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The Effects of Computer-Assisted Language Learning on English Language Proficiency

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Walden University
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Abstract

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by

Rachelle Ysquierdo

MS, University of Houston, 2004

BS, University of Houston, 1999

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The Every Student Succeeds Act of 2015 requires high standards, but academic achievement among English Language Learners (ELL) falls below that of their peers in Texas. These students' lower academic achievement may lead to their dropping out of high school, not going to college, or being underemployed, a problem that led to this study. The purpose of this study was to evaluate whether computer-assisted language learning (CALL) helps ELLs improve their English language proficiency compared to traditional learning approaches. Levy's theoretical framework on the implementation of CALL guided this study. A nonequivalent, pretest-and-posttest design was used to examine mean differences in the increase in proficiency level from the beginning to the end of the year on the Texas English Language Proficiency Assessment System (TELPAS) of ELLS in Grades 3–5 who participated in CALL and of those who did not participate. The sample consisted of 106 English language learners in Grades 3–5: 57 students in the treatment group and 49 in the comparison group. A one-way analysis of variance was conducted to compare language proficiency between the treatment and comparison groups. Results revealed no significant difference in the mean increase in proficiency levels of English language learners between the treatment and comparison groups. Additional analyses of TELPAS subdomains (reading, speaking, listening, and writing) indicated CALL was effective on reading only. Based on the findings, a project study on professional development was designed to focus on instructional strategies to support CALL. This project may lead to social change among administrators and teachers in the methods and strategies they use in the classroom to support CALL and as they work collaboratively to improve language proficiency among English language learners.

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Dedication

My research is dedicated to my husband, my daughters, my son, and all my family. I also want to thank all the educators I have worked with and will work with in the future. It is for you that I have worked so hard to have the best education possible that will make a difference in the lives of others. I hope that the work I do will make a difference in your lives as we touch others in this world.

Acknowledgments

I owe thanks for the success of the project to my creator, family, and friends who have supported me through this process. My husband has been a great help to me, by watching our children and keeping them busy as I worked countless hours on my paper. My husband has inspired me to accomplish my dreams, and he pushed me to the very end. He supported me and celebrated the small successes. I appreciate his help and support. I could not have gotten this far without him! Lastly, I thank the Lord God; there have been several times when I did not think I could finish this. I would go to the Lord, and He gave me strength and peace with the feeling that I can do all things through Him. Thank you!

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Section 1: The Problem

Academic achievement among English language learners has been below that of their peers on the state assessments in Texas (Murphey, 2014). In this study, I explored the effectiveness of computer-assisted language learning (CALL) as a supplemental resource to assist in increasing language proficiency for English language learners, thus increasing their academic success. Using a quantitative, nonequivalent, pretest-and-posttest design that involved a treatment group and a comparison group of students in Grades 3–5, I analyzed and synthesized the archival data accessed. Group 1, the treatment group, took part in a CALL program during Grades 3–5. Group 2, the comparison group, did not participate in CALL. In the district, some elementary schools had implemented CALL, and some had not, thereby providing an archival data source for treatment and comparison groups. I analyzed archival Texas English Language Proficiency Assessment System (TELPAS) data from state assessments to help determine if CALL made a difference in language proficiency for English language learners.

Local Problem

The Every Student Succeeds Act (ESSA) of 2015 required high standards for all students, including English language learners (Council of Chief State School Officers, 2016). In the local study district, English language learners include students who are first-generation Mexican Americans and speak Spanish as well as students who emigrated from Mexico recently and now live in Texas. Most English language learners are not encouraged by their parents to speak English at home, which does not help their English language proficiency (Niehaus & Adelson, 2014).

N. Li (2013) reported a rapid growth in the number of U.S. English language learners demonstrating inadequate academic reading levels in English. In addition, English language learners have fallen behind their native-English-speaking peers and experience academic gaps in national and state assessments (N. Li, 2013). In a local school district, administrators stated they have seen English language learners struggle academically. One principal stated, "The lowest performing students are the English language learner students; this could be the lack of language proficiency." Principals stated that English language learners also struggle because teachers lack an understanding of the strategies that help English language learners in the classroom. In addition to low English proficiency, English language learners often face other academic barriers, such as coming from low-income families and having parents who do not speak English. However, legislators expect these students to become proficient in English, still meet the same challenges as native-English-speaking students, and perform at the same achievement level as their peers on state assessments (Hopkins, Thompson, Linquanti, Hakuta, & August, 2013). Obviously, this is a heavy burden for English language learners and their instructors (Abedi, 2014; Abedi & Gándara, 2006; Abedi & Herman, 2010).

Although English language learners may acquire basic interpersonal communicative skills in English, they often do not have the cognitive academic language proficiency (CALP) that relates to the overall academic skills English language learners need to be successful in school (Cummins, 1979). For example, the State of Texas Assessment of Academic Readiness (trademarked as STAAR) scores in reading

proficiency indicated that English language learners performed 20–30% below native

English speakers, with little improvement each year (Abedi & Dietel, 2004; Koo, Becker,

& Kim, 2014). Although the percentage of English language learners in the South Texas

school district is relatively small (17%), these English language learners have

experienced little academic growth (Texas Education Agency, 2014). English language

learners in the district have fallen 20% below the state average on the reading assessment,

which was also 10% below the average for native-English-speaking students in the

district (Texas Education Agency, 2014). Educators are concerned with English language

learners' lack of academic success.

To determine whether CALL used as a supplemental resource can help English

language learners learn English, two elementary schools served as my study sites to

gather data on English language proficiency levels. The elementary schools chosen for

the study have a high percentage of English language learners among the student

population. Also, English language learners participating in the study were in the

bilingual or English as a Second Language (ESL) program and performed below average

on the March 2016 TELPAS. Each year, English language learners are tested on their

English language proficiency using the TELPAS (Texas Education Agency, 2016c).

Educators and curriculum designers use TELPAS results to help design instruction that

will address the student's linguistic and academic needs. For students to exit from a

bilingual/ESL program at elementary schools, they must perform at the *advanced high*

level on each of the language domains, demonstrating the same academic language

proficiency as their native-English-speaking peers (Hopkins et al., 2013). Students also must pass the reading and writing state assessments.

English language learners entering elementary schools are tested with standardized assessments to determine if they meet criteria for bilingual/ESL services. English language learners who score *limited* in English language proficiency are placed in a bilingual class and continue in a bilingual program until they have exited the program. English language learners are administered the TELPAS each school year to provide an English proficiency level rating to determine if the students are eligible to exit from the bilingual/ESL program. English language learners who meet the criteria for the bilingual/ESL program and stay in the program for numerous years tend to struggle with reaching English language proficiency, which causes many English language learners to be academically unsuccessful in the classroom (Hopkins et al., 2013).

Various factors prevent the academic success of English language learners, including having parents who do not speak English at home, miscommunication between teachers and Spanish-speaking parents, and the lack of education among parents of English language learners, causing a disconnect between the school and home (Calderon, Slavin, & Sanchez, 2011). Parents of English language learners seek involvement in their child's education, but their level of education, lack of English proficiency, and socioeconomic status often prove to be a barrier to student achievement (Abedi & Dietel, 2004). Teachers, administrators, and families need to work together to promote social, cultural, linguistic, and academic achievement in English language learners (Flecha & Soler, 2013). The lack of collaboration between the school and home causes low

performance or slow improvement in students' academic performance (Calderon et al., 2011).

In this study, I focused specifically on a single factor in teaching English language learners: the use of CALL. This study determined whether CALL was associated with increases in the English language learners' English language proficiency based on pre- and postscores on the TELPAS. I measured for any significant difference in the change in TELPAS scores representing English proficiency levels between English language learners who participated in CALL (James, 2014) and those who did not. Evidence from the investigation may provide school administrators, teachers, and parents of English language learners with a better understanding of language proficiency factors and ways CALL can assist English language learners academically.

I examined the results of CALL at two elementary schools in a small Texas district. One school utilized a CALL program called Imagine Learning to build on student language proficiency; the other school did not use a CALL program for English language learners. The participants in the study were English language learners in Grades 3–5 in bilingual programs who scored below the advanced high level on the TELPAS assessment in March 2016. In this study, I hoped to determine whether the use of CALL impacted English language learner language proficiency.

Rationale

To ensure that all students, including English language learners, demonstrate academic progress, school districts submit yearly progress to the state. The ESSA requires long-term goals from schools that measure progress for an increase in the

percentage of English language learners achieving English proficiency (Council of Chief State School Officers, 2016). Federal legislators have called for states to assess English language learners each school year in language proficiency in Grades 3–8 and one time in high school. In 2014, Texas added English language learner language proficiency as part of the STAAR accountability system. Texas education stakeholders utilize student growth in TELPAS proficiency levels as a factor in determining whether students have been successful in state assessments. TELPAS is intended to determine whether English language learners are making steady progress in acquiring the English proficiency necessary for students to engage in meaningful, grade-appropriate content instruction (Texas Education Agency, 2017).

Even with high expectations from state and federal governments, English language learners have continued to fall below state standards. Administrators need to provide effective strategies for English language learners. To understand how to assist English language learners, educators need to collaborate on strategies that contribute to academic success. At some elementary schools in the study district, administrators implemented Imagine Learning, a CALL reading program, in hopes of improving English language learner achievement. By examining the use of CALL and its effects on student achievement, I attempted to determine whether CALL was associated with the educational success of English language learners.

Definition of Terms

To offer an understanding of the terms related to English language development, and to provide a framework for this study, I defined relevant terms. Terms are presented alphabetically.

Academic language is the language students need to do school work, including vocabulary, grammar, and specific content (Haynes & Zacarian, 2010).

Cognitive academic language proficiency (CALP) is the formal academic language learning that students need to become successful academically (Cummins, 1979).

Computer-assisted language learning (CALL) is an approach to language teaching and learning for English language learners with the use of a computer for presentation, reinforcement, and assessment of materials to be learned (Levy, 1997).

English language learners are students learning the English language in addition to their native language (National Council of Teachers of English, 2008).

Language acquisition describes the processes through which people acquire and comprehend language to form words and sentences that help people to communicate (Robertson & Ford, n.d.).

Language proficiency, or linguistic proficiency, means an individual can speak or perform in a language (American Council on the Teaching of Foreign Languages, 2012).

Limited English proficiency is when English language learners lack sufficient mastery of English needed to be successful in an English language classroom (National Council of Teachers of English, 2008).

Native English speakers are people who learn English in early childhood and use English as their primary means of communication (National Council of Teachers of English, 2008).

Texas English Language Proficiency Assessment System (TELPAS) is a yearly assessment for students based on English language proficiency level descriptors and state standards (Texas Education Agency, 2016b).

Significance of the Study

In this study, I sought to provide research-based evidence on whether CALL helps English language learners to improve their English language proficiency. I investigated a strategy used in elementary schools to increase English language proficiency in English language learners, in this case predominantly Spanish speakers. Educators and school and district administrations may use results from this study on the use of computer-assisted instruction to increase students' English proficiency to help English language learners become academically successful (DuBois, Volpe, & Hemphill, 2014). Teachers can download online reports from CALL systems and use data to determine student proficiency levels. Teachers also may use CALL to reinforce literacy skills learned in the classroom and to build on language proficiency skills such as listening, speaking, reading, and writing (Texas Education Agency, 2017). Further, providing parents with information in their home language about the school system and the ability to review CALL progress reports for English language learners can facilitate parent and school collaboration to ensure student success. I present the study data so administrators can

apply the data from the study to determine whether CALL is a useful strategy with elementary English language learners.

Research Question and Hypotheses

English language learners have performed at a lower level than native English speakers have on state assessments in one South Texas school district (Abedi & Dietel, 2004). Some elementary schools in the district adopted the use of CALL to help increase the proficiency levels among English language learners; however, educators have wondered if the CALL program best meets the needs of all students. The effectiveness of the program had not been evaluated. The following research question (RQ) and related hypotheses guided the direction of the study.

RQ: Is there a difference between the mean increase in proficiency level on the TELPAS of English language learners in Grades 3–5 who participated in CALL and that of those who did not participate?

H_a: English language learners in Grades 3–5 who participated in the CALL program will show a statistically significantly higher increase in mean proficiency level on the TELPAS when compared to the mean increase for English language learners in Grades 3–5 who did not participate in the CALL program.

H_0: English language learners in Grades 3–5 who participated in the CALL program will not show a statistically significantly different increase in mean proficiency level on the TELPAS when compared to the mean increase for English language learners in Grades 3–5 who did not participate in the CALL program.

Review of the Literature

Throughout the years, technology has advanced and impacted educational delivery. In the 1960s and 1970s, English language learning computer labs were used in educational institutes (Davies, Rendall, Walker, & Hewer, 2012; Fotos & Browne, 2004). The language labs were small, with cassette deck, microphone, and headphones (Levy & Stockwell, 2006). This type of method helped students learn a second language quickly (Warschauer & Healey, 1998). Students participated in drills focused on decoding and language skills (Davies et al., 2012). With the advancement of computer technology, CALL has become popular in language learning. Through the use of CALL, the interaction among the students and teachers is reduced, however, CALL has progressed to computer software that focuses on vocabulary, grammar, and reading skills (Davies et al., 2012; Levy, 1997). With the rapid growth in technology and the English language learner population, the benefits of CALL are promising (Davies et al., 2012).

When searching for the literature, I used various resources such as Google Scholar and the Walden library to gather articles and information from previous studies. I also consulted the Texas Education Agency website to gather information on the state assessment, TELPAS. When reviewing literature, I focused on studies that contained information on English language instruction through CALL. Search terms included *CALL for English language learner students, computer-assisted language learning, technology and second language learners, literacy in bilingual students, Levy on computer-assisted language learning, language acquisition, language learning strategies*, *English language learners, Cummins, Levy, basic interpersonal communicative skills,* and *cognitive*

academic language proficiency. Resources were limited on Spanish-speaking bilingual students and on Levy's theoretical framework. Because articles related to Levy's framework were limited, some of the resources were older than 5 years old.

Theoretical Foundation

To serve as a lens through which to view the study's problem, I chose the theoretical framework of Levy's (1997) approach to using CALL to teach language skills and support academic achievement. Levy's (2009) approach uses technology as a tool to help increase language proficiency in second language learners. Levy (2009) used a modular approach to language and skills, providing a structure for the use of technology. By using a modular approach, educators created specific goals for learning and using technology, which led to a focus on the instructional method teachers used when introducing language rather than a focus on how educators and students used technology (Levy, 2009). Levy (1997) analyzed and reviewed instructional strategies that incorporated a tutor-tool framework. Levy's (2009) approach addressed the way all students learn, including English language learners. In addition, the subsequent research and application of Levy's theory offered guidance on the use of technology and how it assisted in increasing language proficiency.

Although Levy published limited studies on his theory of CALL, he worked with researchers to understand the use of CALL to build on language acquisition for second language learners. Levy's (2007) research focused on using and improving new technologies targeting language learning. Levy and Stockwell (2006) worked collectively to gain a better understanding of CALL, describing it as a "heavily dependent on context"

program used for language learning (p. 12). In the CALL approach, the program instantly evaluates responses of second language learners and provides feedback (Levy & Stockwell, 2006). Additional researchers have used the CALL framework with different approaches. For instance, Chapelle (2001) based her research on the approach to second language acquisition, whereas Hubbard (2004) focused on the methodology for evaluation.

Standards That Affect English Language Learners

State and federal accountability systems require English language learners to gain English language proficiency and become academically successful in all content areas of the school. English language learners must achieve proficiency in two categories of language for education in the school. One category is academic language, or CALP, to understand the core content classes such as reading, math, science, and social studies (Alvarez-Marinelle et al., 2014). Another is the more basic, social type of English language needed for social and intercultural understanding in the classroom (Fenner & Segota, n.d.; Nugent & Catalano, 2015). Each state in the United States has mandated English language proficiency standards based on the ESSA (Council of Chief State School Officers, 2016; Fenner & Segota, n.d.).

To meet the state standards, schools need to accurately identify English language learners when they enter school and understand language proficiency in the students' home language in addition to English. States have developed protocols for schools to determine if English language learners are proficient in English when they enter school. English language learners obtain support services that assist them in the English language

development process, and educators assess each student every year to determine if students meet the state's criteria for proficiency in English (N. Li, 2013). State laws have established the way school districts implement classroom instruction and support for English language learners.

Instruction for English language learners varies depending on student needs in the study district, a small district in South Texas. For example, students may receive bilingual instruction, dual language instruction, structured sheltered instruction, or total English immersion before entering the general education classrooms, where an ESL teacher supports instruction. Educators must identify English language learners accurately to place them appropriately and provide the proper language support. Even when educators have recognized these English language learners and placed them in supportive learning environments, the students sometimes have transitioned out of bilingual services before being ready. Educators use the TELPAS to prevent premature exit from bilingual/ESL programs.

The TELPAS

Students need English language proficiency to engage in meaningful, grade-appropriate, content instruction (Texas Education Agency, 2017). Each year, schools test English language learners on their language proficiency using the TELPAS, which is designed to aid English language learners in making progress in learning the English language. The TELPAS assesses English language learners in kindergarten through Grade 12 on language proficiency in four domains: listening, speaking, reading, and writing. ESL classroom teachers who are trained in TELPAS rating score the assessment

holistically, except for the reading assessment, which consists of the student reading passages and completing multiple-choice questions (Powers, Williams, Keng, & Starr, 2014). The school district administers the TELPAS reading assessment online in Grades 2–12. Educators use the TELPAS results to determine instructional strategies and plan interventions that address each student's language and academic needs (Powers et al., 2014). For students to exit from a bilingual/ESL program, they must score *advanced high* on each of the language domains, demonstrating the same academic language proficiency as their native-English-speaking peers.

Educators test English language learners entering elementary school with a standardized assessment to determine whether they qualify for bilingual/ESL services. If deficits are indicated, school administrators place English language learners in bilingual classes; these English language learners continue in bilingual classes until they exit from the program, determined by yearly TELPAS scores. English language learners who qualify for the bilingual/ESL program tend to struggle with academic success in the classroom as they continue to move into the upper elementary grades, which causes some students not to reach the language proficiency level needed to exit from the bilingual/ESL program (Texas Education Agency, 2017). Educators who understand the language development of English language learners can help students advance and become successful.

Reading Fluency

English language learners who have difficulty with oral reading also have difficulty understanding what they are reading (James, 2014). As students become fluent

in their reading and build new vocabulary, they begin to feel self-assured in what they are

reading (James, 2014). To become proficient in reading, students need to strengthen their

decoding skills to build on reading fluency (James, 2014). As they learn decoding skills,

English language learners become successful in building on their oral reading fluency

(Melby-Lerva & Lerva, 2014; Pretorius & Spaull, 2016).

CALL can be an essential component of reading instruction by providing

structured reading activities with immediate feedback (Schechter, Macaruso, Kazakoff, &

Brooke, 2015). CALL can build on students' phonological awareness skills to help

students with letter recognition and sounds (Pey, Min, & Wah, 2014; Schechter et al.,

2015). James (2014) stated that to become a confident reader, a student must become

fluent; the student must develop decoding skills by concentrating on making sense of the

words. Melby-Lerva and Lerva (2014) indicated that when students master vocabulary

skills, they are more successful in reading comprehension.

Language Development

Researchers using national data consistently have identified an educational gap

between the reading performance of native English speakers and English language

learners (Calderon et al., 2011; Murphey, 2014). Students who learn to read in their first

language learn over 5,000 words before they begin to read in school (Ramírez-Esparza,

García-Sierra, & Kaul, 2017); however, students learning to read in a second language

may struggle with a lack of skills to learn English words. English language learners

experience slower vocabulary development, which provides them with limited English

vocabulary and poor comprehension (Hoff, Welsh, Place, & Ribot, 2014; Murphey,

2014). When individuals learn new vocabulary, they attach meaning to the words they already know. Learning new vocabulary helps students build word knowledge that aids in educational success (Bailey & Huang, 2011).

The English vocabulary has three categories in which students learn as they enter school (Bailey & Heritage, 2008; Bailey & Huang, 2011): academic vocabulary (i.e., words that occur in educational content), context-specific vocabulary (i.e., common, everyday words students use with different meanings), and specialized academic vocabulary (i.e., words specific to content, such as the term *across genre* in language arts). English language learners are typically more comfortable using everyday vocabulary but find it difficult to understand context when exposed to academic vocabulary. Building basic vocabulary knowledge is vital to language development in English (Naraghizadeh & Barimani, 2013). Teachers must understand best practices for academic language development in English language learners (N. Li, 2013). As identified by the research, CALL helps students to increase vocabulary, fluency, and comprehension that build English proficiency.

