT AREA ADAPTATIONS

The adaptations in this section will be divided by content area. The source of these strategies is current literature and classroom teachers from northern Illinois who participated in a teacher survey of current classroom practices. These adaptations are appropriate for students at the K-6 levels.

Language Arts

The language arts lend themselves to exploration and experimentation of the LEP student's new language. As mentioned earlier, the classroom and curriculum should be rich in literature that is culturally diverse and representative of many genres. Current children's literature lists include many stories from other cultures that are excellent for use in the classroom. The student should be exposed frequently to oral and written examples of the English language. The student may listen while the teacher reads aloud, listen to a partner read aloud, or listen to a taped story at an activity station. The student should not be

forced to read orally in a situation that might be threatening or embarrassing to him/her. The teacher can monitor oral progress by meeting individually with a student and asking him/her to read a favorite passage that he/she has had the opportunity to preread prior to the conference. As the student becomes more comfortable with the English language, he/she should be encouraged to join in when small groups or the class as a whole are sharing orally. Choral reading and echo reading also offer non-threatening opportunities for the LEP student to read orally without feeling isolated. The goal for an LEP student's reading program should not be perfect pronunciation of the English language, but rather the ability to comprehend the written message.

The written component of language should be addressed from the beginning of the LEP student's instruction. LEP students should begin writing before they have complete control of the oral and written conventions of English. Once again, the emphasis should be on the student's ability to use written language to effectively communicate. This can be achieved through frequent opportunities to write meaningful texts in a variety of forms. Time should not be wasted drilling students with endless grammar worksheets that lack any interest or contextual meaning. Practicing the art of writing will bring the student toward mastery at a faster rate.

Patterned writing, in which the student copies the basic form of the paper being written but supplies their own key nouns or verbs, can be a helpful format to use with beginning LEP writers. Through this type of writing, the student can gradually be given more and more freedom to create original works. The

editing process can also be extremely helpful to LEP students. The teacher should include many positive and constructive comments when evaluating a student's work. The LEP student needs to be encouraged to rewrite his/her work using these comments as guidelines. The student should not be expected to rewrite every work, or to go through multiple rewrites until perfection is reached. The teacher should encourage the student to produce a final product that he/she is proud of and that exhibits improvement from previous works. A "writer's workshop" within the classroom allows students the opportunity to edit and critique one another's work. When the LEP student feels confident, he/she should be encouraged to allow peers to assist with his/her work so that additional insight may be gained. A portfolio of the student's work from throughout the school year can serve as a source of encouragement for the student as he/she views concrete evidence of his/her improved skills. This portfolio is also a valuable assessment tool for the teacher when evaluating a student's progress.

Math

Many teachers do not anticipate problems with LEP students in the area of mathematics because math is considered the "universal language." This may be true for those who have already mastered the mathematical concepts in their native language, but for the student who is trying to learn these concepts in a new language, it is extremely difficult and frustrating. There are syntactic, semantic, and pragmatic features that make math problem solving difficult for all students, especially LEP students.

Research concerning the interplay between language and math is uncovering complex relationships in mathematical problem solving (Lass, 1988, p.481).

The language of mathematics contains symbols and vocabulary which are difficult for LEP students to comprehend. The vocabulary may contain words that the student is familiar with, but in the mathematical context, these words take on an entirely different meaning. For example, the word "square" denotes the basic understanding of a shape. When students reach the intermediate level, they are faced with the word "square" in contexts such as; the "square root of", or "three squared is nine." Comparatives such as "less than" or prepositional phrases such as "divided into" may also be sources of difficulty.

At the early and middle childhood levels, the teacher should concentrate on the use of manipulatives to help build a solid foundation of the understanding of number relationships. Games that make use of the basic mathematical concepts are a fun way for students to practice their skills. Older students also need concrete models, visuals, and manipulatives to reinforce the concept being learned. It will often be necessary to reteach a skill using a simpler vocabulary and a different approach than the teacher's manual offers. For students of all ages, mathematical vocabulary and problem solving skills should be taught directly and systematically. Individualized instruction is often necessary to remediate specific problems. The teacher should also strive to make instruction relevant to the student's life

experiences.

science

The main obstacle in the science area for LEP students is vocabulary. The teacher must present two sets of vocabulary words. The first will be content related words that are a part of the lesson. The second is the learning vocabulary that will be used to explain the new concept. LEP students must be taught how to read in the content areas as well as in the language arts area. As in math, new symbols and equations may be foreign to students.