CALL

Baker (2006) proposed that basic interpersonal communicative skills increase fluency in a second language. Baker described these communicative skills as social, conversational language used for oral communication, whereas CALP is the use of language in de-contextualized academic situations. Students may demonstrate basic interpersonal communicative skills, but those skills do not transfer to their academic ability (Cummins, 1979). Cummins (1979) found that CALP is used in formal academic

learning and is different from academic achievement. When English language learners possess CALP, they understand the academic concepts and skills needed to learn a language (Golonka, Bowles, Frank, Richardson, & Freynik, 2014). Comprehending the meaning of CALP is essential to understand how CALL can benefit English language learners.

CALL programs have helped English language learners increase the reading fluency and comprehension that build English proficiency (Naraghizadeh & Barimani, 2013). James (2014) argued that CALL programs improved the academic achievement of at-risk students; however, James mentioned that CALL should not replace classroom instruction but instead blend with literacy and learning activities. Teaching literacy strategies along with implementing CALL to English language learners can foster reading and the development of language skills as students utilize phonemic awareness, phonics, fluency vocabulary, and reading comprehension to attain higher language proficiency levels (James, 2014). Providing the students with learning strategies that contribute to CALL implementation can contribute to successful literacy development (Mahdi, 2013). With CALL building CALP, the program also provides the foundation for academic achievement (Afshari, Ghavifekr, Siraj, & Jing, 2013). In this way, CALL helps build CALP by providing immediate feedback, so students do not continue to practice the wrong skills. Moreover, the computer program allows students to work at their pace for mastery of academic literacy skills (Nomass, 2013). CALL engages students in what they are learning and provides students with the opportunities to build on their CALP and communication skills (Levy, 2009; J. Li, Snow, Jiang, & Edwards, 2014). With the

struggles English language learners often experience with language proficiency, administrators, teachers, and parents can benefit by finding ways to assist English language learners to become successful academically.

Technology in education has continued to evolve, especially with the use of computers and software programs (Naraghizadeh & Barimani, 2013). CALL has grown in popularity throughout schools; teachers use the program through integrated instruction to help students build on what they are learning in the classroom (Hubbard, 2013). The program assists with teaching students new languages and providing academic success. Naraghizadeh and Barimani (2013) suggested integrated technology produced academic success and enhanced learning of vocabulary. CALL enhanced the curriculum and allowed English language learners to think at a higher level (Alvarez-Marinelle et al., 2014).

However, studies are limited on the effects of CALL for English language learners who are Spanish speakers. Jafarian, Soori, and Kafipour (2012) found English language learners benefited from CALL, but teachers' use of strategies recommended by CALL determined if English language learners increased in reading proficiency levels. Utilizing small groups and individualized implementation of CALL had an effect on the success of English language learners by providing them with intensive instruction focusing on vocabulary, literacy skills, and language acquisition that build on English language proficiency (Levy, 2009).

Research has shown how CALL impacts listening and reading capabilities among English language learners. The studies did not specify a demographic of students other

than English language learners. CALL accelerated language skills and developed language growth using supplemental instruction along with teacher instruction (Sorenson, 2015). English language learners using CALL benefited from using visual and voice inputs that enhanced their learning and helped develop listening and reading skills (Nomass, 2013). James (2014) stated that a supplemental CALL program increased literacy skills better than instruction utilizing worksheets. CALL enhanced reading skills and improved literacy skills among English language learners while allowing students to work at their pace (James, 2014; Nomass, 2013). Students participating in CALL became motivated and engaged in their learning as they worked on various activities (Wang & Liao, 2017). With national standards and expectations for English language learners to become academically successful, the CALL approach has provided a measure of success for English language learners in academic achievement (Sorenson, 2015). With language and state standards being a focus in the Texas schools, CALL programs offer resources that may contribute to student success.

CALL as an Intervention

In the past, CALL was administered outside the classroom and consisted of software uploaded onto a computer using a floppy disk, CD, or video disk (Levy, 2015). Teachers monitored the instruction provided to the students. As technology has advanced, CALL has moved to a downloaded or online program where students work independently (Grgurović, Chapelle, & Shelley, 2013). CALL is used as a resource in addition to classroom instruction, and teachers have access to the information online. As students develop their language skills, teachers easily can track student progress to ensure students

are successful (Levy & Kennedy, 2010). CALL has shown to be effective in improving English language learners' reading and vocabulary skills, as students are able to work independently to self-correct their work when they are unsuccessful (Kyle, Kujala, Richardson, Lyytinen, & Goswami, 2013). Teachers can set levels or skills for students until they are successful (Levy & Kennedy, 2010). The advantage of having a CALL program as an intervention is administrators have the option of discontinuing or renewing the program (Levy, 2015). When CALL is used as an intervention, students receive additional time during the day to participate in CALL. Using this type of intervention, English language learners still receive classroom instruction but receive additional support via CALL.

Individualized Instruction

As noted, CALL can provide individualized instruction, allowing students to receive immediate feedback and work at their pace. Using CALL in the classroom allows students to be in control of their learning (Bhatti, 2013). Individualized instruction provides self-paced, independent practice in vocabulary and reading skills (Lee, Waxman, Wu, Michko, & Lin, 2013). CALL provides practice in rhyming, sounding, and blending words as well as relating the sounds to print concepts (Schechter et al., 2015). If students do not succeed in a task, students repeat the work and gain a better understanding of the skills (Ma, Adesope, Nesbit, & Liu, 2014). Students can take a teacher-administered assessment to determine the appropriate level of work that challenges students to become successful (Ciampa, 2014; Yeh, 2010).

Tracking Student Progress

CALL provides teachers and students the ability to track progress, which benefits both. Teachers can monitor and analyze student progress in each task. Use of a CALL system can provide the teacher with immediate feedback about student learning (Z. Li & Hegelheimer, 2013). CALL allows teachers to determine students' ability to continue or their need to repeat material (James, 2014). Teachers then can use CALL to provide additional practice in reading and implement individual instruction tailored to each student's individual needs.

CALL provides not only monitoring benefits to teachers but also immediate feedback to learners. CALL provides immediate feedback without being judgmental and allows the student to self-correct while learning a new language (Suvorov & Hegelheimer, 2014; Yeh, 2010). The program allows students to discover new language skills while they learn new content, providing students of different ages the opportunity to work independently. James (2014) reported students who participated in CALL were able to build on their literacy skills and become successful in reading fluency and comprehension. James concluded CALL was a contributing factor in students' academic success.

<center>**Implications**</center>

The implementation of CALL can have a positive impact on English language learner scores on state assessments (Cheung & Slavin, 2005), which is why the CALL program was implemented in some elementary schools in a South Texas school district. An evaluation of the data would determine if there were an increase in TELPAS

proficiency levels and test scores with the use of CALL intervention strategies among English language learners. I anticipated the evidence from the investigation of CALL would be of interest to school administrators, teachers, and parents. Findings might impact strategies used to help English language learners build their vocabulary and literacy skills to increase their language proficiency and contribute to academic success.

Summary

To meet the new provisions of the ESSA (2015), teachers and school administrators have recognized the need to support English language learners in academic English language proficiency. Researchers need to understand how English language learners gain proficiency and which strategies provide the groundwork toward language proficiency (Ramírez-Esparza, García-Sierra, & Kaul, 2017). Based on the academic gaps in reading and performance between English language learners and native English speakers, education professionals seek strategies to provide support for English language learners. Educators implement the yearly TELPAS to determine if English language learners made progress each year on language proficiency. CALL can assist with teaching English language learners English and increasing reading proficiency levels. Using CALL, students receive immediate feedback and one-on-one instruction that builds on long-term recall of vocabulary and provides the learning tools to aid in the development of language skills to build on language proficiency.

In Section 2, I will present a description of the research design and approach to data access and analysis. The section will include an outline of data access and analysis. I

will refer to the assumptions, limitations, scope, and delimitations related to the study. Finally, I will address protection of the study participants' rights.

In Section 3, I will present the findings with the description and goals, rationale, and review of the literature. I also will describe the implementation, potential barriers, proposal for implementation and timetable, roles and responsibilities, project evaluation, and implications of social change.

In Section 4, I will discuss the project strengths and recommendations for remediation of limitations. I will discuss what I learned about the scholarship, the project development, leadership and change, myself as a scholar, self as a practitioner, and self as a project developer. I will address the potential impact on social change, implications, applications, and directions for future research.

Section 2: The Methodology

This section contains a description of the quantitative method and procedures used to access and analyze archival data for this study. The rationale for the use of a quantitative method was that TELPAS scores did not show an overall significant difference in language proficiency for students at the campus utilizing CALL to support language proficiency when compared to students at a campus not using CALL. TELPAS rates student proficiency level in listening, speaking, reading, and writing, and in order to support CALL, professional development that provides strategies in all domains of TELPAS could help improve impact on student language proficiency when using CALL. The professional development project will address the problem of CALL not providing a significant increase in language proficiency on the posttest TELPAS assessment compared to a group of students not using CALL.

The purpose of this research was to investigate whether CALL helps English language learners to improve their English language proficiency. I used the quantitative approach and sampling to determine if CALL helped increase language proficiency among English language learners in Grades 3–5 in the study district. The analysis compared two groups of English language learners in Grades 3–5, with one group using CALL and the other acting as a comparison group by not using CALL. Student test score data were archival, using two schools in the same district, only one of which had implemented CALL. This comparison determined whether CALL helped students to improve their language proficiency. I conducted the comparison to determine and recommend support structures for English language learners to improve English language

proficiency. I will share the data analysis and results from this study with the institution's leadership team for use in decisions regarding implementation to increase student English proficiency and academic success.

Research Design and Approach

The quantitative research design for this study was a nonequivalent, pretest-and-posttest design with a measurement of outcomes for a treatment group and a comparison group (Creswell, 2012; Rovai, Baker, & Ponton, 2014). The two groups were English language learners who attended two elementary schools in a South Texas school district. The groups were similar with regard to demographics although not comparable when comparing TELPAS pretest scores. The treatment group used CALL, and the comparison group did not use CALL (Lodico, Spaulding, & Voegtle, 2010). The groups selected were not similar in the number of students who participated in the bilingual/ESL program; the campus participating in CALL had a higher number of English language learners who had not exited from the bilingual/ESL program in Grades 3–5. The English language learners had not developed a strong language proficiency and needed additional support, such as a CALL program, to assist in building their language proficiency. The students at the treatment school had a lower language proficiency level based on TELPAS scores when compared to the school not participating in CALL. Although the groups were not similar in the number of students who participated in the bilingual/ESL program, the English language learners were similar in demographics, and both schools had students in Grades 3–5 in the bilingual program. The archival TELPAS data from the group of students who participated in CALL were compared to TELPAS scores for the

group of students not involved in CALL. The comparison determined if participation in CALL significantly impacted improvement in English language proficiency among English language learners.

Justification

This nonequivalent, pretest-and-posttest design allowed comparison of the increase in English language proficiency of two groups of students to determine whether CALL contributed to language proficiency. I chose the two groups from two comparable schools in the study district. The participants were not selected at random, and therefore the sampling was not considered equivalent (Rovai et al., 2014). However, the selected groups were as similar as possible, given that the assignment groups were not controlled and archival data were used. The groups were different in the level of language proficiency prior to the study (i.e., pretest TELPAS scores). At the treatment campus, additional intervention via CALL was provided to the English language learners, whereas the students who attended the comparison school only participated in classroom instruction and did not receive additional support to assist in increasing language proficiency.

The TELPAS was administered March 2016 and March 2017 to the student groups whose data were used in the study. I collected archival TELPAS scores indicating English proficiency levels. I analyzed TELPAS data for students who did not participate in CALL and determined if there was a difference in the change in their proficiency level compared to that of the students who did participate in CALL. As noted, the number of students in the bilingual/ESL program was higher at the treatment school than at the

comparison school. In addition, the students who attended the treatment school had lower TELPAS pretest scores than those at the comparison school.

I used the quantitative design to compare the impact of one variable (use of CALL) on another (student test scores showing language proficiency). I chose a quantitative design over a qualitative design because quantitative research allows for testing of a hypothesis (Lodico et al., 2010). The quantitative design represented variables that were not controlled and only observed, and each of the variables was clearly defined. This study would not fit a qualitative design; a qualitative study involves a deeper understanding of a specific phenomenon (Creswell, 2012). In the quantitative research, I analyzed data to determine if there was a statistical difference in change in English proficiency levels (based on TELPAS scores) between those students who participated in CALL and those who did not.

Under the quantitative umbrella, the experimental design includes an intervention, control group, and randomized participants in the groups (Rovai et al., 2014). I chose to use the quasi-experimental design instead of a true experimental design because, in a true experimental design, the factors in the study are controlled and the participants are randomly assigned to either the treatment or the comparison group. In a quasi-experimental design, an intervention is implemented and the sample is not randomized (Rovai et al., 2014). The students could not be randomly selected but were similar in demographics; thus, I used the quasi-experimental design as the method of study. The study involved a comparison between English language learners from one elementary and another elementary. I reviewed the data to determine if there was a significant difference

in change of proficiency level scores pre- to posttest between students who used CALL and those who did not participate in CALL. The quantitative design I used was a quasi-experimental design using archival pre- and posttest data (Drummond & Murphy-Reyes, 2018).

Design

I used the quantitative quasi-experimental design to identify whether CALL contributed to the language proficiency of English language learners. This research study focused on English language learner improvement in language proficiency related to CALL strategies. The district includes 15 elementary schools, and I used convenience sampling to select two elementary schools to participate in the study. The schools were similar, with one campus implementing CALL and one not using CALL. One of the chosen schools implemented Imagine Learning, a CALL reading program, to build on student language proficiency. Schools in the district that have implemented Imagine Learning provide 45 minutes of time each day for computer-assisted intervention. Students receive CALL during intervention time as pull-out instruction using the school's computer lab. The students work independently on the computer, which allows students to work at their pace. The other chosen school did not implement a CALL program. English language learners who do not participate in CALL receive classroom instruction. I selected a convenience sample of students, including all students in Grades 3–5 at the two elementary schools in the bilingual/ESL program during the 2016–2017 school year. English language learners take the TELPAS assessment each school year, and thus the archival March 2016 (pretest) and March 2017 (posttest) TELPAS scores were available

to review. I compared the students' results from the TELPAS assessment to determine any statistically significant increase in language proficiency levels.

Setting and Sample

Setting

The South Texas district has 15 elementary schools that provide the bilingual/ESL program to English language learners. I selected two out of the 15 elementary schools to participate in this study. One school had implemented the CALL program, Imagine Learning; the other school had not implemented a CALL program for English language learners. The two schools involved in the study had approximately 750 students and served bilingual and mainstream students in kindergarten through fifth grade. At each of the schools, the English language learners performed lower than their peers on the TELPAS. The students from the treatment school had lower academic scores when compared to the students from the comparison school. Therefore, the students from the treatment school utilized CALL to assist in increasing their language proficiency and thereby increase their academic scores. The elementary schools provided bilingual/ESL support to English language learners and implemented the TELPAS assessment yearly.

Population

The population used for this study was from a South Texas school district of 22,000 students. The district student population at the time of the study was 62% Hispanic, 25% African American, and 8% European American. Further, 72% of the students were economically disadvantaged. This school district had an English language learner population of 13%. A population of 132 English language learners in Grades 3–5

who spoke Spanish attended the two elementary schools for the academic year 2016–

2017. Participating schools were Title I schools, with more than 40% of the students

being economically disadvantaged (U.S. Department of Education, 2015). Following

Institutional Review Board approval, I obtained archival data in the form of TELPAS

scores.

Sampling Strategy

The sampling used in this study was a homogeneous sampling of English

language learners who participated in a bilingual program. The participants for this

sample were 106 English language learners in Grades 3–5 who spoke Spanish and

received bilingual/ESL services at the two elementary schools of the study. The treatment

group and comparison group were comparable in demographics, with both campuses

having 84% of students identified as economically disadvantaged and 25% of students of

limited English proficiency. The campuses both had English language learners who

struggled academically. In addition, the two campuses provided a bilingual/ESL program

in Grades 3–5. The students in the study received a composite TELPAS score in 2016 of

less than 3.5, representing less than *advanced high* proficiency in English. The

comparison group had more students who scored an *advanced high* (3.5–4.0) on the

pretest TELPAS than the treatment group, which reduced the number of comparison-

group students participating in the study. The sample size consisted of 57 students in the

treatment group and 49 in the comparison group. The exact number of students

participating in the study depended on the number of students who received a pretest and

posttest TELPAS composite score and received an *advanced high* score (3.5–4.0) on the pretest TELPAS composite score.

Sample Size

Using G*Power, a priori and post hoc analyses were conducted to determine the sample size with a power of test at least 80% and an alpha of .05 with a medium effect size of .50 to .60. A medium effect size is $d = .50$ (Cohen, 1988) and was appropriate for this study (Buchner, Erdfelder, Faul, & Lang, 2017). Per the G*Power manual (Buchner et al., 2017), I ran an a priori test for a one-tailed t test between two groups with independent means with an effect size of .5, alpha of .05, and power of .80; results indicated a minimum sample size of 102 (51 in each group) was needed for this study. The post hoc test with the same parameters run with the two group sizes of 49 and 57 yielded a power of 81.7%. With this calculated sample size, G*Power determined an 82% probability of correctly rejecting the null hypothesis of no difference between the TELPAS composite scores for the English language learners.

Staff at the treatment school utilized TELPAS scores to determine if students needed additional language support. Students from the treatment school participated in CALL during intervention time to help increase their language proficiency. The treatment campus had more bilingual/ESL students and students had lower pretest TELPAS scores when compared to the students in the comparison school. The comparison school had more students with an *advanced high* TELPAS score on the pretest, which eliminated data from those students from use in the study. This greater number of proficient

TELPAS scores at the comparison school reduced of the number of students who met inclusion criteria.

Data were only used for students with both pre- and posttest archival scores. I did not have any reason to think that missing data were not missing completely at random (Little & Rubin, 1987). The missing data would consist of students not having a pre- or posttest TELPAS assessment due to enrolling late and not attending the school the previous school year or students with an *advanced high* (3.5–4.0) language proficiency level on the pretest TELPAS composite score. To compensate for this possible missing data in the dependent variable, larger groups were necessary. The original sample size was 132. As data were missing for some students, 106 qualified to participate in the study. With this purpose in mind, archival data were accessed for students in Grades 3–5 to achieve a total sample size of 106 students.

The ideal situation would have been not mixing students from two different campuses. In this case, the district is an early-exit district, where most students exit from the bilingual/ESL program in second or third grade. Students in Grades 3–5 typically struggle to exit from the bilingual/ESL program because they have not built their language proficiency. At most campuses in the study district, 20–40 bilingual students remain in the bilingual program in Grades 3–5. Due to this circumstance, the only way to increase the sample size was to add sample students from two similar campuses within the same population, which was the solution taken in this case. As described earlier, the campuses that participated in the study were similar in demographics, with 84% of students identified as economically disadvantaged and 25% of limited English

proficiency. The campuses had similar numbers of students who participated in the bilingual/ESL program, with 68 students at the treatment campus and 64 students at the comparison campus. The students in Grades 3–5 at the two campuses demonstrated lower state assessment scores when compared to other students in Grades 3–5 in the district.

Eligibility Criteria of Participants

A total of 106 English language learners in Grades 3–5 met inclusion criteria for the study; these students spoke Spanish as a native language and had participated in the bilingual/ESL program at the study elementary schools. Students in the sample had TELPAS scores from both 2016 and 2017 for comparison. Data from students who began school at the beginning of the year and withdrew during the school year were considered as incomplete or missing data. Although results were analyzed in aggregate, data were only used for students with both pre- and posttest archival scores.

Recruitment

The district I used to conduct my study has several campuses with similar demographics. I selected two elementary schools out of 15 schools to participate in the study. One school implemented the CALL program, Imagine Learning. Schools involved in the study had a bilingual/ESL program with more than 30 English language learners. I used TELPAS data from 106 students from two elementary schools in the study.

Characteristics of the Sample

Data from the South Texas district consisted of TELPAS scores for 132 students, 68 who participated in CALL on Campus 1 and 64 who did not participate in CALL on Campus 2. The campuses selected were similar in demographics and had students in

Grades 3–5 in the bilingual/ESL program. In the treatment group, out of 68 bilingual/ESL students who took part in the CALL program, 57 students were eligible to participate in the study. Seven students scored *advanced high* on the TELPAS, and four students did not have 2016 or 2017 TELPAS data. Of the 64 students who were bilingual/ESL students in Grades 3–5 at the comparison school that did not provide CALL, 49 students participated in the study in the comparison group. Ten students scored *advanced high* on the TELPAS, and five students did not have 2016 or 2017 TELPAS data and therefore were not eligible to participate in the study. There were 106 participants whose TELPAS data met the criteria for participation, 57 in the treatment group and 49 in the comparison group. The number of students participating in the study was less than the desired sample of 62 students per group required for a .05 alpha, so the results of the study had a loss of power. Because of this loss of power, CALL results were not conclusive.

Instrumentation and Materials

The data consisted of TELPAS composite scores for the students in the selected elementary schools. I accessed archival data from the TELPAS composite scores for speaking, reading, listening, and writing for English language learners from the prior school year (March 2016) and the posttest TELPAS results for the current school year (March 2017). The TELPAS composite scores were used to determine any significant difference in language proficiency between pre- and posttest among those students who participated in CALL and those who did not participate in the CALL.

Concepts Measured by Instrument

The TELPAS measures student English language proficiency in four areas: speaking, reading, listening, and writing. TELPAS scores are used to determine whether students have achieved proficiency to exit the bilingual/ESL program. The reading and listening scores are combined, as described below, to provide a comprehension score (Texas Education Agency, 2016c). The composite language proficiency score was derived from all four domains.

English language learners take the TELPAS assessment annually in the spring semester each year. The TELPAS assessments rate English language learners on reading through a multiple-choice test for students in Grade 2–12. The students take the reading assessment online with trained testing administrators. The teacher and second rater give holistic ratings to students in kindergarten through Grade 12 in listening, speaking, and writing. The TELPAS measures the progress of language development in English language learners in listening, speaking, reading, and writing. The English language learner student receives a composite score based on the holistic rating and reading score. The scores are combined to determine the composite score for each student. District staff review the scores before the end of the school year.

Calculation of Scores

Texas education leaders provide the district with a TELPAS comprehension and composite score for determining if English language learners are making progress on English language proficiency each year. To determine the comprehension score, the proficiency ratings from listening and reading are combined. The ratings of *beginning,*

intermediate, advanced, and *advanced high* are converted to numerical scores of 1, 2, 3, and 4, respectively. The reading and listening scores are averaged together to create the comprehension score (Texas Education Agency, 2016c). To determine the composite language proficiency score, the proficiency rating from each of the language domains is converted from *beginning* to *advanced high* to numerical scores of 1–4. The scores are weighted and added together to create the composite score. As shown in Table 1, the listening and speaking scores have a weight of 1, compared to a weight of 3 for writing and 5 for reading.

The composite score is then changed to a composite rating (Texas Education Agency, 2016c). The holistic rating (beginning, intermediate, advanced, advanced high) is converted into a numerical score (1–4) in listening, speaking, reading and writing. The numerical scores are multiplied with the weight scores and then added together to get the composite score, as shown in Table 1.

Table 1

Example of Composite Rating on the Texas English Language Proficiency Assessment System

2016 composite rating	Weight of the scores	Student holistic rating	Student converted score	Multiply by appropriate weight	Composite rating	Composite rating values
Listening	0.10	Advanced	3	3 x .10	Beginning	1.0–1.4
Speaking	0.10	Intermediate	2	2 x .10	Intermediate	1.5–2.4
Reading	0.50	Intermediate	2	2 x .50	Advanced	2.5–3.4
Writing	0.30	Advanced	3	3 x .30	Advanced high	3.5–4.0
Composite score	$(3 \times .10) + (2 \times .10) + (2 \times .50) + (2 \times .30) = 2.4$ Intermediate = 2.4					

Reliability and Validity

   The TELPAS is administered to each English language learner student annually. Trained testing administrators administer the TELPAS, monitored by the campus testing coordinator. Administrators have to sign an oath after training indicating they will follow state guidelines (Texas Education Agency, 2016c).

   To determine interrater reliability on the TELPAS, teachers are trained on how to use the rating rubrics and the proficiency level descriptors that correlate with the English language proficiency standards. The ratings are determined by classroom observations and student written work. On the writing portion of the assessment, the testing administrator has a second rater to review the writing collections (Texas Education Agency, 2016b). Trained qualified raters collaborate to determine the ratings of students who are between two proficiency levels. Teachers who do not pass the training are considered nonqualified raters. For interrater reliability, a nonqualified rater works under the supervision of a qualified rater who signs and certifies the students' ratings. Through this process, the reliability and validity are consistent with the evaluation of the TELPAS holistic ratings (Texas Education Agency, 2016b).

   District staff receive the TELPAS reports with the individual scores from the Texas Department of Education. Districts can receive additional scores by contacting the TELPAS Management System. The reports furnished by the state are considered confidential reports.

   Researchers used the Kuder-Richardson Formula 20 to calculate the reliability estimates for TELPAS (Texas Education Agency, 2016a). For the Spring 2016 TELPAS

reading tests, internal consistency showed excellent reliability, ranging from .92 to .93

(Texas Education Agency, 2016a). For each subgroup of items (beginning, intermediate,

advanced, and advanced high), reliability statistics ranged from .74 to .87. Classification

accuracy for 2016 Grade 4–5 assessments was deemed at 82%; for Grade 3 it was 81.3%

(Texas Education Agency, 2016a).

Archival Data Access and Analysis

Data Access Processes

The TELPAS scores of English language learners are kept on file by the district

testing coordinator at the district. Each campus testing coordinator has a record of grade-

level TELPAS scores and individual scores for students who attended the school.

TELPAS scores were provided in an electronic format to the district, and individual

reports were sent to the district to be distributed to students. Each student received a

cumulative numerical composite score, as shown in the example in Table 1. The scores

used for the research consisted of the numerical scores for each composite rating. A copy

of archival data was accessed from 2016 and 2017. Upon Institutional Review Board

approval, the administrators at the two research sites accessed Grades 3–5 TELPAS

scores.

Nature of Scale for Variables

Assignment to condition is the independent categorical variable. In this case, there

were two conditions (e.g., students receiving CALL and students not receiving CALL).

Language proficiency score on the TELPAS was the dependent variable and on an

interval scale. I compared TELPAS composite results to determine if students using

CALL increased their language proficiency more than students who did not use CALL. I compared TELPAS composite scores with analysis of variance (ANOVA). Following tests for normality and homogeneity of variances, if there were a significant difference between the scores from pretest to posttest between groups, results would suggest CALL had a positive impact. According to the Texas Education Agency (2016a), TELPAS results provide a vertical scale score: "A vertical scale allows for the direct comparison of students' scores across grade levels in a particular subject. Student increases in vertical scale scores provide information about the student's year-to-year growth" (p. 14). The change in composite score was used to compare language proficiency scores.

Analysis Utilized

I used ANOVA to compare student change in language proficiency by reviewing the change in composite score in the comparison and treatment groups from pretest to posttest. A priori power analysis was conducted using the software package, G*Power (Faul, Erdfelder, Buchner, & Lang, 2013). The sample size of 106 students was analyzed using G*Power analysis for a one-way ANOVA with two groups. Two analysis groups were used in the study with a sample size of 106 students. The alpha of .05, a power test at 80%, and a medium effect size (.50) were used. The effect size convention recommendations are small ($d = .20$), medium ($d = .50$), and large ($d = .80$; Cohen, 1988). There was an 80% probability of correctly rejecting the null hypothesis of no difference between the TELPAS composite scores for the English language learners with the desired sample of 62 students per group. The research sample of 57 students in the treatment group and 49 students in the comparison group was selected from the

ESL/bilingual population from each elementary school. I attempted to accept as many English language learners as possible, to provide an adequate effect size. Posthoc analysis using G*Power yielded power of 81.7%. The sample had the characteristics of a convenience sample because the sample consisted of English language learners who participated in the ESL/bilingual program.

I calculated the increase in student composite scores for each group by subtracting posttest (2017) TELPAS scores from pretest (2016) TELPAS scores. I compared the change in student scores between the comparison group and the treatment group to determine if the difference was statistically significant at $p < .05$. Statistically significantly higher increases in scores among students in the treatment group would suggest the CALL positively impacted English language learner achievement compared to the control condition at the comparison school. Following Institutional Review Board approval, archival student data were accessed.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

The following assumptions were essential to this study. I assumed that the data from the archival TELPAS data provided in this study were accurate. I assumed that both the treatment group and comparison group selected to participate in the study would be equivalent because they were chosen from the same type of population, but students from each campus selected to participate in the study had various levels of language proficiency. The treatment group had more students with low TELPAS scores on their pretest and needing additional language proficiency support; these students received

CALL. The treatment group also had more bilingual/ESL students in the program in Grades 3–5 than the comparison group. The students who participated in the comparison group had higher TELPAS scores on the pretest, causing the numbers of students in the treatment and comparison group to be not equivalent.

Limitations

The generalization of the results of this study to other samples is limited because the population only represents English language learners in Grades 3–5 at two elementary schools studied. An additional limitation was that this study consisted of data from only English language learners in Grades 3–5; there was no comparison of how students from other grade levels performed on CALL. The results of this study pertain to only English language learners in Grades 3–5 and did not apply to students from other grade levels. A concern in regards to the implementation of CALL is the nonarticulated strategies between CALL and classroom instruction, which could affect the overall domains on the posttest TELPAS scores. If results showed statistical significance, other factors such as exposure to extra vocabulary skills using phonological awareness, phonics, and oral language skills could be used with the students to help increase their proficiency levels. Finally, additional resources could be used as a supplement when using CALL to increase the fidelity of the CALL implementation.

Scope and Delimitation

The study was limited to English language learners enrolled in a bilingual/ESL program at each of the elementary campuses. Also, only two elementary campuses were

studied to determine if CALL provided a significant difference in proficiency levels based on the data from TELPAS.

The study was delimited to all students who participated in the CALL program. The program used was Imagine Learning, so results cannot be generalized to other CALL programs. Teachers and school administrators developed class lists. Some English language learners did not participate in CALL. This study took place in one particular academic school year. The data yielded in this study were not generalizable to other years. An additional delimitation of this study was the use of archival data from the TELPAS assessment rather than the collection of other data such as the state reading, math, and science assessments.

Protection of Participants' Rights

Following the district administrator's agreement for me to conduct the study, I gained access to archival data indicating TELPAS scores for English language learners in Grades 3–5. The data were stored in a secure location in my home while I reviewed the data and conducted the study. No description of the school or names of the students were included in the findings. I have not identified the research site or its teachers, students, or administrators. At the end of the research, the data will be stored for 5 years in my personal archives and then destroyed. By keeping the participants' identities confidential, I am protecting the confidentiality of teachers, students, and administrators at the research sites.

Raw data and tables accessed from the South Texas school district were examined. The data the district provided were de-identified without student names for

student confidentiality. Each student was labeled with a number for data collection. The data were reviewed in aggregate.

Data Analysis Results

I analyzed the data to determine the effectiveness of the CALL program Imagine Learning to improve language proficiency in English language learners. Based on the theoretical framework of Levy's (1997) method, I analyzed the data collected from the study district to determine if the use of CALL to teach language skills was associated with increased language proficiency in English language learners in Grades 3–5 by comparing the language proficiency of students who received CALL to that of students who did not receive CALL. The campus that received CALL was the treatment group, and students who did not receive CALL attended the comparison school.

Archival data from the South Texas district consisted of TELPAS scores for 106 students, 57 who participated in CALL on the treatment campus and 49 who did not participate in CALL on the comparison campus. The campuses selected were similar in demographics and had students in Grades 3–5 in the bilingual/ESL program. The district contact person for the CALL program, Imagine Learning, worked on determining which campuses had bilingual/ESL students who participated in CALL and were similar in demographics to the campus that had bilingual/ESL students and did not participate in CALL. The district matched the students who participated in CALL with their TELPAS data scores using their student ID number. Once the schools and the students who would participate in the study were established, the district testing coordinator collected the TELPAS data. The TELPAS data were then provided in a Microsoft Excel format.

The data were separated by campus and then by grade level. I eliminated all the data from students with an advanced high pretest TELPAS score (3.5–4.0) and then eliminated the data of students who did not have both a pretest and posttest. This process reduced the overall number of students whose data were used in the study. Once all the unusable data were removed, I compared pre- and posttest data from the TELPAS assessment for 2016 and 2017. The data were coded in different colors for scores representing levels of *beginner, intermediate, advanced,* and *advanced high* to better determine the number of students in each domain. The data were then reviewed to determine the difference between the pretest and posttest composite score and whether the difference was significant in the composite score and for each individual TELPAS domain of reading, writing, listening, and speaking. The TELPAS assessment was given to the students at the end of the 2016 school year as the pretest. The posttest was the TELPAS given at the end of the 2017 school year. The TELPAS assessment was given to all English language learners in Grades 3–5 to determine language proficiency. Once I reviewed all the data, I analyzed the data using ANOVA.

Final Sample

In the treatment group, out of 68 bilingual/ESL students who took part in the CALL program, 57 students met inclusion criteria for the study. Students who had a TELPAS score of *advanced high* (3.5–4.0) were excluded from the study. Students with an *advanced high* TELPAS score have a language proficiency comparable to a student who is not considered an English language learner. Students with a TELPAS score of 3.4 and below in reading, writing, listening, and speaking were included in the study. Seven

of the students had a composite score of 3.5 or above in 2016 and were not included in the study. Four students did not have TELPAS data from either the pretest 2016 TELPAS or posttest 2017 TELPAS and thus could not provide complete data to compare. Students who did not have a TELPAS score for the pre- or posttest were excluded from the study.

Of the 64 students who were bilingual/ESL students in Grades 3–5 at the comparison school that did not provide CALL, 49 students met inclusion criteria. Ten students at the comparison school scored a 3.5 or higher on the composite score and were not eligible for inclusion in the study. Five students did not have data from either pretest 2016 TELPAS or posttest 2017 TELPAS, and thus the scores were not calculated in the study, as they could not be compared.

There were 106 participants whose TELPAS data met the inclusion criteria for participation, 57 in the treatment group and 49 in the comparison group. The number of students participating in the study was less than the desired sample of 62 students per group, which resulted in decreased power and increased risk for type II error or the ability to detect a significant difference between the two groups when a difference is exists.

Composite Score Analysis by Group

First, I conducted tests for normality. A Shapiro-Wilk test (Razali & Wah, 2011; Shapiro & Wilk, 1965) and a visual inspection of each group's histograms, normal Q-Q plots, and box plots showed that the overall language proficiency composite scores were not normally distributed in either group. I tested for skewness and kurtosis (Cramer, 1998; Cramer & Howitt, 2004; Doane & Seward, 2011). The test showed a skewness of -.488 ($SE = .316$) and a kurtosis of -.299 ($SE = .623$) for those participating in CALL and

a skewness of -.209 (*SE* = .340) and a kurtosis of -.455 (*SE* = .668) for those not

participating in CALL. Since testing for normality revealed nonnormally distributed

results, I used a nonparametric Levene's test to verify the equality of variance in the

samples, or homogeneity of variance (Nordstokke & Zumbo, 2010; Nordstokke, Zumbo,

Cairns, & Saklofske, 2011). The Levene's statistic for the test of homogeneity of

variances was .003, *p* = .954.

I conducted an analysis to determine if the composite score for the pretest and

posttest for both the treatment school and comparison school increased. I wanted to

determine which campus had a significant increase in the TELPAS scores when

comparing the pretest and posttest. Table 2 shows descriptive statistics for the pre- and

posttests for both treatment and comparison groups. I conducted a one-way ANOVA

within each group to determine whether the change from mean pretest TELPAS score in

2016 to posttest in 2017 was statistically significant. Results of the ANOVA indicated a

significant effect for the treatment group, *F* = 19.51721, *p* = .00002. The results indicated

that the students in the treatment group showed a statistically significant increase in

scores from pre- to posttest. Similarly, the results of the ANOVA indicated a significant

effect for the comparison group, *F* = 14.81145, *p* = .00021. The results indicated that

students who did not participate in CALL also showed a significant increase in language

proficiency, as measured by TELPAS scores. The students at the treatment school

participated in CALL, and the comparison-school students participated in classroom

instruction. The means and standard deviations for the composite scores are in Table 2.

Table 2

Descriptive Statistics for Pre- and Posttest Language-Proficiency Composite Scores, Treatment and Comparison Groups

Group	N	Pretest: 2016 TELPAS Scores Grades 2–4		Posttest: 2017 TELPAS Scores Grades 3–5		Mean increase
		M	*SD*	*M*	*SD*	
Treatment	57	2.668	0.557	3.133	0.567	0.465***
Comparison	49	2.337	0.573	2.847	0.730	0.510***

Note. TELPAS = Texas English Language Proficiency Assessment System. Scores on a scale of 1–4, with 4 representing advanced high proficiency.
***$p < .001$.

Composite Score Analysis Between Groups

I conducted a one-way ANOVA on the change in scores from pretest to posttest between treatment and comparison groups. I took the composite scores from both the treatment and the comparison group to determine the difference between the pretest and posttest scores. I then conducted an analysis on the difference between the scores for both the treatment group and comparison group. Table 3 shows descriptive statistics for the change for the pre- and posttests for both treatment and comparison groups. I compared the scores between each group to determine whether the increase between the pretest and posttest was significantly different between the treatment and comparison schools. The mean change between the posttest TELPAS score 2017 and pretest TELPAS score 2016 was analyzed. The difference in the change in scores from pretest to posttest was not significant between treatment and comparison groups, $F = 0.0108$, $p = .917428$. The mean and standard deviations for the difference in composite scores are in Table 3.

Table 3

Difference Between Pre- and Posttest Language-Proficiency Composite Scores, Treatment and Comparison Groups

		Change in composite score	
Group	*N*	*M*	*SD*
Treatment	57	0.4789	0.5573
Comparison	49	0.4673	0.5907

When comparing the treatment group and the comparison group, both groups showed a statistically significant increase in the language-proficiency composite score on the 2017 posttest, compared to the 2016 pretest. Both groups had a similar number of students who did not make any progress and a small group of students who regressed in their composite score when comparing 2016 and 2017 TELPAS scores. The number of students in each group whose scores increased, decreased, or stayed the same is shown in Table 4. For the treatment group, 28 students (49.1%) increased their score by 0.5 or more points; for the comparison group, 26 students (53.1%) increased their score by 0.5 or more points.

Table 4

Number and Percentage of Students Showing Increase, Decrease, or No Change in Composite Score on the Texas English Language Proficiency Assessment System

		Increased score		Score unchanged		Decreased score	
Group	*N*	*n*	%	*n*	%	*n*	%
Treatment	57	43	75.4	6	10.5	5	8.8
Comparison	49	36	73.5	5	10.2	8	16.3

I compared the pretest means to see if they were significantly different between groups. Pretest means were significantly lower among the treatment group than the comparison group, $F = 9.114$, $p = .00319$ (see Table 2). This initial difference might have impacted the study findings. A possible reason for the selection-regression threat was that the treatment group was at a disadvantage; the treatment school had students with lower TELPAS scores on the pretest. This outcome pattern may exist in studies in which the CALL program was used without teachers providing additional support in the classroom. CALL programs such as Imagine Learning are designed to help address reading skills and assist in increasing language proficiencies among English language learners receiving support from the teacher in the classroom (Heller & Carter, 2015). For instance, educational programs that allow for student collaboration and student interaction have been designed to help students with limited language skills and performing poorly academically when compared to their peers (James, 2014). Most English language learners are performing poorly before entering the bilingual/ESL program (Sanchez, 2017). Prior differences between the groups might have affected the outcome of the study.

The comparison group showed a slightly higher increase from pre- to posttest but also began with a statistically significantly lower mean score on the pretest. More students in the treatment group had language proficiency composite scores lower than *advanced high* (3.5–4.0) when compared to the comparison group, causing the number of students participating in the study to be larger for the treatment group than the

comparison group. Further analysis was conducted on each domain on the TELPAS:

listening, reading, writing, and speaking.

Further Analysis by TELPAS Domain

To gain a better understanding of how CALL impacted student language

proficiency, I conducted an analysis for each of the TELPAS domains. The TELPAS

assessed four domains in English: reading, writing, speaking, and listening. The

composite score tested above combined those four domains. The treatment campus at the

study district used CALL as an intervention to assist students in increasing their language

proficiency. The CALL program focused on reading by utilizing phonemic and

vocabulary skills that build on language skills. Results of the analysis of each domain for

both treatment and comparison groups are shown in Table 5.