A hands-on approach to teaching science will allow the LEP student to be involved in the lesson on a participatory level rather than just a literary one. This allows the student to develop the concepts in his/her own mind. Not only does this diminish the problem of learning vocabulary, but it also promotes the use of higher order thinking skills. LEP students will also be more successful if the subject is one they are familiar with such as food/nutrition or the human body. As in all areas, the student is better equipped to understand new concepts if there is a schemata already in place.

Social Studies

The area of social studies covers a wide range of skills in today's schools. Communication skills, multicultural education, and economics are a few of the areas that have joined the traditional disciplines of geography and history. The teacher should present relevant material that is both interesting and useful to students. Rote memorization of historical and geographical facts

will be less meaningful to LEP students.

An expanding environment approach, which begins at the primary level and extends across the grade levels, helps bring the world into focus. By beginning with what students are the most familiar with, their family, and then broadening the scope to neighborhood, city, country, and world, the teacher is able to guide students into an understanding of their importance in the world. Historical literature can be used to capture the student's interest in any facet of history. A study of immigrants to the united states from the student's native country and the contributions they have made to American society will help the student find a sense of identity in his/her new land.

Communicating and following directions in English are valuable skills the LEP student should acquire. Using and creating maps of their own neighborhood will increase skills in this area. LEP students are also usually weak in communication and social skills. The social studies area offers opportunities for these skills to be taught directly.

SUGGESTED ACTIVITIES

The following activities were chosen because of their potential interest and value to LEP students. Most can be adapted for any grade level. Unless noted, these ideas are those of the author and classroom teachers who participated in the author's survey.

Language Arts

World Word Exchange

(Elder & Carr, 1987, p. 68)

Objective: Students gain an understanding of the interrelatedness of the world's peoples and languages by using words drawn from or lent to English from other languages.

Activity: Students search the dictionary for any words of foreign origin. For Americans these might include such words as reservoir, hamburger, rodeo, etc. As they find the words, students print the words on separate cards to show the pronunciation, the definition, and an illustration of the word. These can be used to make mobiles featuring word groupings (such as verbs, nouns, adjectives) and hung in the classroom. They can also be used to create a language dictionary for the classroom library.

Benefits:

- 1) Students increase their vocabulary.
- 2) Students gain understanding of the influences other cultures have on the American culture.

Dialogue Journal

Objective: students express themselves through written language by having a conversation with the teacher through the medium of a journal.

Activity: students will keep a daily journal that the teacher will read and respond to on a weekly basis. The following guidelines are suggested:

- 1) The purpose is communication, not perfection of writing conventions. Corrections are made only if student asks how to spell a word or express an idea.
- 2) The journal is viewed as a conversation. Questions and comments are exchanged between the teacher and student.
- 3) Beginning writers may express their ideas in pictures.

Benefits:

- 1) The student is given frequent, non-threatening opportunities to use written language.
- 2) The student writes about real topics and issues of interest.
- 3) The teacher models English form in responses.
- 4) The teacher's responses serve as reading text for the student.
- 5) The teacher is able to monitor student's progress and get to know the student intimately.

storytelling

Objective: Students develop oral language skills through the use of storytelling techniques.

Activity: Students will select a folktale from their own culture or from another culture. They will read the story several times until they know the storyline and key phrases well. Students will rehearse with peers using voice emphasis and gestures to deliver the story. Students will tell their story to members of a younger class.

Benefits:

- 1) Students strengthen oral language skills.
- 2) Students become familiar with folktales from other cultures.
- 3) Students develop self-confidence through rehearsing and sharing their story with younger audiences.

Pumpkin Pie Party

Objective: students participate in a Language Experience Activity involving the baking of a pumpkin pie.

Activity:

- 1) Students examine and investigate the origin of spices used in a pumpkin pie.
- 2) Students read and follow the directions given in a recipe.
- 3) Students measure ingredients and prepare a pumpkin pie.
- 4) Students share the pie and discuss its nutritional value.
- 5) Students write a story about this activity.
- 6) Students construct a book containing the story and illustrate it.
- 7) Students share the book with peers and younger students.