Table 5

Descriptive Statistics for Pre- and Posttest TELPAS Scores, Treatment and Comparison Groups, by Domain

Domain and group	Pretest: 2016 TELPAS scores Grades 2–4		Posttest: 2017 TELPAS scores Grades 3–5		Mean increase
	M	*SD*	*M*	*SD*	
Reading					
Treatment	2.40	0.73	2.96	0.80	0.561***
Comparison	2.04	0.71	2.45	0.87	0.408*
Writing					
Treatment	2.61	0.62	2.96	0.71	0.351**
Comparison	2.43	0.65	3.14	0.79	0.714***
Speaking					
Treatment	3.21	0.73	3.70	0.57	0.4491***
Comparison	2.80	1.03	3.35	0.83	0.551**
Listening					
Treatment	3.61	0.70	3.91	0.29	0.298**
Comparison	3.02	0.91	3.45	0.74	0.429*

Note. Treatment $N = 57$; comparison $N = 49$. TELPAS = Texas English Language Proficiency Assessment System. Scores on a scale of 1–4, with 4 representing advanced high proficiency.
*$p < .05$. **$p < .01$. ***$p < .001$.

For reading, speaking, and listening, the comparison group showed a statistically significantly lower pretest score than the treatment group. The between-group change in score was not statistically significant for any of the individual domains. Notably, the treatment group showed more of an increase than the comparison group in reading, the only domain with that result. Domain-specific findings suggested that CALL helped the treatment group but only in reading, the focus of the program. In addition, the analysis

suggested teachers using CALL were not emphasizing the areas of writing, listening, and speaking to assist students to become proficient in English. To aid students in all language domains, teachers may use instructional strategies that allow for student collaboration and interaction along with the use of CALL (James, 2014). For successful integration of CALL, teachers need to be trained on how to implement CALL and how classroom instruction can support CALL to increase language proficiency (Mahdi, 2013). If use of CALL is to continue, the results supported providing additional staff development to teachers to provide additional strategies in writing, speaking, and listening to English to support lower performing English language learners. The staff development should be implemented using CALL and other applications to ensure proper CALL implementation for language learning. Furthermore, teachers should be familiar with the latest trends on how to teach English language learners (Mahdi, 2013).

Conclusion

In the second section, I discussed how I used quantitative research to compare two groups of English language learners using a nonequivalent-group, pretest-and-posttest design. I analyzed measures of the TELPAS outcome from students using CALL and a comparison group not using CALL to determine whether CALL contributed to the academic success of English language learners. I analyzed scores from 106 English language learners from two elementary schools. The sample consisted of English language learners in Grades 3–5 who had a TELPAS composite score lower than 3.5 (advanced high) on the 2016 TELPAS, as a higher score would lead to an exit from the bilingual/ESL program. I analyzed TELPAS assessment scores to determine if there were

a significant difference in change in proficiency levels of English language learners between the treatment and comparison groups. After I received Institutional Review Board approval, I contacted the administrator responsible for Grades 3–5 CALL program Imagine Learning and TELPAS scores. Participants of the study were anonymous, and the school names were not included in the research.

Results indicated no statistically significant difference in language-proficiency score increase between students who participated in CALL and those who did not participate in CALL, and therefore results did not support the hypothesis. In addition, due to the loss of power, the study of CALL was not conclusive, as the sample size was less than expected. The results indicated that English language learners who participated in the CALL under study, Imagine Learning, did not perform better than the comparison group. Previous research (e.g., James, 2014; Naraghizadeh & Barimani, 2003; J. Li et al., 2014) showed CALL helps improve language proficiency. In this study, CALL did improve students' proficiency statistically significantly (see Tables 2 and 5). However, students receiving classroom instruction without CALL also showed statistically significant improvement.

One possible cause is the deficient application of CALL in the classroom and the nonarticulated strategies between CALL and classroom. CALL only helps with reading, whereas the TELPAS domains include writing, listening, and speaking assessments of proficiency. Hence, if CALL is to be used to improve student reading skills, teachers need to learn instructional strategies in the classroom to support CALL in writing, listening, and speaking, the other domains on the TELPAS. Thus, I proposed creating

professional development for teachers on how to use and apply additional strategies to support CALL or other reading programs and how to articulate them inside the classroom teaching. Future queries about the effectiveness of CALL and its impact on language proficiency should evaluate data for a longer period to determine any significant growth in language proficiency when utilizing CALL. Additionally, classroom strategies in combination with the program Imagine Learning should be investigated. Section 3 describes the project used to address the research questions and discusses findings.

Section 3: The Project

Overview

Results of this study showed that the use of CALL did not increase English language learners' proficiency on the TELPAS as compared with that of a comparison group not using CALL. CALL helps students with reading English but does not address writing, speaking, and listening skills, which are assessed by the TELPAS. The CALL program, Imagine Learning, is designed to assist English language learners with vocabulary development, including academic language. Students should receive engaging activities that allow for differentiation among the English language learners (Cassady, Smith, & Thomas, 2017). To implement CALL effectively, teachers need to recognize the learning needs of the individual students, make careful consideration when utilizing technology, review the content offered to the student, and develop effective techniques to assist in CALL implementation (Mahdi, 2013). This project was intended to assist teachers and administrators in supplementing CALL use with classroom strategies to increase student language proficiency in all areas, assisting in academic performance (Mahdi, 2013). Longberg (2012) found that when CALL literacy intervention is implemented to support language and literacy acquisition of English language learners, multiple literacy strategies that involve student interaction and collaboration should be implemented along with CALL to help support students. Therefore, resources for teachers can supplement the use of CALL in all TELPAS domains to increase language proficiency; previous research suggested that CALL could be effective when implemented with additional resources (Bailey & Carroll, 2015; Longberg, 2012).

The results of this study indicated that English language learners who participated in CALL continued to struggle to increase their language proficiency. One possible cause is the inadequate implementation of CALL in the classroom and the nonarticulated strategies between CALL and classroom and between CALL and the domains of the TELPAS. Providing English language learners with the opportunity to have conversations with academic vocabulary and to practice listening comprehension through conversations assists students in building language proficiency (Cassady et al., 2017). Therefore, I created professional development for teachers on how to use and apply CALL strategies and how to implement effective strategies in the classroom to address the TELPAS domains of writing, listening, and speaking English. Professional development will provide teachers with ways to implement classroom strategies that support CALL or other reading programs as an intervention to educate English language learners. In this section, I provide details of the project and discuss my goals and rationale for developing this professional development training.

Description

I investigated the results of using CALL to improve proficiency levels in English language learners. Results suggested use of CALL without additional classroom strategies was not sufficient to help increase student scores on all the domains of the TELPAS. A 3-day professional development training will be implemented. This project will provide teachers, including administrators, with a learning opportunity to increase student proficiency in speaking, writing, and listening in English by offering teachers

strategies to engage students in discussions, writing, and critical thinking for academic success.

The professional development will consist of 3 full days of training that will highlight strategies to assist teachers in the implementation of best classroom practices that support CALL in all domains of the TELPAS that lead to language proficiency. This 3-day professional development will consist of 6 hours of training each day. Teachers will learn how to read TELPAS data to help them understand student proficiency levels before school begins and how to incorporate listening, speaking, and writing strategies to support CALL.

On Day 1 of training, the focus will be to analyze students' end-of-the-year TELPAS data to give teachers an understanding of language proficiency levels and provide strategies to support classroom use of CALL to increase student language proficiency. Teachers will learn the history of CALL and how previous research suggested that it contributes to language proficiency for second language learners. Teachers will receive a copy of students' TELPAS data to review and interpret. The participants will utilize the data to make connections with TELPAS and CALL and how teachers can support their students. Discussions throughout the training will engage teachers in the learning experience.

On Day 2 of training, teachers will learn about the sheltered instruction observation protocol (SIOP) that addresses background knowledge and comprehensible input strategies (Echevarría, Vogt, & Short, 2013; Kareval & Echevarría, 2013). The teachers will have meaningful discussions and opportunities to write.

On Day 3 of training, the teachers will learn strategies using CALL to increase student language proficiency in listening, speaking, and writing. At the end of each training session, teachers will evaluate the professional development and provide input on how to improve the trainings. The participants will receive a 1-hour lunch break and six 10-minute breaks each day. Teachers will engage in cooperative learning activities, PowerPoint presentations, and dialogue. Participants will conclude the training with an in-depth discussion of the advantages and disadvantages of using CALL in the classroom as a resource.

Goals

Currently, English language learners struggle to perform at the same level as their peers. Teachers have noted that they need additional resources to help support English language learners in the classroom. English language learners at the site have shown a lack of self-confidence in learning a new language. CALL was implemented at the study district to build on reading fluency and comprehension and assist with language proficiency. Based on my findings from reviewing the language proficiency of the English language learners, students using CALL on the study campuses showed no significantly greater increase in overall language proficiency than students not using CALL. The difference between using CALL and not using CALL could become greater when supplemental resources are used with CALL (Grgurović et al., 2013). On the study campus, CALL is currently being used as an intervention aside from classroom instruction. Teachers need to have an understanding of how to meet the needs of English language learners. The project for this study was to determine if CALL contributed to

language proficiency among English language learners in a school district in South Texas, since English language learners had fallen below their peers on academic achievement (Murphey, 2014).

Therefore, this professional development will provide teachers with strategies to engage students in the activities and address the needs of English language learners in the classroom. Teachers will understand the purpose of CALL and how to analyze and use the data in the classroom for instruction, and they will determine what lessons impact student language proficiency. Because of the professional development, teachers will learn how to implement various strategies to increase overall language proficiency.

Rationale

The CALL program selected was implemented in a South Texas school district to English language learners. The district has used the program for several years and pays for the program for schools with a large number of bilingual students. The teachers like the program because they are able to track student progress. The TELPAS scores did not show an overall significant difference in language proficiency for students at the campus utilizing CALL to support language proficiency when compared to students at a campus not using CALL. CALL only appeared to help with the reading domain of TELPAS. The professional development project will address the problem of CALL not providing a significant difference in language proficiency on the posttest TELPAS assessment. TELPAS measures listening, speaking, reading, and writing to increase language proficiency, whereas CALL focuses on the reading component on TELPAS to build on phonemic awareness, decoding, concept to print, vocabulary, fluency, and

comprehension. Therefore, the staff development will address the listening, speaking, and writing domains to support English language learners. By providing support in listening, speaking and writing, all components of the TELPAS domains will be addressed to assist in improving language proficiency among English language learners.

I chose to do the staff development on listening, speaking, and writing to address the needs of the students in the TELPAS domains that are not addressed when students utilize CALL as a supplemental resource. Providing the teachers with staff development in listening, speaking, and writing will support reading in all of the language domains on TELPAS. Listening, speaking, and writing can be subjective when measuring these components on TELPAS. Providing teachers with staff development on how to increase student participation in the classroom will allow students to listen and speak to other students and build on language proficiency (Hill & Miller, 2013).

This project could enhance how teachers address the needs of English language learners and thus increase language proficiency. Because of this training, educators will gain knowledge on the implementation of CALL and how specific strategies can support English language learners. The training will address strategies that focus on speaking, listening, and writing for English language learners, whereas CALL does not, focusing only on reading. The information the staff will receive can contribute to improving student language proficiency and academic success. The participants will engage in discussions on how to support English language learners and strategies to support CALL and increase language proficiency in each domain of the TELPAS.

Review of the Literature

Appropriateness of Professional Development Approach

In this literature review, I determined professional development as the best approach to disseminate information based on the findings from the quantitative study on the success of CALL to increase language proficiency. The center of the study was to determine if use of CALL resulted in an increase in the language proficiency among English language learners from the beginning of the year to the end of the year. CALL is utilized in isolation rather than in combination with classroom instruction, which could have contributed to lack of a significant difference between the treatment and comparison groups. For this reason, professional development will provide teachers will additional resources and instructional strategies needed to support CALL and contribute to increasing language proficiency. I highlighted Levy's (2009) theory on CALL to support professional development as an appropriate method. I researched topics such as ways to increase language proficiency, CALL, sheltered instruction, the SIOP model, background knowledge, and instruction for English language learners as a framework for this professional development.

I used the following databases to locate references for the literature review: Google Scholar, Education Research Complete, ProQuest, and the Walden University library. I focused on studies that contained information on English language learner strategies that support CALL. Search terms included *CALL for English language learner students, SIOP strategies, SIOP model, computer-assisted language learning with instructional resources, writing strategies for ELL students, listening and speaking*

strategies for ELL students, literacy strategies for bilingual students, CALL affects literacy, and *English language learning strategies.*

Professional development is an appropriate project to increase teachers' instructional knowledge of language proficiency with the use of CALL and instructional strategies. Second language learners learn in a variety of ways to build on language proficiency. This staff development will provide teachers with strategies they can take back to the classroom to support CALL. Providing the teachers with understanding and strategies of how to incorporate opportunities for students to use listening, speaking and writing skills will help students achieve language proficiency. Teacher also will gain an understanding of the SIOP strategies that provide teachers with ways to engage students in the learning process. The literature review includes evidence supporting professional development as the framework for this project. The design of the professional development focuses on strategies that will support CALL to increase language proficiency and academic success among English language learners.

Theory and Research Supporting the Project

This research study explored CALL and its impact on English language learners in Grades 3–5. The data collected for the study were the language proficiency scores on the pretest 2016 TELPAS and the 2017 posttest TELPAS assessment. English language learners take the TELPAS each year to monitor the progress of their language proficiency. In this study, I compared two campuses, one that implemented CALL and one that did not implement CALL. Students on the study campus that implemented CALL participated in the CALL program, Imagine Learning. CALL is an intervention

designed to accelerate students' language proficiency (Bailey & Carroll, 2015). Students receiving CALL as an intervention use a computer to read passages and participate in oral reading fluency with some graphs. CALL monitors student progress and provides baseline scores on the student's reading fluency (Barber, 2015).

Bilingual/ESL teachers are trained to understand how linguistic and cultural norms are provided to English language learners; this helps them to address both the new and old languages students are learning (Chun, Smith, & Kern, 2016). The data in my study led me to conclude other resources are needed to support CALL and increase language proficiency among English language learners. CALL is designed to increase reading fluency and comprehension that build English proficiency (Lin, 2014); thus, other resources need to be provided to increase listening, speaking, and writing skills that affect the overall TELPAS domains. Z. Li and Hegelheimer (2013) as well as James (2014) mentioned that CALL should not replace instruction in the classroom, which means teachers need to be trained on how to implement instructional strategies to engage students in talking, listening, and writing to support the CALL reading-based intervention. CALL creates limited interaction among students (L. Hsu, 2013; Levy, 1997). Providing teachers with additional strategies may engage students in the learning by speaking, listening, and writing what they are learning. By implementing the staff development strategies, students will begin to increase language proficiency that affects the domains of TELPAS.

How CALL affects literacy. This study focused on Levy's (1997, 2009) approach to using CALL to teach language skills that support academic achievement.

This theoretical framework uses technology to increase language proficiency for second language learners. CALL is a tutor-like approach where students work independently on literacy skills to build on their language (Levy, 2009). The TELPAS assessments are designed to monitor student progress yearly in the English language in four domains: listening, speaking, reading, and writing. As TELPAS is used to determine language proficiency, other domains (listening, speaking, and writing) need to be addressed to increase language proficiency.

Helping English language learners develop language proficiency is a priority. To better understand academic language, students must develop their basic interpersonal communicative skills and CALP (Cummins, 1979). Basic interpersonal communicative skills allow students to communicate in a social setting. CALP provides the students with the academic language and cognitive skills needed to be successful in the classroom. Training teachers and providing students with the opportunity to engage in lessons that consist of problem-solving, interpreting meaning, evaluating evidence, and working collaboratively will contribute to CALP (Cummins, 1979; Sabzian & Gilakjani, 2013).

Research has shown that when implementing CALL with English language learners, students also should be exposed to various strategies that support CALL (Longberg, 2012). The results from the study show that CALL targeted reading skills of English language learners. To implement CALL effectively, teachers have to determine the needs of their students, review classroom strategies, and use additional resources in addition to CALL implementation (Cassady et al., 2017). CALL can be effective if teachers of English language learners support students by providing a variety of strategies

in language proficiency (Cassady et al., 2017). Intervention resources for English language learners who do not demonstrate language proficiency should include activities that are aligned with the state standards and link to CALL with targeted skill areas (Heller & Carter, 2015).

The CALL program used in this study was Imagine Learning, which focuses on reading that builds on the literacy skills of English language learners. Students who participate in CALL strengthen their decoding skills and build on their oral reading (Heller & Carter, 2015). Vocabulary is the key element of comprehension when reading. Vocabulary words need to be selected for specific questions and lessons (Heller & Cater, 2015). By providing students with activities specific to the words introduced in the lesson, students will have a better understanding of what they will be reading. Using vocabulary has shifted from memorization to students becoming familiar with the words and how they are used in context (Van der Kleij, Feskens, & Eggen, 2015). Whereas students use CALL to master vocabulary and reading skills, strategies that focus on listening, speaking, and writing in the classroom can assist in increasing the proficiency levels in the other domains of TELPAS. To do this, teachers need to implement listening, speaking, and writing strategies in the classroom. By providing strategies in combination with CALL, students will become more successful academically (C. K. Hsu, Hwang, & Chang, 2013; James, 2014).

Listening, speaking, and writing. When CALL is implemented as an intervention, listening, speaking and writing are not a focus of instruction. Because CALL's focus was reading and building language, the three areas of listening, speaking,

and writing were not addressed fully during the intervention time. Students participating in CALL do not have an opportunity to speak with each other or work with each other, as it is a computer-based program that works with only vocabulary and literacy skills that build on language acquisition. To get a better idea of how to support English language learners as they work on CALL, I will go deeper into the benefits of implementing listening, speaking, and writing skills to engage students and support CALL. Through the implementation of these strategies, students may increase their overall language proficiency. For English language learners, exposure to literacy activities that focus on listening, speaking, and writing allows students to practice language acquisition that builds on language skills (Echevarría et al., 2013).

Listening allows English language learners to comprehend what is being said during the intervention (Richards, 2015). When CALL is being utilized, it is important that students listen to the speaking accent, word pronunciation, and grammar (Kim, 2014). Listening is an important step for learning a second language (Nomass, 2013). Utilizing CALL supports reading and may help improve listening skills; listening can be improved by having students talk to each other (Kim, 2014). When students have the opportunity to work collaboratively and listen, students also are more engaged in the lesson and become academically successful (Motley, 2016).

When students are using CALL, students have an opportunity to listen throughout the intervention but do not have the opportunity to speak. Students need the opportunity to speak with each other to build on their language skills (Bunch, 2013; Echevarría et al., 2013). If teachers group students with the same proficiency level, speakers and listeners

can communicate better. Students begin to have meaningful conversations when they work collaboratively with someone who has the same proficiency level. Providing the students with sentence stems can help generate talking among the groups (Goldenberg, 2013). In addition, when teachers have students work collaboratively, with or without the same proficiency level, students begin to increase language proficiency and have meaningful discussions (Lys, 2013). Teachers can find activities that get the students to work collaboratively and talk during the day. This interaction gives English language learners the opportunity to become proficient in the new language.

Writing plays a role in the language development of English language learners. When CALL is utilized, students are engaged in building reading skills and do not have an opportunity to build on their writing skills. Listening is the often the first skill to develop, following by speaking and reading; finally, writing develops as students begin to express their ideas (Lys, 2013). Teachers struggle with teaching writing in the classroom, as many English language learners have trouble putting their ideas on paper (Robertson & Ford, n.d.). Students should be exposed to both formal and informal writing in all content areas. When students are beginning to learn the structure of writing, providing students with writing frames or templates should guide students as they write sentences and brief paragraphs (Robertson & Ford, n.d.). By using graph organizers or sentence stems, teachers can provide students with the support they need to begin thinking about their writing (Motley, 2016). Students are not exposed to graphic organizers and formal and informal writing while using CALL. With CALL, teachers lack the ability to determine what type of writing the students will be exposed to during intervention time.

The more support teachers can provide to students, the more successful students will become in their writing (Motley, 2016).

To support CALL and build on language proficiency in reading, listening, speaking, and writing, strategies can work together in the classroom that build on each of the language proficiency domains on TELPAS that support CALL. One of the strategies that bring the domains together is sheltered instruction. The professional development will focus on the SIOP model to build on each of the language proficiencies that support CALL and the overall increase in language proficiency.

The SIOP Model

The SIOP framework is a comprehensive academic intervention for students who need to increase academic language proficiency. This framework can bridge this gap between teachers and English language learners by fully supporting content instruction while utilizing language strategies that incorporate reading, writing, speaking, and listening (Echevarría et al., 2013; Vogt & Echevarría, 2015). Over the years, researchers have shown that the SIOP model contributed to student success in learning grade-level content while developing English language skills (Song, 2016). Students who utilize CALL are exposed to self-directed learning that focuses on individual needs, learning styles, or preferences (Son, 2014). The SIOP model focuses on grade-level content and language objectives of the lesson provided to English language learners (Colorín Colorado, n.d.; Echevarría et al., 2013). SIOP brings all the of the elements from TELPAS into everyday instruction.

Learning objectives. The learning objectives teachers use to guide their instruction when teaching English language learners are the English Language Proficiency Standards. To build on academic language, lessons should be drawn from these standards (Kibler, Walqui, & Bunch, 2015). When students use CALL, the standards are not a focus, and instruction is based on reading language skills. By implementing SIOP strategies, teachers can facilitate students' learning with CALL (Echevarría et al., 2013). Teachers should be familiar with the English Language Proficiency Standards and have a clear understanding of the objectives; this will assist in lessons becoming more meaningful and allow for students to be engaged and involved in the lesson. The English Language Proficiency Standards can be found in most district curricula or can be located through the State of Texas website. The English Language Proficiency Standards are described in the Texas Education Code (2017) section 74.4.

Building background knowledge. To build on CALL and support the other domains of TELPAS to increase language proficiency, teachers must build on background knowledge of the students. Building on background knowledge draws links to what students already know and prepares them for what will be taught. Building on background knowledge helps students to understand any new vocabulary to be learned (Echevarría et al., 2013; J. Li, Cummins, & Deng, 2017). To build on background knowledge, teachers can bring in past or present experiences while utilizing vocabulary words that will be a focus of the lesson. Students with prior knowledge about a topic can recall and elaborate aspects of the topic, allowing the students to build schema (Frost, Siegelman, Narkiss, & Afek, 2013). Students can build schema when background

knowledge has been established (Frost et al., 2013). However, teachers must be culturally aware to determine students' prior knowledge. Students from culturally diverse backgrounds struggle to comprehend text or concepts because the schema of the text or what is being taught may not match the schema of their cultural background (Echevarría et al., 2013).

Comprehensible input. Comprehensible input means the language is received and understood by the listener even though the student does not understand all of the words or structures (Echevarría et al., 2013; Goldenberg, 2013). Students receive comprehensible input while using CALL when words and sentences structures are provided during the lesson. Students receive the information to build on their language but may not always understand the language provided in the lesson. To support CALL, teachers can create lessons using vocabulary that the students understand. Teachers also can create shorter sentences with simpler syntax, pause between phrases, stress high-frequency vocabulary words, provide directions orally and written, and model student expectations (Frost et al., 2013). Teachers can provide an opportunity for guided practice and hands-on practice. Teachers can utilize visual aids to support what is being learned (Echevarría et al., 2013). Echevarría et al. (2013) stated that teachers need to explain academic tasks clearly to ensure students accomplish the task successfully. When utilizing CALL, exposing the students to various vocabulary words and sentence stems before the lesson will assist the students in becoming successful.

Strategies. During the implementation of CALL, teachers can utilize classroom strategies to engage students in the lesson. Teachers can bring back to the classroom what

the students are learning while using CALL and provide clear instructional expectations

and implement questioning strategies that involve higher order thinking such as critical

thinking skills, predicting, problem solving, summarizing, evaluating, organizing, and

self-monitoring (Goldenberg, 2013). The teacher can scaffold the instruction (verbal,

procedural, and instructional) to offer students the support needed to make progress in

their language development (Echevarría et al., 2013). Teachers also can provide an

opportunity for students to practice what they have learned as well as time to work

independently. A strategy teachers can use is graphic organizers that assist visual learners

(Praveen & Rajan, 2013). In addition, students can use the talk, read, talk, write strategy,

which allows students to engage in discussion, read, discuss what they have written, and

then put their thoughts on paper (Motley, 2016). As students utilize CALL, teachers can

provide students with graphic organizers and other strategies that support the learning

during their intervention time. By utilizing various strategies, teachers can engage

students in language learning.

   Interaction. One of the strategies CALL does not have is the opportunity for

students to interact with each other during intervention time. The teacher can group

students and provide them with opportunities to interact with their peers as they work

collaboratively (Blasco-Arcas, Buil, Hernández-Ortega, & Sese, 2013). Students can

work cooperatively on projects that allow for discussion (Goldenberg, 2013). Using

various strategies encourages students to interact and have meaningful conversations

(Echevarría et al., 2013). Allowing students to interact will reduce teacher talk and

encourage talk from the students.

Practice and application. CALL provides the students the opportunity to practice and apply what they are learning in the computer-based program, Imagine Learning. Students may use the program to practice the strategies they have learned in vocabulary and reading lessons (Echevarría et al., 2013). In this component of the SIOP model, students need the opportunity to utilize hands-on activities and manipulatives (Echevarría et al., 2013). Teachers can plan lessons relevant to the English Language Proficiency Standards and provide students the opportunity to practice what they have learned (Keengwe, Onchwari, & Agamba, 2014) as reading, writing, listening, and speaking is integrated with the lessons.

English language learners continue to struggle in public schools with meeting academic standards (Colorín Colorado, n.d.; Merriott, 2017). Providing students with the opportunity to use CALL and additional strategies that support CALL can help English language learners be successful. Teachers need to provide English language learners with high expectations that support the vocabulary and reading skills CALL provides to the students. Teachers need to be specific in their instruction and ensure they are implementing the English Language Proficiency Standards that support all language domains of TELPAS. As teachers utilize CALL and the various strategies that allow students to become immersed in the learning, students will begin to understand the content they are being taught, can build on their language, and can become academically successful (Merriott, 2017).

Project Description

The next step in implementing the project will be to make contact with district personnel to determine the staff development days. I will work with the administration and the curriculum department on determining 3 days during the school year to provide staff development. The training will take place on district staff development days during the school day or on a designated Saturday professional development day. The training days will consist of 3 days of training that allow teachers to go back to their classroom to implement strategies learned. I will determine the training based on what facilities the district has available. I will ask campus administrators to recruit teachers to attend the training that supports increasing English language learners' language proficiency.

I will work collaboratively with the curriculum department one week prior to the staff development to go over the PowerPoints and materials used for the 3-day training. I will discuss with the department how the professional development can support teachers in the classroom when utilizing CALL. The curriculum department will be asked to pull TELPAS data for teachers who are attending the training. The TELPAS data will be utilized during the staff development. I will follow up with the department a couple of days prior to the training to ensure everything is ready for the training.

Potential Resources and Existing Supports

The proposed professional development training will be used as a guide to assist teachers who work with English language learners to meet the needs of each student and increase each student's language proficiency. The specific resources needed for the 3-day training will be a location that can hold more than 50 participants. Space will be set up to

allow teachers to work collaboratively in groups and an area for teachers to walk around to allow for space for the activities in the presentation. A PowerPoint presentation will be used as a visual for teachers. I will work with district personnel to determine funds to provide materials and resources to implement activities from the presentation. During the 3-day professional development training, participants will receive a copy of the presentation, chart paper, sentence strips, graphic organizers, and various resources to take back to the classroom. The resources that need to be copied will require paper, ink, and access to a copy machine. During the staff development, I will prepare a sign-in sheet, set up technology, and ensure all the participants have the all the necessary materials to participate in the learning. The material for the professional development is included as the appendix.

Potential Barriers

The potential barrier that may impact the effectiveness of the 3-day professional development is the willingness of the teachers to implement the information in the classroom. Some teachers may be concerned with the correlation between the training and CALL. Teachers will be provided with various strategies throughout the year, and teachers may look at this professional development as just another training. To decrease the potential barrier, I plan to provide the teachers with an understanding of the history of CALL and how CALL supports literacy and can increase the language proficiency among English language learners. I also will provide hands-on activities to implement during the 3-day staff development that teachers easily can take back to the classroom.

Proposal for Implementation and Timetable

The 3-day professional development will take place throughout the school year. Each staff development day will consist of 6 hours of training with two 10-minute breaks and a 1-hour lunch break. The training will take place during the school year to give teachers an opportunity to review the previous year's TELPAS data and take knowledge back to the classroom to determine ways teachers can support English language learners in the classroom while using CALL as an intervention. Presenting the information to administrators and teachers will give the teachers new insight into planning for the school year.

Roles and Responsibilities of Student and Others

My role and responsibility for this 3-day staff development will include ensuring that space is available to present the training. I will work collaboratively with the district to reserve a location with a capacity of 50 or more participants. Space will need to be large enough for staff to move around and work collaboratively. I will be responsible for setting up and organizing the tables to allow for the participants to work collaboratively. I will be responsible for creating a sign-in sheet and making copies of the presentation, enough for each participant. I also will be responsible for gathering materials for the training. I will present to the participants, including providing hands-on activities and collaboration. The administrators at the campus level will be responsible for inviting the participants to the training and ensuring they are present. All the participants will be responsible for attending the 3-day training and for being engaged in the training to enhance language learning in the classroom.

Project Evaluation Plan

The purpose of the 3 days of professional development is to provide 50 or more

teachers with classroom strategies that will support and supplement CALL and increase

language proficiency among English language learners. The goal of the professional

development is to assist teachers in providing the support English language learners need

to increase their language proficiency in the classroom by using CALL and using

additional classroom strategies that will lead to academic success. A professional

development formative evaluation and midyear and end-of-year survey will be provided

at the end of each staff development day to determine the effectiveness of the training.

The goal of the formative evaluation and surveys is to determine if providing the

information on CALL and instructional strategies that support English language learners

has a positive outcome to the participants, if the hands-on activities were appropriate, and

if the information provided will be utilized in the classroom. The evaluation will provide

feedback that will identify possible changes that can assist teachers in future training. The

evaluation is included as part of the appendix.

The participants will complete the formative evaluation at the end of Day 1 and

Day 2 of training. The information will be reviewed at the end of each training day to

determine if any changes need to occur for the next training day. If the feedback indicates

changes are needed, I will make changes to the presentation to ensure Day 2 and Day 3 of

staff development are successful. At the end of Day 3 of professional development, an

additional formative evaluation will be provided to determine whether any additional

changes should be made to the staff development. In addition to the formative evaluation

at the end of each day of professional development, a survey will be provided to the

teachers who participated in the training at midyear and at the end of the year to

determine if implementing the classroom strategies with the implementation of CALL

has contributed in increasing student language proficiency. I will use the results of each

evaluation and survey to determine if additional changes need to be made for future

professional development. I also will use the information to determine if teachers will

utilize the information in the classroom to support CALL. District and campus

administrators may use the evaluation and survey information to determine if additional

training needs to be provided to the teachers to increase their knowledge on how to

support English language learners on how to increase language proficiency.

Project Implications

Local Community

This project likely will have a positive impact on classroom instruction by

providing professional development that will support CALL and build on autonomy. The

training will provide teachers with engaging strategies that increase learners' motivation

through various teaching methods that increase language proficiency (Mutlu & Eroz-

Tuga, 2013). The 3-day professional development will give teachers instructional

strategies that will support CALL in a south Texas school district. The local problem in

the study district includes students who struggle academically due to a lack of English

support in the home and failure to increase their language proficiency in school. Students

utilize CALL as an intervention to increase their English language proficiency. The

purpose of this study was to determine if CALL significantly increased language

proficiency among English language learners in Grades 3–5. Based on the data provided, students who used CALL and did not use CALL increased language proficiency significantly. No significant difference was found in proficiency between students on the campus implementing CALL and the campus not implementing CALL. Students using CALL showed greater increase on TELPAS scores in reading only, although it was not statistically significant. If teachers or administrators choose to use CALL, the professional development will give the teachers resources they can use in the classroom to support and supplement CALL and increase student language proficiency. Helping teachers understand how to utilize strategies for listening, speaking, and writing that support the reading elements of CALL can help students increase their language proficiency in each of the TELPAS domains. Participants in the training will learn how to support English language learners in the TELPAS domains of listening, speaking, writing, and reading. The participants can utilize the resources in the classroom to facilitate increasing English language proficiency among English language learners.

Alternatively, if district leadership decides based on this study's findings to discontinue use of CALL, the professional development can be adapted accordingly. Instruction on all four domains of TELPAS is emphasized in the professional development. The professional development includes collaboration among teachers for idea sharing as well as instruction on analyzing TELPAS results.

Far-Reaching Implications for Social Change

This project has the potential to influence the educational community in a South Texas school district. English language learners have demonstrated inadequate reading

levels, and in the surrounding district English language learners have lagged behind

academically. English language learners have struggled to understand English. This staff

development will help educators gain methods and strategies that support and supplement

CALL and can be implemented in the classroom to meet the needs of English language

learners. Many teachers are new to the profession or have not been trained on how to

work with English language learners; these teachers, as well as more experienced

teachers, will learn how to incorporate strategies that allow English language learners to

engage in meaningful learning to increase their language proficiency. When CALL is

used as an intervention, some teachers provide the intervention in isolation, thinking that

students will make progress in their language proficiency without further language

support. Teachers need strategies to help them support and supplement CALL. At the

conclusion of my project, administrators and teachers will gain strategies to engage

students in the learning process to support CALL in the TELPAS areas of listening,

speaking, and writing. The training will be a tool to support educators in using the CALL

program in language proficiency. Surrounding districts can utilize the literacy

components as a tool to increase language proficiency and support CALL.

Conclusion

In this section, I provided detailed information about the 3-day professional

development training to teachers. A literature review supporting the staff development

and strategies teachers can use in the classroom was included. The goal of the project is

to provide teachers with strategies and resources they can take back to the classroom that

supports English language learners while using CALL. The training will consist of the

PowerPoint presentation shown in the appendix and hands-on activities that allow for

teacher collaboration. Based on the data collected, CALL did not have a significant

impact on English language learners' TELPAS scores compared to a comparison group.

As CALL focuses on the reading portion of the TELPAS assessment, the staff

development is to provide resources to teachers that focus on the other domains of

TELPAS. Implementing listening, speaking, and writing strategies will supplement and

support the reading focus of CALL and likely have a greater impact on overall TELPAS

composite score. After implementing the professional development, the district may

utilize the strategies and see an increase in the language proficiency of English language

learners. Students may become motivated to learn through engaging activities. Section 4

provides a reflection, strengths, and limitations of the study, the development and

evaluation of the project, and the conclusion of the study. The section concludes with the

implications and possible research results of this study.

Section 4: Reflections and Conclusions

The professional development in this project will provide educators with strategies for English language learners to support CALL by emphasizing listening, speaking, and writing skills (Nomass, 2013). By supporting and supplementing CALL, the strategies will assist in increasing the language proficiency among English language learners and increase their overall composite score on TELPAS. The training is to provide strategies to meet the needs of English language learners by increasing language proficiency that contributes to academic success. Students were administered the TELPAS in 2016 as the pretest before participating in CALL. The students participated in CALL during the 2016-2017 school year and were then administered the 2017 TELPAS assessment. I compared the data from the study campus participating in CALL to the data from the campus that did not participate in CALL to determine any significant differences in language proficiency based on the TELPAS assessments. The quantitative data revealed no significant difference in increase on TELPAS score between the study campus that implemented CALL and the campus that did not implement CALL.

CALL focuses on the reading portion of the domains from the TELPAS assessment. Reading was the only portion of the TELPAS in which the treatment group showed greater gains than the comparison group (albeit not statistically significantly). Therefore, teachers will learn strategies related to listening, speaking, and writing English to support CALL and increase students' language proficiency. My goal for this project is to provide teachers with resources that will help teachers implement strategies in the classroom to increase English language learners' language proficiency. The teachers will

be able to review TELPAS data for each student and determine the strategies that will best meet the needs of the students. The strategies provided will support CALL and the overall language proficiency in reading, writing, listening, and speaking. The project of the study will consist of 3-day professional development for teachers who work with English language learners, including administrators in the two schools participating in the study. After the trainings, administrators can utilize the information from the training and bring it back to the campus for additional professional development to build capacity among the teachers. Administrators can utilize the information to ensure that students make progress throughout the school year by ensuring professional growth among the teachers through meaningful discussions during professional learning communities. During professional learning communities, the administrators will be able to use the data to determine the needs of the campus and determine whether what they have learned is contributing to the implementation of CALL and assisting with language proficiency.

My hope is that teachers and administrators will utilize the information provided to take back to the campus for classroom implementation that will support CALL. In this section, I self-analyze as a scholar, a practitioner, and a project developer. I also provide information on the study's implications, applications, directions for future research, and the potential for social change.

<div align="center">**Project Strengths and Limitations**</div>

Strengths

The strengths of this project are gaining the information from the data to determine how to meet the needs of English language learners. CALL can build on

reading literacy, whereas additional strategies can build on speaking, listening, and writing skills students need to increase their language proficiency. Educators at the campus that has implemented CALL will have the opportunity to utilize additional resources to support CALL and increase language proficiency among English language learners (Golonka et al., 2014). The strategies will provide the teachers with tools to engage students in the lesson (Mutlu & Eroz-Tuga, 2013). Although English language learners were a focus of this study, the 3-day professional development will provide instructional strategies that can be used with all students. Finally, the 3-day training allows the educators to work collaboratively and receive hands-on activities that can be taken back to the classroom. Teachers can work on developing a plan that focuses on increasing the language proficiency among English language learners by supporting and supplementing CALL for the upcoming school year.

Limitations

The project may include a limited number of staff being trained: only teachers who work with English language learners and who implemented CALL on their campus may participate in the training. Teachers from other campuses who teach non-English language learners and who do not implement CALL may not feel the training will be beneficial and relate to what they are doing in the classroom. An additional limitation may be a lack of focus on reading strategies in the professional development for the schools that implement CALL. To gain a better scope of the TELPAS domains (listening, speaking, reading, and writing) and how to increase the overall language proficiency

among English language learners, it may be beneficial for reading to be implemented in the training.

Recommendations for Alternative Approaches

No significant increase in language proficiency was found between students who participated in CALL and those who did not participate in CALL. Thus, including additional schools to participate in the study would increase the number of students providing data to determine whether CALL is beneficial for English language learners. In addition, the district can provide training on how to utilize CALL as an intervention and ways teachers can track their student data to ensure that students are making progress. Teachers can utilize a tracking system to monitor each TELPAS language-proficiency domain to determine how students are progressing in their language proficiency.

Additional professional development on how CALL can be used as an effective intervention could demonstrate CALL strategies teachers can use to focus on student progress. Teacher training on how to monitor student progress and track student language proficiency will help teachers determine how CALL can be beneficial when combined with classroom strategies. Furthermore, professional development that includes all teachers, not only teachers who teach English language learners, would provide a better scope for determining whether classroom strategies provided to teachers support the listening, speaking, reading, and writing skills assessed by the TELPAS. For the campuses implementing CALL, the training can be utilized as a resource and support.

Administrators could provide teachers with an incentive for attending the training even if they are not part of a campus implementing CALL. They will be able to see the

benefits of providing engaging activities to support the TELPAS domains of listening, speaking, reading, and writing. Alternatively, administrators may discontinue use of Imagine Learning based on the findings of this study. In that instance, the professional development could be modified to focus less on supplementing CALL and more on the strategies to address all areas of the TELPAS.

Scholarship, Project Development, and Leadership and Change

Scholarship

Through this period, I have grown in understanding the process of articulating what the problem of my study would be and determining a plan to collect the data from the study district. Since Imagine Learning, a CALL program, was implemented in the study district, I wanted to determine if it increased students' language proficiency. I learned how to read, analyze, and interpret the data collected from the study. Collecting and analyzing the data were my areas of weakness, and I had to learn much regarding data interpretation. This study and project have enhanced my knowledge as a practitioner and educator and given me an in-depth understanding of how to engage English language learners in the learning process.

I will be able to use the information as an administrator by sharing strategies to support English language learners academically as well as ways to support teachers in the classroom. This study has given me a better understanding of how to use CALL to support English language learners in the classroom. The study can benefit the district by providing administrators and educators an understanding of how to supplement CALL and use it more effectively to increase English language learners' language proficiency. I

also have gained an understanding of the possible biases that can occur without protecting the confidentiality of the students, teachers, and campuses participating in the study. As a researcher, I have realized the importance of staying informed about CALL programs implemented in the schools and have learned how they can benefit students when implemented with fidelity. I also have realized the importance of continuing to stay abreast of current issues occurring in education and how they affect students academically. I believe my work at Walden University has helped me to develop skills that will provide me with lifelong learning that I can value as I continue my career in education.

Analysis of self as scholar. As a scholar, I learned the techniques needed to become a writer and a researcher. This journey has not been easy. I have gained insight into the thought process and planning process of a writer. I struggled with getting my words on paper for the study; I had to wrap my mind around the idea of what I wanted to do for my study. I knew I wanted to look at CALL and whether it benefited English language learners. At the time, I worked for a school that had predominately English language learners, and we had implemented CALL; I could see some progress in language proficiency and wanted to see if there was an increase in language proficiency when compared to another campus that did not use CALL. I worked collaboratively with my chairperson to determine what I wanted to research and determined that focusing on language proficiency was the best strategy. We determined that TELPAS would become the pretest and posttest assessment to measure student progress.