Benefits:

- 1) Skills in the content areas of language arts, math, science, and social studies all are strengthened.
- 2) Students are actively involved in learning.
- 3) Students have a final product that they are proud of and can share with others.

Math

Tangrams

Objective: students use problem solving skills to discover the solutions to the tangrams puzzles.

Activity:

- 1) Read The Eighth Book of Tan to spark students' interest in the history of tangrams.
- 2) Construct simple figures such as a square or triangle using the puzzle pieces.
- 3) Solve the picture puzzles found in tangram books.

Benefits:

- 1) Higher-order problem solving skills are used.
- 2) Concrete, manipulative objects are used in the problem solving process, enabling students to visualize space relationships.

Classroom store

Objective: students set up a classroom store for the sale of needed materials.

Activity:

- 1) Students decide which items are needed in the classroom to determine what items will be "for sale" in the store.
- 2) Students take a field trip to a local bank to arrange for a loan with which to purchase the initial inventory.
- 3) Students set hours and work schedules.
- 4) Students assign accountants to keep records and inventory clerks to keep track of supply needs.

Benefits:

- 1) Provides useful service for students in the class.
- 2) Provides real life business experience.
- 3) Employs basic math skills and life skills that students will need in the future.

Worldwide wish Book

(Elder & Carr, 1987, p. 84)

Objective: students become familiar with currencies of many countries through the development of an international "kid's catalog" of commonly enjoyed items.

Activity:

- 1) Students design their own catalog picturing items of interest to those their own age.
- 2) Students assign prices to items in as many foreign currencies as possible.
- 3) Students are given a certain amount of money to spend when ordering items from the catalog.

Benefits:

- 1) Mathematical computation skills are developed through currency conversion and ordering.
- 2) Students gain an understanding of exchange rates and the money systems of different countries.

science

create a Breakfast

Objective: students investigate the nutritional value of breakfast foods and plan a nutritious breakfast.

Activity:

- 1) Students make a list of breakfast foods and discuss their nutritional value.
- 2) Students plan a nutritious breakfast.
- 3) Students prepare and share their breakfast.

Benefits:

- 1) Students gain insight into the importance of eating a nutritious breakfast.
- 2) Students gain experience in planning a meal for a certain number of people.
- 3) Students learn how to prepare foods.

Adopt a Tree

Objective: students investigate various aspects of their "adopted" tree.

Activity:

- 1) Students choose a tree to "adopt."
- 2) Using a list of guided questions, students examine the physical and esthetic nature of their tree.
- 3) A field guide is used to help identify the type of tree.
- 4) Students draw a sketch and write a poem about their tree.
- 5) Students visit their tree approximately once a month to note the changes that have taken place.

Benefits:

- 1) Students have hand-on experience investigating and identifying a tree.
- 2) Students use science, math, and language skills when examining their tree.
- 3) Students gain an appreciation of the esthetic value of trees.

Drugs and the Human Body

Objective: students investigate the effect of various drugs on the human body.

Activity:

- 1) Students are assigned to work in groups of four to six.
- 2) Each group is given a different drug to investigate. (Both illegal and common over-the-counter drugs can be used.)
- 3) Students research the effects these drugs have on the human body and illustrate these effects on a life-size sketch of the student's body.

Benefits:

- 1) Students gain an understanding of the good and bad effects that drugs have on the human body.
- 2) Students are able to visualize first-hand what consequences misuse of drugs can cause.

Social Studies

The World in Our Town

(Elder & Carr, 1987, p. 30)

Objective: Students create a guide for use by visitors and new residents featuring community attractions.

Activity:

- 1) Students compile a list of places, people, and events that are unique to their community.
- 2) Students develop a map which includes the highlights they have chosen.
- 3) Students create a brochure with descriptions of the people, places, and events they feel are the most important.

Benefits:

- 1) Students develop an appreciation for their local town or community.
- 2) Map skills are used in producing the map of their town.
- 3) Language skills are strengthened through the use of descriptive language in the brochure.

Many Hands Made This Land

(Grant, 1977, p.103)

Objective: students investigate the contributions made by people of diverse ethnic origins.