The journey with writing was difficult. I did not write in a scholarly manner, and I had to take additional writing courses to help me improve my writing. Through the process, I have learned to look at my writing differently. I began to organize my thoughts as a scholar and read many articles, books, and dissertations. Learning to understand the process had taken me to a different level when writing that created a deeper understanding of the problem and the solution of my study.

Analysis of self as practitioner. Through this process of being a practitioner, I have gained knowledge of how to become a better administrator and instructional leader looking to serve all students. When I set my goals for the campus, I identify the problem, determine what needs to occur to solve the problem, determine the challenges, and determine the research-based instruction needed to solve the problem. Providing effective research is essential when developing or choosing strategies that will impact learning in the classroom. I plan to present administrators and teachers valid and credible information they can use in the classroom. As a researcher, I need to make sure that I analyze reliable information that consists of peer-reviewed articles, case studies, books, and journals that can be used as a resource for teachers to refer to during the training process. As a practitioner who accepts the role of a researcher when I encounter a problem or challenge, I must review the information so that I can build capacity among the learners. Through this process, I received ongoing feedback from my chairperson and second chair to guide me through the process of the research and the project. As I continue to work as a researcher, I will continue to make decisions and problem solve by reviewing research-based information that improves on teaching and learning. I will ask

the right questions and will give teachers the tools necessary to make research-based

decisions to improve teaching and learning.

Analysis of self as project developer. As a project developer, I have developed

an understanding of how to implement a project that will enhance the learning of others. I

determined the need for increasing instructional strategies that support CALL and

enhanced strategies for teachers and administrators. By utilizing the research collected

from the study and reviewing the data, I was able to identify the best type of staff

development that needs to be implemented to meet the needs of the students. The study

will help administrators implement CALL and will help curriculum coaches and

specialists to determine the skills needed to meet all the domains on the yearly TELPAS

assessment. The professional development will allow the participants to become engaged

in the learning and take back strategies to the classroom for immediate implementation.

Because the project was based on research and data analysis, it gave me a better

perspective of what type of staff development needed to be implemented to support all of

the domains on the TELPAS. Students who participated in CALL had some increase in

language proficiency but needed to have support in the other domains of listening,

speaking, and writing. When developing the problem of practice, I used classroom room

observations and conducted instructional rounds to determine the focus for staff

development. As I reflect on past professional development, I need to ensure I am using

reliable data and not just focus on classroom observations to ensure I am providing the

best staff development to the staff. During this time of developing the staff development,

I realized how important it was to have staff involved and to talk to ensure they are

getting the most from the staff development. I will continue to review the problem and attempt to utilize research as I move forward in developing staff development in the future.

Project Development and Evaluation

During the development of this project, I gained a better understanding of CALL and how the program works to help students increase language proficiency. Understanding how students receive immediate feedback through CALL and the focus on literacy skills has helped me to understand how I can meet the needs of English language learners. This project was developed to address a South Texas district problem of English language learners consistently performing at a lower rate than their peers. The initial research was designed to determine whether CALL assisted in increasing the language proficiency among English language learners, measured by TELPAS scores. After reviewing the pretest and posttest TELPAS data from both campuses that participated in the analysis, the evidence suggested additional resources such as listening, speaking, and writing strategies were needed to support CALL to increase the overall language proficiency. Providing staff development can assist teachers in supporting student learning in all areas of TELPAS to supplement the literacy component of CALL. The goal of my project is to provide teachers with strategies that focus on listening, speaking, and writing skills. The strategies will engage students in lessons and give the students an opportunity to talk to each other as well as practice listening, speaking, and writing English. I designed a formative assessment to evaluate the project and determine areas for improvement. I also designed a mid-ear and end-of-year survey to determine if teachers

are implementing the strategies provided at the training. The evaluation will be anonymous and will focus on the effectiveness of the staff development information presented. The information that I gain each day of the evaluation will enable me to monitor and adjust the staff development over the 3-day training sessions. The information on Day 3 of training will help me to determine future implementation. The midyear and end-of-year surveys will assist in determining whether the strategies provided during the professional development were effective in increasing language proficiency and contributing to effective use of CALL.

Leadership and Change

During this process, I had an opportunity to reflect and determine where I have grown and where I need to make some changes. I have learned so much as an instructional leader, including how to utilize TELPAS data to determine the needs of English language learners and provide staff development to support teachers. My district currently is not implementing CALL, but the information that I have gained from doing my research in the neighboring district has helped me look at language proficiency differently and determine strategies that will help teachers become successful with English language learners. CALL can provide academic success when implemented with other strategies that support all areas of language proficiency. By taking the information from my project and presenting the information in the research district, I can provide teachers with new knowledge and resources that can assist students in increasing their language proficiency. As an instructional leader, I will prepare the training with a presentation by planning everything and listing the items that need to be completed

before the presentation. I will begin by reviewing the purpose of the training and utilizing

the theoretical framework as a guide to my implementation. Researching Levy's (2007,

2009) theory of CALL helped me put the professional development in a perspective that

should achieve the desired outcome. As I develop the training in the future, I will keep

the desired outcome in mind and work to allow it to facilitate the professional learning.

Reflections on the Importance of the Work

The project had a great impact on what I do professionally. I utilized the data to

determine how the information can benefit English language learners. The research

demonstrated English language learners could increase language proficiency through the

use of CALL. However, the data also showed that students could increase language

proficiency without CALL. Further, not all students made an increase in the language

proficiency through the use of CALL, particularly in the components of TELPAS CALL

does not address: listening, speaking, and writing. The problem addressed in the study

district was to provide staff development that will support CALL by providing teachers

with strategies that will assist in increasing student language proficiency in listening,

speaking, and writing. This problem is occurring in a South Texas district and other

districts that implement CALL. My project provides information that focuses on the

listening, speaking, and writing sections of the TELPAS to help increase the language

proficiency among students who use CALL. The strategies provided to the teachers will

engage students in the lessons. The staff development will help teachers take ownership

in reviewing student TELPAS data to determine the needs of the students. Teachers can

review how to utilize CALL in the classroom and how it can benefit English language

learners as a supplemental resource. When teachers at the study district utilize the information from the project to take back to the classroom, they may transform the way they teach. The staff development will allow the teachers enhance their skills to benefit English language learners. This study may lead to social change among administrators, teachers, parents, and students as they work collaboratively to determine the strategies that support CALL and increase language proficiency among English language learners.

Implications, Applications, and Directions for Future Research

The project that I plan to implement in a South Texas district will consist of 3-day training. Although I conducted my study on two schools with English language learners in the district, it would be ideal to include additional teachers from other campuses to participate in the training to build on the capacity in the district and the schools that implement CALL (Sabzian & Gilakjani, 2013). The professional development should be beneficial at increasing the language proficiency among English language learners (Sabzian & Gilakjani, 2013). CALL only focuses on reading, so further emphasis on teaching English language learners to listen, write, and speak in English is likely to help. Various strategies exist to assist English language learners in language proficiency, but the strategies that support CALL can provide specific benefits related to overall language proficiency of English language learners as measured by TELPAS yearly (Kareval & Echevarría, 2013). Ongoing professional development among teachers who teach English language learners can increase the level of instruction and thus increase language proficiency among English language learners. As educators monitor their students'

language proficiency, teachers can determine additional strategies to increase the overall language proficiency of English language learners.

In the future, understanding the research on how to utilize CALL and the instructional strategies that support CALL in reading, writing, listening and speaking can provide teachers the resources needed to ensure English language learners increase the language proficiency that contributes to academic success. Providing teachers trainings in in other districts that implement CALL can increase the capacity among English language learners on a broader scale.

Conclusion

Section 4 is a reflection of my study, project, and conclusion made from the implementation of this study. I examined the strengths and limitations of the project as well as the implications for further research. I provided an analysis of myself as a scholar, practitioner, and a project developer. I utilized the pretest and posttest TELPAS data to determine if CALL increased language proficiency among English language learners. The results from the study showed no significant difference in increase in language proficiency between students who participated in CALL and a comparison group who did not. Student participating in CALL showed a greater increase than the comparison group only in reading. The data suggest that CALL focuses on reading and thus not on all TELPAS domains. Therefore, staff development can assist in increasing students' skills in the listening, speaking, and writing domains that build on language proficiency and are tested annually using the TELPAS. To address the domains that support CALL and the overall language proficiency among English language learners, I created a 3-day

professional development to provide to administrators and teachers with strategies they can take back to the classroom to engage students. District administrators will be informed of the data and how they can support English language learners to increase language proficiency and thus academic success. The administrators and teachers will complete an evaluation and survey of the training and provide input that I can use to make changes where needed. Although the project specifically addresses strategies for English language learners, it can be used for teachers of all students. I hope to utilize the information I have learned through this process to improve the language proficiency among English language learners so they can become academically successful.

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Appendix: Professional Development

This project is intended to assist teachers including administrators in utilizing CALL along with classroom strategies to increase student language proficiency. The professional development will help teachers understand CALL and how it can support second language learners. Based on the data, there is a need to address barriers in the TELPAS domains of listening, speaking, and writing to support CALL.

Background

A quantitative study was conducted to determine if CALL contributed to language proficiency in English language learners. Two campuses in a south Texas school district were compared, one that implemented CALL and the other that did not implement CALL. The students who participated in the study were in Grades 3–5 and were in the bilingual/ESL program. The students participated in CALL as an intervention aside from classroom instruction. The pretest was the 2016 TELPAS. The students participated in CALL in the school the 2016–2017 school year. The 2017 TELPAS was used as a posttest to determine if there was a significant difference in the overall language proficiency increase between the two groups of students: those who participated in CALL and those who did not. The findings indicated that there was not a significant difference in the overall composite score increase between the two groups. The TELPAS composite score includes reading, listening, speaking, and writing skills. CALL focuses on reading skills and vocabulary, and thus to increase the overall language proficiency among ELL students, professional development that addresses listening, speaking, and writing could

assist in building on language proficiency that improves in the overall academic performance for ELLs.

Target Audience

This training will focus on elementary school teachers in a South Texas school district who implement CALL on their campus. The teachers who participate in this training will teach ELL students in Grades 3–5. The teachers will have students who participate in CALL as a supplemental resource to increase English literacy skills. This professional development will focus on how to implement strategies in the classroom that CALL does not support. The teachers who participate in the training will become aware of how the strategies that focus on listening, speaking, and writing can support an overall increase in language proficiency. The training will assist teachers in meeting the needs of English language learners.

Rationale for Professional Development

This project will be professional development that will help teachers understand CALL and learn additional strategies along with CALL to assist in increasing language proficiency. The TELPAS data demonstrated no overall significant difference in language proficiency increase between the group of students using CALL and the group not using CALL. Both groups showed a significant increase on the 2017 TELPAS composite score compared to the 2016 TELPAS score. The group using CALL showed a greater increase only on the reading domain of TELPAS. The professional development project addresses language proficiency levels that CALL does not address. TELPAS measures listening, speaking, reading, and writing proficiency levels.

The staff development will create an awareness among the participants of the importance of addressing listening, speaking, writing skills along with CALL strategies to meet the need of ELL students. By utilizing various strategies along with CALL, students can develop their language skills. During the staff development, teachers will have the opportunity to work collaboratively, share ideas, and participate in hands-on activities. The participants will engage in discussions on how to support English language learners that can contribute to increasing language proficiency on each domain of the TELPAS.

Goals and Objectives of Professional Development

A 3-day training is planned for future professional development in a South Texas school district. The sessions will be 6 hours long. I will work collaboratively with the district curriculum department to determine the location and days the training will take place. The training room will allow for 50 or more participants and will require a laptop, Internet connection, and tables so that teachers can work collaboratively. Teachers will explore TELPAS data and how to implement strategies that focus in on listening, speaking, and writing to support CALL.

On Day 1 of training, the focus will be to analyze data and provide strategies to assist teachers in understanding how CALL can support TELPAS language proficiency. Teachers will begin to understand the history of CALL and how it contributes to language proficiency for second language learners. Teachers will receive a copy of TELPAS data to review and interpret. The participants will utilize the data to make a

connection with TELPAS and CALL and how they can support their students. Discussions throughout the training will engage teachers in the learning experience.

On Day 2 of training, the focus will be teachers learning sheltered instruction observation protocol (SIOP; Echevarría, Vogt, & Short, 2013) that addresses background knowledge and comprehensible input strategies. The teachers will have meaningful discussions and opportunities to write. On Day 3 of training, the teachers will learn strategies that will increase language proficiency in listening, speaking, and writing.

At the end of each training session, teachers will participate in evaluating the professional development and provide input on how to improve the training. The participants will receive a 1-hour lunch break and six 10-minute breaks each day. Teachers will engage in cooperative learning activities, PowerPoint presentations, and dialogue. Participants will conclude the training with an in-depth discussion of the advantages and disadvantages of using CALL in the classroom as a resource.

Learning Outcomes

The study yielded the results of using CALL as a means to improve proficiency levels in ELLs. CALL was implemented in the study district to build on reading fluency and comprehension and assist with language proficiency. The training will provide teachers with strategies to engage students in the activities and address the needs of ELL students in the classroom. At the conclusion of the professional development, teachers will be knowledgeable of CALL and how CALL supports TELPAS. Teachers also will be aware of the limitations of CALL and how to provide supplemental instruction. Teachers will understand TELPAS and how they can support ELL students. Teachers

will become knowledgeable of instructional strategies that support reading, listening,

speaking, and writing. Teachers also will understand how to utilize CALL with classroom

strategies and how the strategies can improve the overall language proficiency among

ELL students.

Advancing Proficiency Levels as Reported on TELPAS: Day 1

Day 1 Agenda
8:00–8:30 a.m.   **Continental Breakfast and sign-in**

8:30–9:00 a.m.   **Welcome/Ice Breaker Activity**
When the music begins, teachers start walking when the music stops, high five the person next to you. Tell the person two truths and one lie. You will then determine which one was the lie. The next partner will then do the same. Once everyone has shared with each other, as the group who would like to share.

9:30–10:00 a.m.   **Overview of the Research Project -**
Review the research project with the participants and discuss the findings from the research to give teachers an understanding of the purpose of the training. The following will be discussed:
- Research Problem
- Describe the type of research
- Research Question
- Inform the number of participants who participated in the study
- Provide the outcome
- Results of the outcome that triggered a Professional Development

10:00–10:10 a.m.   **Objectives -**
I will learn to analyze data and provide strategies that will increase language proficiency. Determine how CALL can support TELPAS language proficiency.

Language Objective –
I will internalize new basic and academic language by using and reusing it in meaningful ways in speaking, listening, and writing activities that build concept and language attainment.

10:10–10:45 a.m.   **Review the history of CALL.**

Gallery Walk Activity –
Have chart paper posted around the room. Have teachers count off by seven. Have the questions up for teachers to answer as a group. Provide 3–5 minutes for each group to answer.
- What are the advantages of CALL?

- What are the disadvantages of CALL?
- Are you supporting CALL in the classroom? If so, how?
- What can you do to support CALL in the classroom?
- Have you seen students make progress in their language proficiency using CALL? If so, in which language domain?
- How do you determine if your students have made progress in their language proficiency?
- How can CALL support TELPAS?

10:45–10:55 a.m.	**Break**

10:55–11:30 a.m.	**After Gallery Walk** – Teachers will discuss what they learned from the Gallery Walk. I will explain to the participants how TELPAS can support CALL (refer to the slide).

11:30 a.m. – 12:00 p.m. **Advancing proficiency levels as reported on TELPAS**
Each year students must advance one proficiency level on the TELPAS composite score.
- Review the TELPAS descriptors
- Determine key words in each descriptor
- Discuss as a table what strategies you think you will need to implement to move student to the next domain
- Review how teachers can track language proficiency during the school year through a sample tracking form.

12:00–1:00 p.m.	**Lunch**

1:00–2:00 p.m. **Review TELPAS Data**
Each teacher will get a copy of his or her homeroom TELPAS data. Teachers will chart out how many students are at beginning, intermediate, advanced, and advanced high on TELPAS.

Teachers will discuss the following questions at their table. Teachers will write their answers on chart paper to share as a whole group. Teachers can use visuals, list, charts, etc. to answer the questions on their chart paper.
- As a group, how many students are at beginning, intermediate, advanced, and advanced high?

- How can you support your students to ensure they increase one proficiency level each year?
- What strategies do you need to implement to insure students are making progress in each domain?
- What does instruction look like to increase the domains in the following?
  o Reading
  o Listening
  o Speaking
  o Writing

Once activity is completed, the whole group will discuss and determine if there are any similarities.

*The teachers will review their data at the beginning of the year to determine if there is any progress after CALL has been implemented with additional resources.

2:00–2:10 p.m.	**Break**

2:10–2:45 p.m.   **Reading and CALL**
Review with the teachers and administrator how CALL is implemented and the focus on reading and vocabulary.

Supporting CALL
How can we support listening, speaking, and writing in addition to CALL? As a table, discuss how implementing strategies in listening, speaking, and writing can support CALL and language proficiency overall. Discuss advantages of implementing strategies in the classroom to get students engaged.

Campus Connection
Have teachers reflect on the questions provided:
- How will you utilize the TELPAS data when you return to the classroom?
- How will you monitor student progress in language proficiency?
- Does this information make you look at language proficiency differently?
- Can CALL be a benefit to increasing language proficiency?

*Inform the teachers that over the next 2 days, they will be learning different strategies that will help support CALL and increase language proficiency overall.

2:45–3:00 p.m. **Reflect and Conclude**

Advancing Proficiency Levels as reported on TELPAS

How to support computer-assisted language learning (CALL)

Day 1 Professional Development

Welcome/Ice Breaker

Research Project Overview:
The Effects of Computer-Assisted Language Learning on English Language Proficiency

▶ The Every Student Succeeds Act of 2015 requires high expectations

▶ English language learners are not performing at the same level as their peers in Texas.

▶ Lower academic achievement may lead the students to dropping out of school or being underemployed.

▶ The purpose of this research was to determine if computer-assisted language learning (CALL) helps English language learners improve their English language proficiency when compared to traditional teaching.

Type of study

▶ Quantitative research design

▶ Nonequivalent, pretest-and-posttest design

▶ Measurement of outcomes for a treatment group and a comparison group.

▶ The treatment group used CALL, and the comparison group did not use CALL.

▶ The two groups were English language learners who attended two elementary schools in the district.

▶ Students in Grades 3-5 grade who participated in the Bilingual/ESL program from the two campuses participated in the study.

▶ The English language learners had not developed a strong language proficiency and needed additional support, such as a CALL program, to assist in building their language proficiency.

▶ Utilized TELPAS data for pretest (2016) and posttest (2017)

Research Question:

▶ RQ: Is there a difference in the mean increase in proficiency level on the TELPAS of English language learners in Grades 3-5 who participated in CALL and those who did not participate?

▶ H_a: English language learners in Grades 3-5 who participated in the CALL program will show a statistically significantly higher increase in mean proficiency level on the TELPAS when compared to the mean increase for English language learners in Grades 3-5 who did not participate in the CALL program.

▶ H_0: English language learners in Grades 3-5 who participated in the CALL program will not show a statistically significantly different increase in mean proficiency level on the TELPAS when compared to the mean increase for English language learners in Grades 3-5 who did not participate in the CALL program.

Participants in the study

▶ The participants were 106 English language learner students in Grades 3-5 who spoke Spanish and received bilingual/ESL services at the two elementary schools of the study.

▶ The students who participated in the study received a composite TELPAS score in 2016 of less than 3.5, representing less than advanced high proficiency in English.

▶ Students who received higher than 3.5 on the pretest TELPAS and/or did not take the pretest or posttest were eliminated from the study.

▶ The sample size consisted of 57 students in the treatment group and 49 in the comparison group from the two campuses.

Outcome of the study

► The data were compared from the study campus participating in CALL with the data from the campus that did not participate in CALL to determine if there was a significant difference in language proficiency based on the TELPAS assessments.

► The quantitative data revealed that no significant difference in the increase on TELPAS score between the study campus that implemented CALL and the campus that did not implement CALL.

► CALL was effective only on reading, not on the other domains of the TELPAS (speaking, listening, writing).

Results of the outcome that triggered the Professional Development

► Based on the findings, I developed my project study on professional development to focus on instructional strategies to support CALL.

► Teachers will learn strategies related to listening, speaking, and writing through this professional development.

► Teachers will learn to support English language learners on how to support CALL and increase students' language proficiency.

► The strategies provided will assist teachers in the classroom to increase English language learner students' language proficiency.

Objectives

Content Objective

▶ I will learn to analyze data and provide strategies that will increase language proficiency. Determine how CALL can support TELPAS language proficiency.

Language Objective

▶ I will internalize new basic and academic language by using and reusing it in meaningful ways in speaking, listening, and writing activities that build concept and language attainment.

Computer-Assisted Language Learning (CALL) History

▶ CALL dates back to the 1960s and 1970s (Davies, Rendall, Walker, & Hewer, 2012).

▶ Levy used CALL to teach language skills and support academic achievement (Levy, 1997).

▶ Levy used technology as a tool to help increase language proficiency in second language learners (Levy, 2009).

▶ Levy used the modular approach to language and skills, providing a structure for the use of technology (Levey, 2009).

▶ Students participated in drill and decoding skills. In early years, the content of CALL focused on grammar was believed to be taught implicitly.

▶ CALL has progressed to computer software that focuses on vocabulary, grammar, and reading skills (Davies et al., 2012; Levy, 1997).

▶ CALL was inspired through the work of Levy.

▶ With the rapid growth in technology and the ELL population, the benefits of CALL are promising (Davies et al., 2012).

▶ Currently, CALL focuses on teaching language skills.

CALL Gallery Walk Activity

How can TELPAS support CALL?

- ▶ Know your students
- ▶ Understand the TELPAS domains
- ▶ CALL supports reading
- ▶ How can instruction support CALL in other domains?
  - ▶ Writing
  - ▶ Listening
  - ▶ Speaking

BREAK

6 Sets of Proficiency Level Descriptors (PLDs)

▶ Listening	Grades K-12
▶ Speaking	Grades K-12
▶ Reading	Grades K-1 Grades 2-12
▶ Writing	Grades K-1 Grades 2-12

Key Features of Each Proficiency Level

▶ Beginning
  ▶ Little or no English ability
▶ Intermediate
  ▶ Limited ability, simple language structures, high-frequency vocabulary, routine contexts
▶ Advanced
  ▶ Grade appropriate, with second language acquisition support
▶ Advanced High
  ▶ Grade appropriate, with minimal second language acquisition support

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Listening

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
These students: • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures) • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs • may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	These students: • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary) • often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs • have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	These students: • usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding • understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear	These students: • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

TEA 16

Listening

Reflect on how well the student understands the English he or she hears during activities such as:

▶ Reacting to oral presentations

▶ How does the student respond to text read aloud?

▶ Do the students follow directions?

▶ Do the students work in cooperative groups?

▶ Informal interactions with peers

▶ How do the students react in large-group and small-group instructional interactions?

▶ Do the students react during individual student conferences or one-on-one interviews?

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.	Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
These students: - mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate - speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts - lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material - exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material - typically use pronunciation that significantly inhibits communication	These students: - are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning - speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail - exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense - exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English - use pronunciation that can usually be understood by people accustomed to interacting with ELLs	These students: - are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning - discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics - have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features - make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions - may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs	These students: - are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses - communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers - can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers - make few second language acquisition errors that interfere with overall communication - may mispronounce words, but rarely use pronunciation that interferes with overall communication

TEA 18

Speaking

Reflect on how well the student speaks English during activities such as:

▶ Does the student participate in cooperative group work?

▶ How does the student do during oral presentations?

▶ How does the student react during informal interactions with peers?

▶ Large-group and small-group instructional interactions

▶ Does the student participate in one-on-one interviews and classroom discussions?

▶ How is the student's articulation of problem-solving strategies?

▶ Does the student participate in individual student conferences?

ELPS-TELPAS Proficiency Level Descriptors
Grades K–1 Reading

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills.	Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.	Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.	Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.

These students:
• derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are
  – read in short "chunks"
  – controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced
  – accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech
• begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)
• have difficulty decoding most grade-appropriate English text because they *
  – understand the meaning of very few words in English
  – struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English
	These students:
	• demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include
	  – predictable story lines
	  – highly familiar topics
	  – primarily high-frequency, concrete vocabulary
	  – short, simple sentences
	  – visual and linguistic supports
	• regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)
	• have difficulty decoding grade-appropriate English text because they *
	  – understand the meaning of only those English words they hear frequently
	  – struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English
		These students:
		• demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning
		• recognize some basic English vocabulary and high-frequency words in isolated print
		• with second language acquisition support, are able to decode most grade-appropriate English text because they *
		  – understand the meaning of most grade-appropriate English words
		  – have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English
			These students:
			• demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English
			• with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers
			• with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *

* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have "cracked the code" necessary for learning to read).

K-1 Reading

Reflect on how well the student understands the English used during activities such as:

▶ Does the student participate in paired reading?

▶ Is there participation in sing-alongs and read-alongs, including chants and poems?

▶ Does the student participate in shared reading with big books, charts, overhead transparencies, and other displays?

▶ How does the student perform in guided reading with leveled readers?

▶ Does the student find interest in reading subject-area texts and related materials?

▶ How does the student perform during independent reading and cooperative group work?

▶ Does the student participate in reading response journals?

ELPS-TELPAS Proficiency Level Descriptors
Grades K–1 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational writing skills.	Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.	Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.	Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.
These students: • are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.) • know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language • cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized * • may demonstrate little or no awareness of English print conventions	These students: • know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English • can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English • express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class * • frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *	These students: • use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing • can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language • although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner * • occasionally exhibit second language acquisition errors when writing in English *	These students: • use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing • can participate meaningfully in most grade-appropriate shared writing activities using the English language • although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *

* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.

TEA 33

ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
These students: • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English Typical writing features at this level: • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs	These students: • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English Typical writing features at this level: • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs	These students: • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar Typical writing features at this level: • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELLs	These students: • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English Typical writing features at this level: • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

TEA 23

K-1 Writing

Reflect on how well the students write in English during activities such as:

▶ Does the student write in journal for personal reflections?

▶ Is there shared writing for literacy and content area development?

▶ Is there opportunity for language experience dictation?

▶ Is there evidence of organization of thoughts and ideas through prewriting strategies?

▶ Is the writing publishing and presenting?

▶ Did the student make lists for specific purposes?

▶ Did the student label pictures, objects, and items from projects?

▶ Does the student work in cooperative group work?

▶ Is the paper in first draft?

Writing in Grades 2-12

Writing ratings of students in Grades 2-12 are based on collections of their writing from a variety of content areas.

Reading, Math, Science, Social Studies

Advancing proficiency levels as reported on TELPAS

- ▶ Each year students must advance one proficiency level on the TELPAS composite score.
- ▶ Review the TELPAS descriptors
- ▶ Determine key words in each descriptor
- ▶ Discuss as a table what strategies you think you will need to implement to move student to the next domain

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Tracking Language Proficiency Levels

Student Tracking Form:

Student Name	2017 TELPAS Listening Rating	Listening TELPAS Goal	Current Listening Rating	Practice Listening Test Score One	Practice Listening Test Score Two	2017 TELPAS Speaking Rating	Speaking TELPAS Goal	Current Speaking Rating	Practice Test Score One	Practice Test Score Two	2017 TELPAS Reading Rating	Reading TELPAS Goal	Current Reading Rating	Practice Test Score One	Practice Test Score Two	2017 TELPAS Writing Rating	Writing TELPAS Goal	Current Writing Rating	Practice Writing Score One	Practice Writing Score Two
John Doe																				

LUNCH

Review TELPAS data of students

- ▶ Determine how many students are in each domain by looking at the composite score
  - ▶ Beginners
  - ▶ Intermediate
  - ▶ Advanced
  - ▶ Advanced High

Review TELPAS data of students

- ▶ How can you support your students to ensure they increase one proficiency level each year?
- ▶ What strategies do you need to implement to insure students are making progress in each domain?
- ▶ What does instruction look like to increase the domains in
  - ▶ Reading
  - ▶ Listening
  - ▶ Speaking
  - ▶ Writing

Reading and CALL

- ▶ CALL focuses on reading that builds on the literacy skills of English language learner students.
- ▶ CALL strengthens their decoding skills and builds on their oral reading (James, 2014; Yesil-Dagli, 2011).
- ▶ Vocabulary is a the key element of comprehension when reading.
- ▶ CALL provides students with activities that are specific to the words they will be exposed to in the lesson.
- ▶ Vocabulary has shifted from memorization to students getting familiar with the words and how they are used in context.
- ▶ CALL assist students to become masters at their vocabulary and reading skills.

Supporting CALL

- ▶ How can we support listening, speaking, and writing in addition to CALL?
- ▶ As a table discuss how implementing strategies in listening, speaking, and writing can support CALL and language proficiency overall.
- ▶ Discuss advantages for implementing strategies in the classroom to engage students.

Campus Connection

- ▶ How will you utilize the TELPAS data when you return to the classroom?
- ▶ How will you monitor student progress in language proficiency?
- ▶ Does this information make you look at language proficiency differently?
- ▶ Can CALL be a benefit to increasing language proficiency?

Questions?

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Staff Development Evaluation

Day 1

Survey for Educators and School Leaders

Check one: Educator ☐   **School Leader** ☐

Please respond to each item by circling the number which best describes your opinion
(5 = excellent; 1 = poor)

	Excellent		Average		Poor
Participant Satisfaction					
1. The staff development was well organized.	5	4	3	2	1
2. The objective of the staff development was stated clearly.	5	4	3	2	1
3. The activities were relevant to the objective.	5	4	3	2	1
4. The materials and resources were ready and available to participants.	5	4	3	2	1
5. The trainer's overall presentation	5	4	3	2	1
Impact on Educational Practice					
6. The training provides the participants the content knowledge for the classroom.	5	4	3	2	1
7. The training provides educators the skills they need for effective implementation.	5	4	3	2	1
8. The training provides educators with effective skills needed to analyze data that guide instruction.	5	4	3	2	1
9. The training provides educators the opportunity to work collaboratively and engage in discussions.	5	4	3	2	1
10. The training provides participants the opportunity to think critically to understand the presented content.	5	4	3	2	1
11. The training provides the participants the opportunity to self-reflect and grow professionally.	5	4	3	2	1

Comments:

English Language Learner Classroom Strategies: Day 2

Day 2- Agenda

8:00–8:30 a.m.	**Continental Breakfast and sign-in**

8:30–9:15 a.m.   **Welcome/Ice Breaker Activity**
Teachers will be given a piece a paper. They have 4 minutes to write down four things they do to support English language learners in the classroom. They then will stand up and walk around the room to music. One the music stops, the teacher will share his or her idea with the person next to him or her. The teachers will do this several times until all ideas are shared.

9:15–9:30 a.m.   **Review Day 1 Learning**
Discuss what was learned on Day 1.

How has looking at TELPAS data helped when implementing CALL?

As teachers go through the strategies today, determine how the strategies support CALL.

9:30–9:45 a.m.   **Objectives –**
I will learn sheltered strategies for making content comprehensible for students that will increase language proficiency in listening, speaking, and writing that supports CALL.

Language Objective –
I will discuss different strategies with my group using complete sentences and appropriate English. I will reflect on my understanding of the lesson by writing in complete sentences.

9:45–10:30 a.m.   **Language Acquisition**
Classroom instruction that effectively integrates second-language acquisition. Discuss with the teachers how effective content instruction can help language acquisition.

Have teachers complete the sentence, "I focus on building language in my classroom because…" Discuss as a whole group teacher's responses.

Discuss with the teachers the importance of building comprehensible input. Give some examples, such as visuals,

graphic organizers, giving students the opportunity to collaborate and talk.

Strategy 1: Three-Part Go
Provide the teachers with an example of a strategy they can use in the classroom.

Give the teachers several different words and a sentence stem. Have the teachers use the words and place them in the sentence stem correctly. Give the teachers 3–5 minutes to complete this activity.

Discuss how they can use this strategy in the classroom. Have the teachers complete the sentence stem: "I can use Three-Part Go in my class to …"

10:30–10:40 a.m.	**Break**
10:40 a.m. – 12:00 p.m.	**Building Background Knowledge**

Building Background Knowledge
Inform teachers of the importance of building background knowledge among the student.

Activity – Prediction Guide
Give the same text for each table. Have the teachers skim through the text and write at least 10 statements from what they skimmed. Discuss their findings before reading the complete text. Have the teacher read the text and discuss.

As a group, discuss the findings from skimming.

After reading the text, discuss as a group the following questions:
- How did skimming the text help you understand the text?
- How does building your background knowledge help with comprehension?

Activity – Scavenger Hunt
Provide the teachers with three things to look up online that would help your group have better understand the text presented to them.
Discuss as a whole group the following questions:
- How did looking up the three things help you build background knowledge?
- If you did not look up the three things, would have known what the text was going to be about?

Have the teachers complete the sentence stem, "I can build background knowledge in my class to…"

12:00–1:00 p.m.	**Lunch**
1:00–2:00 p.m.	**Strategy 2 – Concept Mapping**

Describe concept mapping is and how teachers can use it in the classroom.

Give the teachers different pictures and ask them to determine a word that describes what is happening in the picture. Once the teachers have completed this task, give the teacher different text and have, them read the text and match the pictures with the text. Discuss teacher's findings.

Have the teachers complete the sentence stem: "I can use concept maps in my class to…"

Building Vocabulary
To build vocabulary, we must explicitly teach vocabulary. As teachers build on vocabulary, the need to keep in mind the following questions when building their lessons.
- What words will you focus on each lesson?
- What activities have you selected to teach vocabulary?
- How will you assess if students are learning the vocabulary words throughout the unit?
- Does your vocabulary lesson go beyond making notes and writing definitions?

Have the teachers complete the sentence stem; I can build on vocabulary in my class by…

2:00–2:10 p.m.	**Break**
2:10–2:45 p.m.	**Strategy 3 – Lingo Bingo**

Discuss with the teachers the importance of building on the vocabulary. Determine key vocabulary from the unit. The teachers create a grid to place the words on the grid. Have the teachers read the definitions from the text. If they get the work correct, they move on to the next word. The teachers continue until you have two or three winners.
- Have students create a 9-square grid

- Have students select nine words from your list
- Read the definition from the dictionary (text)
- Scaffold the definition
- Scaffold the definition again
- Continue until you have two or three winners

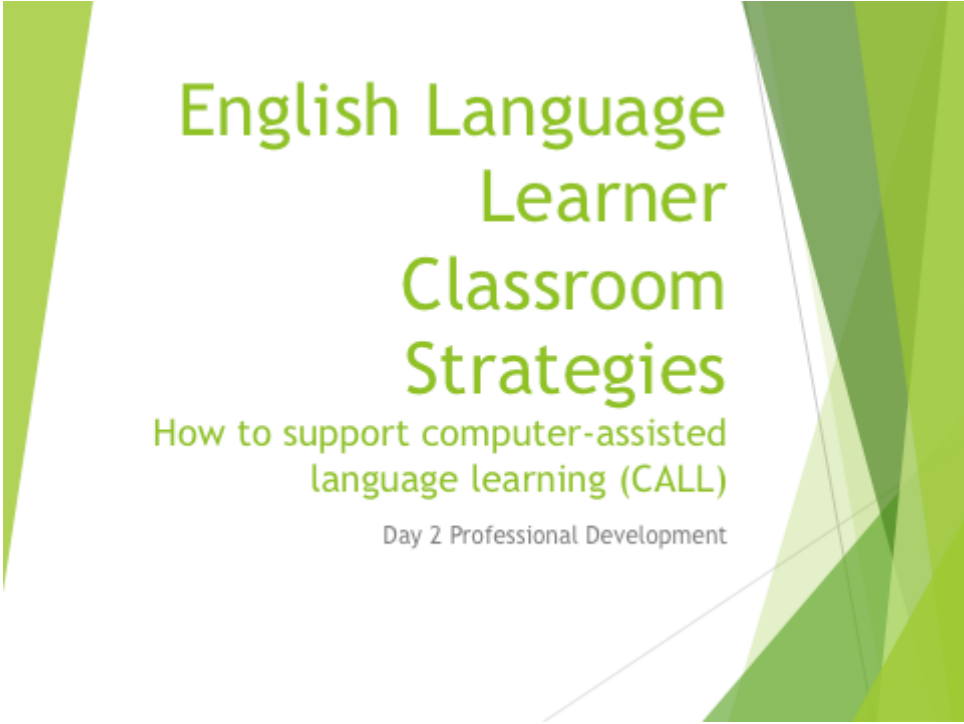Have the teachers complete the sentence stem: "I can use Lingo Bingo in my class to…"

Review the To Do List

- Make sure you know your students' language proficiency levels
- Be aware of the instructional accommodations for your English language learners
- Incorporate the strategies that were discussed today into your lesson plans by asking:
    - How will I make this content comprehensible to my students?
    - How will I build background for this lesson?
    - How will I preview/review vocabulary?

Have the teachers complete the sentence stem, "Today I learned _____. I plan to _____."

2:45–3:00 p.m.   **Reflect and Conclude**

English Language Learner Classroom Strategies

How to support computer-assisted language learning (CALL)

Day 2 Professional Development

Welcome/Ice Breaker

Review what was learned…

- ▶ The history of CALL
- ▶ The advantages and disadvantages of CALL
- ▶ TELPAS and how it relates to CALL
- ▶ Key words on TELPAS
- ▶ How has looking at TELPAS data helped when implementing CALL?

Objectives

Content Objective

- ▶ I will learn sheltered strategies for making content comprehensible for students that will increase language proficiency in listening, speaking, and writing that supports CALL.

Language Objective

- ▶ I will discuss different strategies with my group using complete sentences (speaking and writing) and appropriate English.
- ▶ I will reflect on my understanding of the lesson by writing in complete sentences.

Classroom instruction that effectively

integrates second-language acquisition with quality content-area instruction ensures that English language learners acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

Sentence Strip Reflection

I focus on building language in my classroom because...

How will I ensure the English language learners in my classroom understand the key concepts?

Building Comprehensible Input

- ▶ Offer a variety of ways in which students can learn the content
  - ▶ Videos
  - ▶ Anchor Chats
  - ▶ Audio files
- ▶ Move beyond pictures, gestures, and slow speech
  - ▶ listening, speaking, reading, and writing activities
- ▶ Opportunities to interact with content
  - ▶ Classroom discussions
  - ▶ Language games
  - ▶ Writing and oral language stems
- ▶ Preteach and/or review vocabulary

Strategy 1: Three Part Go

▶ Graphic organizers take the information, vocabulary, or concept and make it more understandable by showing the key points graphically.

▶ _____ is a _____ that _____

| A triangle | **is a** | geometric figure | **that** | has three sides. |

Strategy 1: Three Part Go

Practice with your group

Sentence Strip Reflection

I can use 3-Part Go in my class to...

BREAK

Building Background Knowledge

Provide a foundation to build your lesson on.

- ► Students with knowledge about a specific topic have better recall and are able to elaborate on aspects of the topic. They can build schema.
- ► Students from culturally diverse backgrounds may struggle with comprehending a text or concept presented in class because their schema doesn't match those of the culture for which the text was written.
- ► Building on background knowledge assists in students comprehending the text presented.

Echevarria, J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model.* Boston, MA: Allyn and Bacon.

Prediction Guide

- ► Prediction Guide is a strategy teachers can use to help students to understand the text presented.
  - ► Have the students skim the chapter and find the most important ideas related to the topic. Have the students write a few statements about each. Aim for 10 statements per guide.
  - ► Use short and brief sentences and avoid words such as *never, always, best,* or *worst*.
  - ► Play around by including funny or crazy predictions to make the activity enjoyable.
  - ► Avoid vocabulary words that are too difficult or specific.
  - ► Explore your questions and thoughts.

Lent, R. C. (2012). *Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Carousel Walk

► The carousel walk can help students get a better understanding of the text and concepts designated by headings or illustrations.

  ► Write one word or term on a sheet of chart paper. Use different terms/words for each chart paper. Tape the charts around the room.

  ► Place students in groups of three or four and give each group a different colored marker.

  ► Have each group start at a different chart. When you say, "Begin," the students in each group will list everything they know about the word or term. You can ring a bell or tell the groups to "move." They will advance to the chart on their right and begin listing everything they know about the new words or terms until you say or ring a bell to "move." Groups move and add to the lists until they return to their original charts.

  ► Once students have visited each chart, they may sit down with their group to review as a class the thoughts placed on each chart. The teacher or students can ask for clarification from the groups (easily identifiable by the color of the marker used).

  ► The teacher can foster discussions and make connections as she assess, activate, and build background knowledge prior to reading.