Activity:

- 1) Students choose someone who has made an important contribution to the United states and write a biography of that person.
- 2) Students share their information with the class and display the contribution of their individual on a bulletin board.
- 3) A class discussion is held to emphasize the diversity of the people who make up the United states.

Benefits:

- 1) Minority students gain an understanding of the importance of all ethnic backgrounds to the country.
- 2) Students gain a sense of pride in their own ethnic heritage.

Worldwide Working

(Elder & Carr, 1987, p. 82)

Objective: students investigate the wide variety of careers available around the world.

Activity:

- 1) Students compile a list of careers available both in the u.s. and in other countries.
- 2) Each student writes a profile of one chosen career.
- 3) The profiles are compiled in a class career directory.
- 4) Each student selects three career possibilities for him/herself.
- 5) The students list the skills, education, and other factors they will need to consider for their chosen careers.

Benefits:

- 1) Students discover the wide range of career choices available to them when they grow up.
- 2) Students gain an understanding of the skills and education needed for various careers.

A Future Find

(Elder & Carr, 1987, p. 74)

objective: students discover the uniqueness of items found in other cultures.

Activity:

- 1) Students collect contemporary items from many different cultures.
- 2) Students write a brief description of the significance of the item they have chosen.
- 3) A time capsule is constructed to hold the items.
- 4) The class decides when the time capsule should be opened and by whom.

Benefits:

- 1) Students must consider the representational importance of various items before choosing which will go in the capsule.
- 2) Students examine items of importance from cultures other than their own to develop a greater understanding of that culture.

Multicultural Education

Multicultural education is becoming mandated in many states. This includes introducing students to the diversity of the people in our society and the uniqueness of their cultures. The goal is to develop an understanding that leads to acceptance of others and an appreciation of all cultures. Multicultural education should not be a separate subject taught in isolation. It should be integrated into as many subject areas as possible. A solid foundation in multicultural education will help create a classroom atmosphere in which students from any country will be accepted and feel welcomed.

World Flag Quilt

(Elder & Carr, 1987, p. 64)

Objective: students develop an appreciation for the variety of flags found around the world.

Activity:

- 1) Student choose a country for which they will create a quilt block to represent that country's flag.
- 2) The blocks are all displayed in a giant quilt.
- 3) The similarities and differences of the flags will be discussed.

Benefits:

- 1) Students discover the uniqueness that is displayed in flags from other countries.
- 2) Students learn about the history of their chosen country's flag.

culture Fair

Objective: students contribute foods and crafts from a variety of countries to create an international fair.

Activity:

- 1) Foods from various countries will be discussed and prepared.
- 2) Crafts from various countries will be demonstrated.
- 3) Students will choose which countries they wish to have represented in the fair.
- 4) Each student will contribute either a craft or a food and design a demonstration for the fair.

Benefits:

- 1) Students are introduced to new foods and crafts.
- 2) Students have the opportunity to experiment with various ideas from other cultures.

Happy Birthday to Us

(Elder & Carr, 1987, p. 57)

Objective: students celebrate their birthdays in a multicultural manner.

Activity:

- 1) Students investigate how birthdays are celebrated in various countries.
- 2) Students choose one country and plan an international birthday party.
- 3) Students learn to sing "Happy Birthday" in the chosen country's language.

Benefits:

- 1) Students gain an understanding of the universality of important events in an individual's life.

Folkdances

Objective: students gain an understanding of other cultures by participating in dances native to that culture.

Activity:

1) Students learn folkdances that are representative of many different countries.

2) Students perform the dances for fun or present them to an audience.

Benefits:

1) The universality of music and dance is explored by students.

2) Students learn about the history of a country through this art form.

CONCLUSION

The increasing numbers of LEP students in American schools presents a special challenge for mainstream classroom teachers. The monolingual teacher must plan effective instruction and assist in making the LEP student's transition into the mainstream classroom as successful as possible. The teacher must set the goals that he/she wishes to attain for each student. These goals should include motivation and enthusiasm for school, improved competency in content areas, and improved test scores. Other aspects that should be included are improved self-image, confidence, and increased involvement in the school and community. The teacher must search for a variety of opportunities for students to display the knowledge and skills that they possess. Despite language barriers, teachers can plan effective instruction to enable LEP students to be successful in the mainstream classroom.

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