Lent, R. C. (2012). *Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Scavenger Hunt

► Scavenger Hunt can be used before reading a text to build on background knowledge.

  ► Choose five words or terms the group thinks will be important to the lesson.

  ► Choose one picture from the text and tell why your group thinks this picture is important.

  ► Choose one graph or map and provide a different caption for it.

  ► Give a summary of the text from page X.

  ► Write the items needed from the text on page X. Think of two more items that would be useful from the text.

  ► Find the answer to one "review" math problem in this chapter.

  ► List three things to look up online that would help your group better understand the text or problem.

  ► Discuss which visual in this chapter is most interesting to your group. Explain why.

Lent, R. C. (2012). *Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sentence Strip Reflection

I can build background knowledge in my class to...

Lunch

Strategy 2: Concept Mapping

- ▶ Select a term or phrase from your lesson topic
- ▶ Define the term using the text
- ▶ Provide a visual
- ▶ Access prior knowledge: What is this like?
- ▶ Provide examples or take examples from the class (Picture examples are good too)
- ▶ Key points on what the term means

Strategy 2: Concept Mapping

Lets Try It!

Building Background

13 colonies

Building Background

Red Coat Soldiers

Building Background

American Colonists

Concept Mapping

Location on the map

Building Background

Great Britain

Sentence Strip Reflection

I can use concept maps in my class to...

How are you teaching vocabulary?

Building Vocabulary

- ▶ To build vocabulary we must explicitly teach vocabulary.
- ▶ What words will you focus on each lesson?
- ▶ What activities have you selected to teach vocabulary?
- ▶ How will you assess if students are learning the vocabulary words throughout the unit?
- ▶ Does your vocabulary lesson go beyond making notes and writing definitions?

Sentence Strip Reflection

I can build on vocabulary in my class by...

BREAK

Strategy 3: Lingo Bingo

- ▶ Determine key vocabulary from throughout the unit
- ▶ Have students create a 9-square grid
- ▶ Have students select 9 words from your list
- ▶ Read the definition from the dictionary (text)
- ▶ Scaffold the definition
- ▶ Scaffold the definition again
- ▶ Continue until you have 2 or 3 winners

Strategy 3: Lingo Bingo

Let's Try It

Strategy 3: Lingo Bingo

- Biology
- Organism
- Mitochondria
- Ribosome
- Cell Wall
- Chloroplast
- Nucleus
- Cell Membrane

- Exocytosis
- Endocytosis
- DNA
- Virus
- HIV
- Osmosis
- Diffusion

Sentence Strip Reflection

I can use Lingo Bingo in my class to...

To Do List

- ► Make sure you know your students' language proficiency levels (LIAG)
- ► Be aware of the instructional accommodations for your English language learners
- ► Incorporate the strategies that were discussed today into your lesson plans by asking:
  - ► How will I make this content comprehensible to my students?
  - ► How will I build background for this lesson?
  - ► How will I preview/review vocabulary?

CLASSROOM OBSERVATIONS☺

Sentence Strip Reflection

Today I learned _____. I plan to _____.

Review the Strategies

- 1: Three-Part Go
- Build background knowledge
  - Prediction Guide
  - Carousal Walk
  - Scavenger Hunt
- 2: Concept Map
- 3: Lingo Bingo

Questions?

References

Echevarría, J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model.* Boston, MA: Allyn & Bacon.

Hanson, S. & Filibert, C. (2006) Teaching English learners the SIOP way. *Pacific Educator,* 12-15. Retrieved from http://www.tobink8.org/SIOP /TeachingEnglishLearnersTheSIOPWay.pdf

Lent, R. C. (2012). *Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Staff Development Evaluation

Day 2

Survey for Educators and School Leaders

Check one: Educator ☐   **School Leader** ☐

Please respond to each item by circling the number which best describes your opinion
(5 = excellent; 1 = poor)

	Excellent		Average		Poor
Participant Satisfaction					
1. The staff development was well organized.	5	4	3	2	1
2. The objective of the staff development was stated clearly.	5	4	3	2	1
3. The activities were relevant to the objective.	5	4	3	2	1
4. The materials and resources were ready and available to participants.	5	4	3	2	1
5. The trainer's overall presentation	5	4	3	2	1
Impact on Educational Practice					
6. The training provides the participants the content knowledge for the classroom.	5	4	3	2	1
7. The training provides educators the skills they need for effective implementation.	5	4	3	2	1
8. The training provides educators with effective skills needed to analyze data that guide instruction.	5	4	3	2	1
9. The training provides educators the opportunity to work collaboratively and engage in discussions.	5	4	3	2	1
10. The training provides participants the opportunity to think critically to understand the presented content.	5	4	3	2	1
11. The training provides the participants the opportunity to self-reflect and grow professionally.	5	4	3	2	1

Comments:

Talk, Read, Talk, Write Strategies: Day 3

Day 3 Agenda

8:00–8:30 a.m.	**Continental Breakfast and sign-in**

8:30–9:15 a.m.   **Welcome/Ice Breaker Activity**
I will build a small figure or building with building blocks and hide it from the group. I will divide the teachers into small teams of four. Each team will receive building blocks. One member of each team will look at the figure at the same time for 10 seconds. Team members must memorize the figure before returning to their team. After they return to their teams, the teams have 25 seconds to teach their teams about how to build the figure. After one minute, another member of each team can come up for a "sneak a peek."

The game will continue until one of the teams successfully duplicates the original sculpture. This game will teach participants how to communicate effectively and problem solve as a group.

9:15–9:30 a.m.   **Review Day 2 Learning**
Review what been learned in the last two sessions. Have the teachers discuss at their table how they can implement the strategies they have learned. Ask teachers to share.
- Computer-Assisted Language Learning (CALL) History
- How TELPAS Supports CALL
- Advancing Proficiency Levels
- Learned Sheltered Strategies That Support English Language Learners
- Three-Part Go
- Building on Background Knowledge
  - Prediction Guide
  - Carousel Walk
  - Scavenger Hunt
- Concept Mapping
- Lingo Bingo

9:30–9:45 a.m.   **Objectives –**
I will learn strategies that will increase language proficiency in listening, speaking, and writing that supports CALL.

Language Objectives -
I will discuss different strategies with my group using complete sentences and appropriate English. I will reflect on my understanding of the lesson by writing in complete sentences.

9:45–10:30 a.m.   **Peer Review and Cooperative Learning Strategies**
Review the cooperative learning strategies. Model to the teachers what it will look like in the classroom.

Read a selected text to the teachers. Have the teachers to discuss as a table what was read to them by answering questions provided. Share what was discussed with each other.

Campus Connection
As a group, discuss the following questions.
- When can you implement this type of strategy?
- Have you used the strategy, if so how often?
- Why is it important to use this strategy in the classroom?

Talk, Read, Talk, Write Strategy
Discuss with the teachers what Talk, Read, Talk, Write is and how it can be implemented in the classroom. Inform the teachers the goals of Talk, Read, Talk, Write.

Discuss as a group the following questions.
- Just from what you know about Talk Read Talk Write, how can this strategy support CALL?
- How can this strategy increase language proficiency among ELL students?

Reflect as a whole group.

10:30–10:40 a.m.   **Break**

10:40 a.m. – 12:00 p.m. **Talk #1 Strategy**

Talk #1 gets students talking. Discuss what Talk #1 is and what it is not.

Show a picture that relates to the text to the teachers. The teachers must write down all they know about the picture. Discuss what they see in the picture. Have the teachers then

read the text and discuss with their group why the picture is important.

Discuss as a whole group. Discuss the activities we have done during the sessions that allowed students to talk.

Campus Connection

- What questions do you have about starting your class with student talk?
- How can you tackle challenges that might arise during student talk?
- With a partner, write twor or three challenging questions for an upcoming unit.

Reading Strategy:
By talking first before reading, it builds on background knowledge.

Pay Attention to List (PAT List):
Provide the teachers with a text. Give the teachers 5 minutes to read the test. Have the teachers write a list of important text. Discuss what the teachers have written to see if there was some consistency.

By using the list, does it help you to remember what you read?

Campus Connection

- As a team, how do you plan to have students read in class?
- What adjustments need to made to ensure all students participate in reading the text?
- With a partner, write down an upcoming lesson into written form for students to read.

12:00–1:00 p.m.	**Lunch**
1:00–2:00 p.m.	**Talk #2 Strategy**

Talk #2 provides an opportunity for the students to reflect on what was read and to determine if they are on the right track.

Teachers will complete the "Envelope Please!" activity.

Envelope Please!
The teacher creates a conversation starter from a piece of text. The teacher hands one envelope per group and lets the group discuss the answer. The envelope contains more than one discussion question, and there is a different question per group.

Campus Connection

- The teachers will work as a team to discuss the following questions.
- What is the value of having students talk with each other after reading and before writing?
- With a partner, write one to three discussion questions for an upcoming lesson.

2:00–2:10 p.m.	**Break**
2:10–2:45 p.m.	**Talk, Write Strategy**

Talk, Write Strategy
Inform teachers how writing is the last domain that develops among ELL students. Let teachers know that students benefit from talking before writing.

Writing Activity

- Answer and discuss the following questions from the text with your group.
- After discussing (5–6 min), write a paragraph about the text.
- Provide a sentence stem for the English language learners, but have students provide details to their writing to explain what occurred in the text.

Writing Windows
Provide the teachers with a picture. Give them 5–10 minutes to write about the picture.

Discuss after everyone has finished writing.
- How can students benefit from the writing strategy?
- How does this strategy support CALL?

Campus Connection

- What is the value of having students talk with each other after reading and before writing?

- With a partner, write one to three discussion questions for an upcoming lesson.

Group Discussion

Review the strategies that were provided in the 3-day sessions.

Discuss the overview of strategies that support CALL

2:45–3:00 p.m.   **Reflect and Conclude**

Talk, Read, Talk, Write Strategies

How to support computer-assisted language learning (CALL)

Day 3 Professional Development

Welcome/Ice Breaker

Review what was learned...

- Computer-assisted language learning (CALL) history
- How TELPAS supports CALL
- Advancing proficiency levels
- Learned sheltered strategies that support English language learners
  - Three-Part Go
  - Building on Background Knowledge
    - Prediction Guide
    - Carousal Walk
    - Scavenger Hunt
  - Concept Mapping
  - Lingo Bingo

Objectives

Content Objective

- I will learn strategies that will increase language proficiency in listening, speaking, and writing that supports CALL.

Language Objective

- I will discuss different strategies with my group using complete sentences (speaking) and appropriate English.
- I will reflect on my understanding of the lesson by writing in complete sentences.

Peer Review and Cooperative Learning Strategies

▶ Using peer review can help students master content. Here are some ways to get students working together:

  ▶ Use graphic organizers when reading text.

  ▶ Have students work in collaborative groups and use a graphic organizer so together they can identify main ideas, relationships between information, etc. It gives a purpose while reading and while interacting and using the language.

  ▶ Assign reading partners to work collaboratively.

Peer Review and Cooperative Learning Strategies

▶ Pair English language learners with friendly fluent readers. Ask partners to read aloud to each other, alternating sentences or pages. After partner reading, ask them to summarize what they read.

▶ Use Think-Pair-Share (TPS) to help students work collaboratively in which students work together to solve a problem or answer a question about a topic. This technique requires students to (a) think individually about a topic or answer to a question and (b) share ideas with classmates.

Campus Connection

- When can you implement this type of strategy?
- Have you used the strategy, and if so how often?
- Why is it important to use this strategy in the classroom?

TALK, READ, TALK, WRITE

- Talk, Read, Talk, Write (TRTW) was developed by Nancy Motley.
- TRTW is a strategy that gives students an alternative way to access information and build on academic language.
- TRTW engages students in a structured conversation and dialogue.
- TRTW helps the students to put thoughts together about content.
- TRTW deepens students' understanding and helps students become strong communicators.

TRTW Strategy

Goal

Talk #1 – Engage students in the content concept with purpose for reading

Read – To help students read academic text to develop content understanding

Talk #2 – To help students process the text and prepare for writing

Writing – To assist students to communicate the understanding of the content

Campus Connection

Discuss as a group the following questions.

▶ Just from what you know about Talk, Read, Talk, Write, how can this strategy support CALL?

▶ How can this strategy increase language proficiency among English language learners?

BREAK

TALK #1 Strategies

- Provocative Question -
  - Post a thought-provoking question related to the content.
  - Give students an opportunity to discuss answers with each other.
- Make a Choice -
  - Post a situation or question that requires students to make a choice.
  - Ask students to explain and defend choices with each other.
- Respond to a Visual -
  - Post an interesting or dramatic visual related to the content concept.
  - Ask students to share their thoughts about the visual with each other.
- React to a Question -
  - Post a quotation that is connected to the content concept.
  - Ask students to describe their (or their partner's) reaction/response to the quotation.

Campus Connection

▶ What questions do you have about beginning class with student talk?

▶ How can you tackle challenges that might arise during student talk?

▶ With a partner, write 2 - 3 challenging questions for an upcoming unit.

Read Strategies

▶ Pay Attention to List (PAT List)

  ▶ Students previews the test to determine words, phases, and sentences and create a list to pay close attention to while reading.

▶ Annotation

  ▶ Annotation helps students stay engaged in the text.

▶ Highlighting PLUS

  ▶ Highlighting text based on specific criteria, such as phases that support reading

Campus Connection

- As a team, how do you plan to have students read in class?
- What adjustments need to be made to ensure all students participate in reading text?
- With a partner, write down an upcoming lesson into written form for students to read.

LUNCH

TALK #2 Strategies

▶ Envelope Please!
  - ▶ Teacher creates a conversation starter from a piece of text. The teacher hands one envelope per group and lets the group discuss the answer. The envelope contains more than one discussion question, and there is a different question per group.

▶ Check-In Conversation
  - ▶ Students use this talking time to "check in" with each other about understanding the text.

Campus Connection

▶ What is the value of having students talk with each other after reading and before writing?

▶ With a partner, write 1 – 3 discussion questions for an upcoming lesson.

BREAK

Writing Strategies to Support English Language Learners

► Writing is the last domain that develops
► Students need:
  ► Structure
  ► Vocabulary
  ► To be successful at the writing process

We need to understand where our students are in the writing development process and meet their needs.

TALK and Write

► English language learners benefit from talking before writing.

► Students need an opportunity to discuss vocabulary and organize their thoughts before putting it down on paper.

► Make sure that the "talk" section of the Talk and Write is efficient and geared towards preparing them for writing.

Let's Try!

► Answer and discuss the following questions from the text with your group.

► After discussing (5 – 6 min), write a paragraph about the text.

► Provide a sentence stem for the English language learners, but have students provide details to their writing to explain what occurred in the text.

Writing Windows

- ▶ Responding to pictures or photos relating to an academic concept
- ▶ Visuals make the content more comprehensible
- ▶ Students create list of words that are related to the academic concept
- ▶ Students use their list to write their paragraphs relating to the academic concept

Guided Writing

- ▶ Helps students practice the structure of writing
- ▶ Helps students understand the concept
- ▶ Can be scaffolded at different levels
- ▶ Writing needs to be consistently modeled for students as they navigate through different genres of writing.

Campus Connection

▶ What is the value of having students talk with each other after reading and before writing?

▶ With a partner, write 1 – 3 discussion questions for an upcoming lesson.

Group Discussion

▶ As a table, discuss: What are the benefits of CALL, and how can the strategies provided assist with language proficiency?

▶ Write two strategies that you plan to take back to the classroom.

▶ Post strategies on the Strategies Poster.

Strategies to support CALL

Day 2

► Learned Sheltered Strategies that support English language learners

  ► Three-Part Go
  ► Building on Background Knowledge
    ► Prediction Guide
    ► Carousal Walk
    ► Scavenger Hunt
  ► Concept Mapping
  ► Lingo Bingo

Day 3

► Peer-Reviewed and Collaborative Learning Strategies

  ► Graphic Organizer
  ► Think Pair Share
  ► Partner students for collaboration

► Talk Read Talk Write (TRTW)

  ► Talk #1
  ► Read
  ► Talk #2
  ► Write

Overview of strategies to support CALL

► TELPAS focuses on the domains in Reading, Listening, Speaking, and Writing.

► The CALL program Imagine Learning focuses on reading/literacy skills.

► Language proficiency skills are developed through the use of CALL.

► By providing students with opportunity to Speak, Listen, and Write in the classroom, the strategies will support CALL.

► Classroom strategies can support CALL by providing strategies in the classroom for Listening, Speaking, and Writing.

Questions?

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Motley, N. (2016). *Talk read talk write*. Irving, TX: Seidlitz Education.

Staff Development Evaluation

Day 3

Survey for Educators and School Leaders

Check one: Educator ☐   **School Leader** ☐

Please respond to each item by circling the number which best describes your opinion (5 = excellent; 1 = poor)

	Excellent		Average		Poor
Participant Satisfaction					
1. The staff development was well organized.	5	4	3	2	1
2. The objective of the staff development was stated clearly.	5	4	3	2	1
3. The activities were relevant to the objective.	5	4	3	2	1
4. The materials and resources were ready and available to participants.	5	4	3	2	1
5. The trainer's overall presentation	5	4	3	2	1
Impact on Educational Practice					
6. The training provides the participants the content knowledge for the classroom.	5	4	3	2	1
7. The training provides educators the skills they need for effective implementation.	5	4	3	2	1
8. The training provides educators with effective skills needed to analyze data that guide instruction.	5	4	3	2	1
9. The training provides educators the opportunity to work collaboratively and engage in discussions.	5	4	3	2	1
10. The training provides the participants the opportunity to think critically to understand the presented content.	5	4	3	2	1
11. The training provides the participants the opportunity to self-reflect and grow professionally.	5	4	3	2	1

Please take a few moments to respond to the following questions. Your answers will greatly assist us in determining how to improve staff development trainings.

12. How does this workshop help meet the needs of struggling students and provide information to support in their academic achievement?

13. How will this training assist in planning your instruction for the classroom?

14. Did this training help change the way to implement instruction in the classroom?

15. What part of the training do feel was most important to you as you return to the classroom?

16. What recommendation do you have to improve this training?

Additional Comments:

How to Support Computer-Assisted Language Learning (CALL)

Midyear Survey

Participants of the Computer Assisted Language Learning (CALL) training are asked to participate in this survey. This survey will provide insights on the professional development and if the information was taken back to the classroom. Please take 5–10 minutes to complete this survey.

School : _____ Teacher: _____ Date: _____	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. I utilized the TELPAS data to help determine student's needs.	☐	☐	☐	☐	☐
2. The professional development activities increased my capacity to use data to improve my classroom instruction.	☐	☐	☐	☐	☐
3. The activities from the presentation were used in combination with CALL.	☐	☐	☐	☐	☐
4. The information provided from the professional development deepened my understanding of the presented material.	☐	☐	☐	☐	☐
5. The opportunities from the professional development provided activities that allow for student collaboration that contributes to the increase of students' language proficiency.	☐	☐	☐	☐	☐
6. The activities presented were relevant to what I do in the classroom.	☐	☐	☐	☐	☐
7. The professional development advanced my understanding of how to engage the students with classroom strategies while implementing CALL.	☐	☐	☐	☐	☐
8. Since the professional development I have used the following strategies:					
9. Since the professional development I have/have not seen an increase in language proficiency among my students (explain):					

Comments:

How to Support Computer-Assisted Language Learning (CALL)

End-of-Year Survey

Participants of the Computer-Assisted Language Learning (CALL) training are asked to participate in this survey. This survey will provide insights on the effects of the professional development when implementing the strategies year long. Please take 5–10 minutes to complete this survey.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
School : _____ Teacher: _____ Date: _____					
1. I utilized the TELPAS data throughout the school year to help determine the needs of the students.	☐	☐	☐	☐	☐
2. The professional development activities increased my capacity to use data to improve my classroom instruction throughout the school year.	☐	☐	☐	☐	☐
3. The activities from the presentation were used in combination with CALL during the school year.	☐	☐	☐	☐	☐
4. The information provided from the professional development deepen my understanding of how to use classroom strategies to support CALL.	☐	☐	☐	☐	☐
5. The opportunities from the professional development provided activities that allow for student collaboration during the year and contributed to an increase in student language proficiency based on end-of-the-year TELPAS.	☐	☐	☐	☐	☐
6. The staff development provided several times during the year gave an understanding on how to implement the strategies that will support CALL.	☐	☐	☐	☐	☐
7. The staff development spread out during the year assisted in understanding how to use the strategies that will support CALL.	☐	☐	☐	☐	☐
8. I consistently used the following strategies:					
9. Student language proficiency among the ELL students increased/did not increase with the combination of classroom strategies and the use of CALL (explain):					

Comments: