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Literacy Instruction In High School: Examining The Perception Of Bilingual And Monolingual Students Of Middle Eastern Origin

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LITERACY INSTRUCTION IN HIGH SCHOOL: EXAMINING THE PERCEPTION OF BILINGUAL AND MONOLINGUAL STUDENTS OF MIDDLE EASTERN ORIGIN

by

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Approved By:

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Advisor   Date

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DEDICATION

I dedicate this work to my wife Sana and my children, Madalyn, Jamal, Elyssa, and
Khalil. Your love, support, patience, and belief in me were the fuel to my drive.

ACKNOWLEDGMENTS

Without family and a wonderful committee, none of this would have been possible. Through the years there have been many others that pushed me to be more than what people expected of me and I thank all of you.

PREFACE

The purpose of this research study was to examine the instructional practices used by one language arts teacher and how those practices were perceived by the students. The focus of this research was on high school literacy for English language learners and English only students that included students of Middle Eastern origin. Additionally, the purpose of this research study was to add to the research in the field of literacy instruction for English language learners and secondary ELL and multicultural students.

As a researcher and educator this topic is important because there are two underrepresented groups of students in this research. The majority of research on literacy and literacy instruction for English language learners is at the elementary level. Moreover, there is limited research that has been conducted that focuses on students of Middle Eastern origin. Through connecting with these two elements in research, more research can be spawned to support ELL students in the high school that come from different multicultural backgrounds.

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CHAPTER 1

INTRODUCTION

Research Problem

As the English language learner (ELL) population continues to grow and the expectations for all learners to be successful on standardized assessments becomes a priority, high schools must adjust their literacy instruction techniques to support high school ELL and English only students due to the increased academic language required for success on state and national assessments. Moreover, these successes must be accomplished in a short amount of time for ELL students who enter a high school with limited English proficiency. On the State of Michigan Merit (MME) exam in 2014, 19% of the English language learners achieved proficiency on the reading portion of the assessment (Michigan Department of Education, 2014). This is in comparison to 60% of English dominant students who scored proficient on the same assessment (Michigan Department of Education, 2014). Additionally, ELL students are at a gap differential of 41% compared to their English only speaking counterparts. These scores represent a large gap in gains for students who are ELL.

In 2005, 6% of US born children were of immigrant parents and this population is the most rapidly growing group of students in the United States (Capps, Fix, Murray, Ost, Passel, and Herwantoro, 2005). According to the National Center for Educational Statistics (2012b) school-age children from ages 5-17 who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009 which is 21% of the population. Also, English language learners accounted for 7.4% of the students living in poverty and 5.7% who live near the poverty level (National Center for Education Statistics, 2012b). Of the students who do not speak English at home, 21.9% are not

US citizens and 12.2% are naturalized citizens (National Center for Education Statistics, 2012b).

With the rise in the number of ELL students, there is a significant increase of students from low income families needing additional support in schools which makes these schools eligible for Title 1 funding. According to the Center for Educational Studies (2012a) there was an increase in schools receiving Title 1 funding; in 2009-2010 there were over 56,000 public schools who were receiving Title 1 funding which served 21 million students of whom were approximately 59% were in kindergarten, 21% in 6-8 grade and 17% in grades 9-12.

To ensure that ELLs have equal access to higher order language skills to achieve proficiency and to meet standards on state assessments, programs must be developed to support their literacy skills (Osorio-O'Dea, 2001). In order to develop programs that support the rising English language learning populations, there must be an understanding of student perceptions of their literacy instruction and how the students benefit from the instruction. English language learners in the high school are at more of a disadvantage than English only students because of the limited amount of time ELL students have to become proficient in the English language and ascertain enough academic language skills to find success in school and on assessments.

This focus is important because the number of ELL students will continue to grow in the United States and in secondary classrooms. Secondary classrooms have increased rigor significantly since the passing of NCLB in 2001. Secondary teachers must all see themselves as reading teachers and teachers of all students and not subjects of curriculum (Moje, 1996). English language learners and English only

students must be able to read and comprehend academic vocabulary for success at the secondary level.

There is a need for additional studies on literacy instruction at the high school level for English language learners (ELL). This research study provides insight into instructional strategies that assist in supporting English language learners from Middle Eastern background to ascertain literacy skills and academic language at a higher cognitive level in a limited amount of time due to their late immigration into the United States. Vygotsky's (1978) sociocultural theory assists in understanding what is occurring in the classroom and how the students and the teacher are able to identify with the instruction based on their sociocultural understanding.

Literacy skills are a key component to student success in school and in life. According to a report completed by Jacobs (2008) on reading and adolescents must have the ability to use reading correctly and be proficient enough to develop their skills in multiple situations, not just classroom activities, and over a period of time. Also, reading includes an adolescent's ability to comprehend vocabulary (Jacobs, 2008).

Students not having access to a large lexicon of academic vocabulary increases reading comprehension issues and as students get older it gets difficult for all learners (Lesaux, Kieffer, Faller, Kelley, 2010). As students go through their educational training and enter high school, the demands on academic vocabulary grow. Additionally, as students continue to excel in education there are more expectations by educators and an assumption that they comprehend the content language of the classroom. Moreover, there is more emphasis on reading comprehension in the technical areas

such as math and science wherein the vocabulary becomes more difficult. Lesaux et al., (2010) state:

> Reading comprehension is high order knowledge based on drawing on prior knowledge, making inferences, and resolving structural and semantic ambiguities… additionally there needs to be the use of specific linguistic and cognitive skills. (p. 197)

Literacy teachers at the secondary level work with students who come from diverse groups not just in ability but in cultural background, economic status, and English language ability. These shifting demographics present teachers with the task of bridging the gap of literacy comprehension and ability for secondary students. This problem relates to the professional development of secondary teachers who work to close any achievement gaps for students who are ELL and from multicultural backgrounds, such as those from Middle Eastern origins.

Often absent from discussions of achievement gaps are students' perceptions of their literacy instruction as filtered through cultural expectations. This research study gives insight in the students' perception of the instructional strategies. Additionally, the student perceptions give an insight to the students' acknowledgment of metacognitive processes. High school educators can relate these instructional strategies to literacy growth in their schools. Understanding student perceptions of the instruction will assist in determining if the instruction is meeting student needs. Moreover, this research study examines Middle Eastern students who are underrepresented in research of English language learners. Not only do many of the students struggle with language acquisition and academic content but they also struggle with differences in culture that affect their literacy growth in the high school classroom. Therefore the problems that are faced can be multifaceted and complex.

Purpose of the Study

The purpose of this research study is to examine the instructional practices used by one language arts teacher and how those practices affect student literacy instruction, learning and English language learning at the secondary level. The secondary purpose of the research study is to understand the perceptions of students of Middle Eastern descent and English dominant speaking students regarding their literacy instruction. The research study will add to the research in the field of effective instruction for English language education and literacy instruction for secondary ELL and multicultural students. The research study will identify practices and techniques that support higher rigor of instruction, English proficiency and vocabulary development.

Significance of the Study

The significance of the study is that it speaks to the growing needs of students in secondary schools who are ELLs. The significance of the study will also add to current research on literacy instruction for English language learners. In today's current environment in education, ELL students in the secondary classroom must learn language and content at a rigorous level simultaneously and in a short amount of time. Therefore, this research study investigates how one teacher utilized instructional strategies that supported both goals.

This research study adds to the current research through the perceptions of ELL Middle Eastern students because they are an underrepresented group of ELLs in research compared to other immigrant and ELL groups. It is imperative that there is more research on secondary literacy instruction. There have been limited efforts to make an impact on reading instruction for high school students as the majority of

studies addressing ELL's literacy instruction focus on K -8 classrooms (Muñoz, Guskey and Aberli 2009). According to Townsend and Collins (2009), the majority of research in the field of vocabulary and ELLs has been conducted in elementary schools.

Currently there are few studies on effective instruction and perception of instruction for students of Middle Eastern descent. The study will give perceptions of a group of students that are of Middle Eastern origin and in a high school classroom. Students who come from Middle Eastern origins have different adversities that may relate to the assimilation and acculturation process in the western school system that affects their literacy growth and success in school. Additionally, this research study will add to the field of English language learner literacy and instructional strategies to support the use of metacognition for high school wherein the majority of research is on adolescent learners at the elementary level.

This research study on literacy for both ELLs and English only students will allow for a review of how breadth and depth of understanding academic vocabulary can lead to success in school for these two groups of students. Academic vocabulary assists in reading comprehension which leads to improving achievement gaps for both emergent ELLs and English only students who come from Middle Eastern origins. Therefore, instruction has an impact on literacy comprehension success for these students' general instruction for both the classroom and in life. Researching how the use of literacy instruction to support metacognition impacts student success and the building of literacy skills will assist in understanding how the perception affects student success.

It should be noted that these perceptions are based on the students' personal identity with nationalism wherein they consider themselves not solely as "Arab" but as

Lebanese, Syrian, Palestinian, Jordanian, Iraqi, Yemeni, Saudi, Qatarian, etc…   Within each "Arab" group not all "Arabs" are Muslim. Additionally, those that are Muslim are of different sects of Islam that bring within it other cultural aspects. .

Research Questions

The primary research study question asks what are the instructional practices used by one secondary literacy teacher to assist students with their literacy skills? The subset of questions relating to the primary question are:

- What types of instructional strategies are used?

- What lesson design, implementation, or resources are used?

- Are cultural expectations taken into consideration for the different students?

The secondary research study question is what are the perceptions of students of Middle Eastern descent and English only speaking students regarding the literacy instruction that they are exposed to and utilize in class? The subset of questions relating to the secondary question is:

- What do students find as effective?

- How do students engage with the instruction?

- How does the literacy instruction meet the students' needs based on social/cultural expectations?

- What are the ways literacy instruction supports students outside of the class and school?

The classroom had strategies that focused on six main categories:

1.   High School Literacy Skills – Five Domains of Language (Reading, Writing, Speaking, Listening, Presenting)

2.   Textual connections

3.   Cognitive Academic Vocabulary

4.   Self-Regulation and Interlanguage

5.   Metacognition

6.   Cultural Experiences

I will identify how each of these categories supported student learning and how each category supported strategies to assist all students.   Moreover, I will identify how strategies used in each category supported language development and the relationship of each strategy to the research on language development.   Through this identification I will answer the two research questions with examples from student writing, student to student interactions, student to teacher interactions, and the instruction in the classroom.

Operational Definitions

English language learners (ELLs) are students who have entered the school with limited to no English language skills either oral, written or both. ELLs are identified through a multilayered process.   Identification of ELLs starts with the student's registration.   At time of registration, the ELLs parent/guardian must enter what languages are spoken in the home per the language survey. At the time of the research study, if any language other than English is marked, the student is designated to take the English Language Proficiency Assessment (ELPA).   After the conclusion of the research study, the WIDA test replaced the ELPA. The ELPA assessed students in their oral language skills and their level of literacy in English.   The levels that ELLs are designated based on the test are Non-English Speaking (NES), Low Intermediate, High

Intermediate, Proficient, and Advanced Proficient. An ELL keeps the designation of "ELL" until he/she is able to achieve Advanced Proficient on ELPA and score Proficient in English Language Arts and Math on the Michigan Educational Assessment Program (MEAP) for kindergarten to eighth grade and the Michigan Merit Exam (MME) for eleventh grade. At the time of this research study ELPA and MEAP were the two assessments used to identify ELLs in the State of Michigan. After this research study, the State of Michigan moved to the WIDA and M-STEP assessments.

The definition of intervention is any form of instruction for a student who struggles with instruction and specifically in this research literacy and language instruction. For this research study, these interventions are in addition to the Common Core State Standards that the classroom teacher adds to her daily activities. Also, interventions are in the form of differentiated instruction by the classroom teacher that meets the needs of all students.

Limitations

One limitation of this research study is that it is based on one classroom with a sample size of 21 participants. It may be seen as only providing insight into one case but examining one case can give greater understanding. According to Bodgan and Biklin (2007) qualitative research is used to collect data that is, "…rich in description of people, places, and conversations, and not easily handled by statistical procedures" (p. 2) and therefore by being on the research site daily I was able to attain a rich description of the environment. Some researchers have a concern with the generalizability of case studies as they look at quantitative studies as illustrating how pre- and post-testing can change the outlook of the research (Bodgan & Biklin, 2007).

Although, qualitative studies go further to explain how the expectations work directly into daily interactions and activities of the research environment (Bodgan & Biklin, 2007).

The information drawn from this research study can be used to assist in problems that may be faced by multiple cultural groups that are emerging ELLs or of a culture in a school that is not the dominant racial group in society. Moreover, the research study findings can assist in developing an understanding to support effective instruction with sociocultural expectations that affect student learning and how that learning is perceived by the students. Through these methods there is insight to what works to meet the needs of different cultural norms in literacy instruction to better prepare teachers and make professional development more cost efficient.

The second limitation of the study is that the perception data spanned over five weeks of instruction out of a school year of 9 ½ months. Each day for the five weeks, I as the researcher attended the class. I took field notes on the interactions of the students between one another and their interaction with the teacher. Moreover, I used audio recordings to support my field notes. Through these five weeks I observed student work and in the research study and there was an emphasis on the students' writing. The time was a limitation but the depth of data from the field notes and the student work gave significant data that supported the analysis of the research study stemming from archival data and interaction data.

Prior to the research study, the teacher, as well as all other language arts teachers in the school, received systematic and systemic professional development focused on literacy instruction across the curriculum. Therefore, students have been

receiving instruction on a systematic level since the beginning of the school year if not sooner.

Theoretical Framework

The main theoretical framework for this study is informed by sociocultural theory as defined by Vygotsky (1978). This research study will use Vygotsky's sociocultural theory (1978) to examine and explore the instructional practices used by one secondary literacy teacher and the literacy development of students who are Middle Eastern ELL students and English only students. Moreover, in examining literacy development at the secondary level I draw on sociocultural theory and language acquisition theories to understand literacy instruction for students who are at the high school level. Drawing from these theories I consider the role of interaction, reaching the students' Zone of Proximal Development (ZPD), accessing student prior knowledge, and utilizing the students' affective domain as means to enhance learning and literacy growth (Vygotsky, 1978).

Vygotsky states that learning goes from a collaborative nature to an autonomous act that is supported through dialogue. As the key elements of learning are pointed out through interaction between the teacher and learner the collaborative action becomes autonomous. As the child grows, more of these collaborative learning actions turn into autonomous functions in which the learner can self-regulate their cognitive abilities. As children begin to use self-regulation, they begin to use what Vygotsky states is private-speech because now the learner can develop theories and learn within their own frame of thought and mind (Mitchell & Myles, 2004). Vygotsky (1978) states that the

education of children should match the developmental level of the child and those two developmental levels must be determined:

- One, the "actual developmental level" which is the level of development of a child's mental functions (pp. 21-23)

- Two, the "zone of proximal development (ZPD)" of children (pp. 21-33)

Vygotsky (1978) describes the ZPD as, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance" (p. 23). The zone of proximal development is important to student learning because teachers need to adjust their instruction and expectations at a rigorous level just above the student's ability in order to maximize gains. Low expectations and too high of expectations can limit the growth of the students. Educators today scaffold their instruction based on the ZPD of their students as they build steps that will develop an independent thought process and lead to private speech. These steps are referred to as scaffolding (Mitchell & Myles, 2004).

Vygotsky (1962) argues that children must be taught in a systematic process or else the children will not be able to see a connection to the information and the experience. The connection to the instruction must also tap the student's affective domain in making textual connections to support their interests as well as the significance of the instructional goals. This connection is what Vygotsky's identifies as conscious learning which allows for transfer of the subconscious to the conscious learning. Vygotsky (1962) states, "To become conscious of a mental operation means

to transfer it from the plane of action of that of language, i.e., to re-create it in the imagination so that it can be expressed in words" (p. 88).

Additionally according to Vygotsky, students must express themselves through oral and written speech because each element emphasizes the other. When such emphasis is placed there are increased demands on a child's inner speech, "The act of writing implies a translation from inner speech creates conscious work" (Vygotsky, 1962b, p. 99). Moreover, students build off of former generalizations and concepts through the systematic teaching of these concepts and therefore their prior knowledge is crucial to their development. Vygotsky (1962) states that the, "…generalization is built on generalizations of the preceding level; the products of the intellectual activity of the earlier phases are not lost" (p. 114). A student's thought process at a higher level is controlled by the relationship between the generality of the concepts (Vygotsky, 1962). Vygotsky adds that consciousness is the child understanding why and how a concept works as well as their ability to explain and implement the concept. Therefore, consciousness and control become part of the child's learning processes in later stages of education as it is used unconsciously and spontaneously. Each concept grows off of a different concept as mediated by one another in school (Vygotsky, 1962).

Through sociocultural theory the research acknowledges that literacy instruction and the students' sociocultural needs work in tandem. Vygotsky's sociocultural theories also assist in this research study as a means to understand how the professional development of the teacher and the teacher's literacy instruction is perceived by the students based on their different sociocultural needs for literacy growth in and out of the classroom. Therefore, sociocultural theory assists in understanding

the ways literacy instruction for the students of Middle Eastern origin meet their needs for success in school and in life. Literacy instruction does not just assist in reading skills and comprehension but also in their social settings outside of school. Observing student's learning through sociocultural theory and gaining an understanding of what works through sociocultural theory can assist in instructional strategy frameworks.

Within this research study, the teacher uses scaffolds in her instruction through recruiting interest by tapping into the students' sociocultural experiences as a means to access their affective domains to make textual connections. Secondly, the teacher simplifies the tasks by using instructional strategies that assist students in identifying the essential learning targets in relation to their ZPD. As part of the essential learning targets, the teacher through the use of content and language objectives articulates and engages the students to use metacognition in their learning. Finally, the teacher demonstrates and uses small group instruction as a means to support interaction to control frustrations during problem solving to support student growth while the students self-regulate their instruction to enhance their literacy skills. All of these elements are part of scaffolding instruction to support differentiated learning.

Summary

With the rise of ELLs in the secondary classrooms, ELL literacy instruction at the high school level must take into account the language development and cultural background of English learners. Through this study, observation of the literacy instruction in a high school classroom with a predominantly Middle Eastern population which consisted of ELLs and English only students is the focus. As the observer I am

able to understand the teaching practices used by the teacher and students perceived thoughts about the literacy instruction they were receiving.

As a high school with one of largest concentrations of students with Middle Eastern origins, the research study findings will assist in reflecting on instructional strategies and how those strategies support English language learners and English only students. Also, this research study will assist in looking at the perceptions of English language learners of Middle Eastern origins in reference to their literacy instruction. The research study will acknowledge how using the students' sociocultural experiences as a means to make real textual connections assists in students using higher-order thinking. Through higher-order thinking, students' then use metacognition as a means to support rigor and their ability to self-regulate their learning. Through these processes, students then are able to self-regulate their literacy skills. With the limited amount of time that educators in the high school have with ELLs, the research study will assist in understanding how to use instructional strategies to not just build academic literacy skills and knowledge but how to develop the students' metacognitive skills sets for higher-order thinking and learning.

Finally, focusing the research study on an ELL group who are underrepresented in literacy research in secondary education will assist educators that have Middle Eastern ELL students in their classroom. This research study is needed to identify where the gaps in high school literacy instruction is focused per the perceptions of the sample group. This research study can spawn more research in secondary education literacy instruction for different groups of students who struggle, specifically students of Middle Eastern origin. Additionally, the research study will spawn more discussions on

student perceptions of professional development and how professional development for literacy instruction can be manipulated to meet the needs of diverse student groups.

In the next chapter I will review literature that discusses English language proficiency and literacy instruction for English language learners and English only students. The literature review will focus on secondary instruction and literacy instruction for English language learners. Moreover, I will review literature on the professional development for literacy instruction at the secondary level. Finally, I will review literature that focuses on students of Middle Eastern descent and the effect of instruction on them.

CHAPTER 2
REVIEW OF LITERATURE

Introduction

In this chapter I provide a literature review on studies that address literacy for English language learners and English only speaking students at the secondary level. The literature review will review research on students who are of Middle Eastern origin in U.S. schools. Also, there will be studies that evaluate how first language and second language acquisition affects student growth. The final section of the literature review will present studies on professional and school growth. Overall, the literature review will establish the foundational understanding guiding the research study and highlight the need for more research on ELL and literacy education in the secondary level.

The literature reviews are of studies that examine research of literacy instruction at the secondary level, of Middle Eastern students in the United States, and the perception of the instruction. Many of these English language learners are emergent English language learners which means that they have basic English language skills to be productive in the environment but have limited success in the classroom. Most of the exposure to academic vocabulary for ELLs comes from reading texts in school due to their limited interactions of text outside of school and educators cannot depend on vocabulary growth through reading alone (Lesaux, Kieffer, Faller, & Kelley, 2010).

In order for the ELL students to have access to cognitive academic language in the classroom it will require varying levels of exposure for success as the language must be transferred to their daily interactions at a high frequency. Moreover, ELL students have cultural experiences that can be tapped into to support the acquisition of new vocabulary learning techniques through sociocultural theory. Through this

approach, all students can learn at a higher level of cognitive rigor to support their learning of language, vocabulary and instructional skills. Acquisition of academic vocabulary through reading is not enough to learn vocabulary with a high probability because acquiring a word incidentally without support and continuous use will not allow students to encounter the word at least 8 times to be learned (Swanborn & de Glopper, 1999). Additionally, learning vocabulary can be up to only 15% of the words learned incidentally (Swanborn & de Glopper, 1999).

In order to enhance student achievement, instructional strategies used to enhance students literacy instruction has to be an integral part of the conversation. For all educators working with ELL students and classrooms that have multicultural and multilingual students, these educators need to be part of a professional development program that will assist them in the use of instructional strategies that are proven successful. Additionally, with the limited amount of time that high school ELL students have to attain language there must be an emphasis on cognitive academic language and metacognition to also prepare the students for high stakes assessments.

The literature review will address literature that focuses on the achievement of ELLs, English only students, as well as multicultural students of Middle Eastern origin. Moreover there will be a review of studies that have impacted the instructional strategies used by teachers to meet these needs. The review will also identify how students of Middle Eastern descent are affected by instruction in U.S. schools based on their cultural expectations and experiences. Through the review of instructional strategies, the sociocultural perspective and professional development will support the

research study's focus on Vygotsky's Sociocultural Theory and a need for more research on secondary ELLs and English only speaking students in the high school.

Second Language Acquisition in School

The theories of linguists and cognitivists support that when individuals are learning a new language, or any new content, that the methods of the instruction must not be focusing on the content in isolation. There must be interaction between the learner and the learning. Moreover, there must be a connection between their previous learning and knowledge to the new knowledge with opportunities to use that knowledge in real world settings.

Eric Lenneberg states that language learning is not a conscience reaction to learning. Language acquisition happens over time. Also, language development is not based on external stimuli or a single event wherein 'it just happens'. Lenneberg states (1962):

> Because words have symbolic properties, because then- usage is patterned with reference to the total environment, language can cause a cognitive structure. To the degree that children are motivated to speak a language as it is spoken in their community they are motivated to share the world view of that community. (p. 457)

Lenneberg additionally states that there is a regular sequence of milestones in language acquisition that build off each other no matter the language spoken. Through the milestones Lenneberg disputes that direct teaching and intensive practice is a means to language acquisition as he states that it has little effect on the child's ability to acquire a language. Grammar cannot be learned through "sequential contingencies" and the production of sentences cannot be equated with "probability learning" (Lenneberg, 1962, p. 423).

Based on Lenneberg's theories of language acquisition, language instruction in the classroom should not be in isolation. Language instruction should be in combination with literacy instruction and be part of a sequence of learning objectives. Through combining language and literacy instruction with rigor, students will be able to develop language skills in a setting wherein they build off of other competencies. Moreover, by using real world scenarios, using textual connections combined with the literacy instruction in language learning will allow for the learners to connect to the instruction and its importance through sociocultural understanding which will lead to a more thought process and metacognition.

Stephen Krashen's Monitor Hypothesis is based on five hypotheses of language acquisition. The first hypothesis is the Acquisition Learning Hypothesis which involves language acquisition and language learning. Language acquisition is the subconscious natural meaningful interactions that people have either in a school setting or in public. Krashen emphasizes that language acquisition and language learning are two separate processes that can occur simultaneously but not by default (Mitchel & Myles, 2004). Acquisition of language is language learning that is a conscious act in the classroom and is experienced. This experience should be modeled by the teacher and students given multiple opportunities to interact with the language and the instruction.

The second of Krashen's hypotheses is the Monitor Hypothesis. The Monitor Hypothesis states that language learning is a function of monitoring and editing of one's language through direct instruction and change editing. As students gain an understanding of the language, they then focus more on the form of their language use and gain knowledge of the different semantics and grammar through monitoring their

output (Mitchel & Myles, 2004). According to Krashen, Monitor Hypothesis is the explanation for differences in student learning. Therefore, instruction in the classroom must include multiple opportunities for students to illustrate their learning and self-regulation of that learning through output.

Krashen's fourth hypothesis is the Input Hypothesis of Comprehensible Input. Comprehensible Input is based on the hypothesis that in order for language to be learned it must be presented at a comprehensible level just one level higher than the learner's ability (i+1) (Mitchel & Myles, 2004). This maximum effect of language teaching and language learning creates a rigor in learning but rigor that is attainable. It also affects the placidity of the brain to continuously build upon different learning stages. Krashen (1985) states, "If input is understood, and there is enough of it, the necessary grammar is automatically provided" (P. 2). Comprehensible input has to be linked with real meaning and must be rigorous, although the rigor cannot be out of reach for the learner. Establishing rigor that is one level above the learner's comprehension will allow for closing the gap in the learner's interlanguage. Krashen's (1991) definition of input hypothesis is:

> The input hypothesis states that we acquire language by understanding messages, that 'comprehensible input' (CI) is the essential environment ingredient in language acquisition. Comprehensible input is necessary for language acquisition, but is not sufficient. (p. 409)

The fifth hypothesis is the Affective Filter Hypothesis wherein the learner must be able to tap into their affective domain of learning and find relationship between what they are learning and what is needed for their happiness and success. Attitudes of the language learner must be positive and goal driven with an understanding of the highest level of opportunities. According to Krashen (1991) the Affective Filter Hypothesis

allows for language acquisition by reducing barriers between the learner and the targeted language.

ELL students have an underdeveloped ability to use metacognitive strategies to learn words and are under equipped to use other vocabulary and grammar to assist in understanding unfamiliar words in context (Lesaux et al., 2010). The Affective Filter Hypothesis supports sociocultural theory because it allows for connections between the student and their learning based on a connection to their well-being and success. The instruction and content is not taught in isolation and the learner can connect to the instruction based on their social needs and understandings.

Krashen (1991) states that reading also plays a major role in language acquisition, "The reading hypothesis claims that comprehensible input in the form of reading also stimulates language acquisition" (p. 409). The input must also be skill-building or what is known as the 'Learning becomes Acquisition hypothesis'. Krashen (1991) states, "…we acquire language by first consciously learning individual rules or items, and then, through output practice, often in the form of drills and exercises, we make these rules automatic" (p. 409). Additionally, Krashen (1991) argues that language improves as more progress is made because the input becomes more comprehensible.

Through Krashen's theories, language and literacy learning in the classroom must be in tandem with the student's abilities but at a rigorous level one level higher than they are at the time of instruction. Moreover, as with Lenneberg, language instruction must not be in isolation and must be in combination with other learning activities with a series of objectives that students understand. Krashen goes further and

expounds upon the social component of learning and targeting the students' affective domain so that the students can identify and personalize their instruction. Through this process the students are able to identify with the instruction and begin to monitor their own instruction. Through monitoring their own instruction and learning, students will then be able to self-regulate their instruction and adjust as needed.

Halliday and Hasan (1985) identifies language as a means to an end but with a focus on the idea that "people do different things with their language" (P. 15) and therefore as educators there must be scaffolding to meet the differences in need. These different means are as simple as reading, writing and speaking, but all to enhance student learning it must be focused on content and must be realistic. Halliday and Hasan (1985) identify that scaffolding instruction and focusing on three of the domains of language (reading, writing, and speaking) will support student's growth in language. Moreover, Halliday and Hasan emphasize that the instruction must be realistic and the use of these domains in the classroom setting can assist in student learning and growth.

In order to teach academic vocabulary, lesson planning must include scaffolding to meet the expectations and the contexts that the learners can identify with instead of direct instruction. The scaffolding should include the use of all language constructs such as reading, writing, interaction, questioning, and implicit usage of the language. Through the scaffold and meeting the sociocultural needs of the students, ELLs are able to use metacognition to build their literacy skill sets because they are learning at a higher cognitive level and skill set.

Reading Instruction

Nagy, Anderson and Herman (1987) conducted a study that focused on a students' ability to learn word meanings incidentally during normal reading time. The students were assigned randomly to read either an expository or narrative text and after six days were tested on their knowledge of difficult words from the text. Target words were selected as the most difficult words in the text being read and these words were used as the assessment piece to measure if students were incidentally learning word meanings through text.

The results of the assessment found that there is incidental learning of vocabulary when reading from a text that is relative to the student. Students learned new vocabulary 3.3% more compared to the students who did not read the text (Nagy et al., 1987). Additionally, multiple-choice test scores were higher for students who read texts that were deemed easier and scores were higher for narratives in comparison to expository (Nagy et al., 1987). Moreover, it is not unusual that students scored much higher on texts that they had prior knowledge with.

In reference to readability and incident word knowledge, there was a negative relationship between learning from context and text difficulty wherein the more difficulty of the text the less incidental word learning (Nagy et al., 1987).

The study indicates that students do learn from incidental exposure in reading but the reading must be close to their reading level and must be relevant to their sociocultural understandings with interest. Although, the incidental word knowledge was low with many varying factors that affected the students' ability to learn new vocabulary. With a student's lexicon having such a large impact on student success, it

does have a large effect on students coming from a home wherein the first language is other than English. Enhancing a child's academic language is crucial for them to build the repertoire to find success in school. Based on this study, it is imperative that teachers adopt strategies that support the learning of vocabulary in reading selections. Students do not learn a high number of new vocabularies "incidentally" and there needs to be a correlation between the texts read and the students sociocultural understandings as well as relevance to the text. There should be direct instruction in correlation and not in isolation with the texts to support understanding of context.

Professional development and the use of cognitive strategies to support students in reading and writing is a component for literacy instruction at the secondary level. Olson and Land (2007) conducted research on how cognitive strategies directly taught to students assist secondary students in their reading and writing. The study took place in 13 California secondary schools of the Santa Ana School District. The study was over an eight year period and included 55 teachers in the professional development program and their ELL students (Olson & Land 2007). Teachers received training in the use of cognitive strategies that the students then learned to use in reading and writing such as sentence starters, metacognitive reflections, scaffolding strategy instruction, color coding strategies, and other instructional strategies which lasted over an eight year period. The teachers that were part of the research were teachers of sixth graders who were transitional English language learners.

Students were assessed through pre- and post-assessments as they entered the program and exited. The treatment group of students was significantly higher statistically than the control group in growth in reading and writing (Olson & Land,

2007). Olson and Land (2007) state, "The average standardized mean differences in gain scores between treatment and control groups was 0.4 standard deviations" (P. 289). Additionally, students of the treatment group scored higher on the writing assessments than the control group, 6.7 to 5.51 respectably (Olson & Land, 2007).

Through the cognitive strategies approach, the study found that learners must learn cognitive strategies that mature learners use so that they can adapt and adopt these strategies for their own learning (Olson & Land, 2007). The study also found that the professional development received by the teachers should be in correlation with how they learn and how other mature learners learn as well. This is important for secondary students.

The research also included qualitative analysis in which 700 student logs were reviewed in addition to 20 teachers' reflections. There were three themes constant with the student logs. First, students recognized and appreciated the effectiveness of the strategies being used in their instruction and how they were being held to high expectations through a rigorous curriculum (Olson & Land, 2007). Second, the students realized the importance of the specific strategies and how such strategies improved their analytical reading and writing skills (Olson & Land, 2007). Third, student confidence grew based on their increased competence as readers and writers (Olson & Land, 2007). The teachers concurred with these three main themes and added that the students were motivated by the fact that they were part of a program to enhance their skills and learning through challenging curriculum (Olson & Land, 2007).

The Olson and Land (2007) study illustrates the importance of long-term sustained professional development that focuses on higher cognitive strategies to

support student learning in reading and writing for secondary students. Additionally, the research indicates that the professional development should not be a specific grade level but also sustained through multiple grades starting in grade six all the way through grade 12. Students must be taught skills that they can use immediately and can carry throughout their education to enhance their capabilities. Additionally, based on the perception data it was clear that when students identified the professional development received by the teachers was used in the classroom they were motivated. There is a sociocultural connection between the students and the teachers based on the professional development. Moreover, there is a connection between student success and the students' ability to identify the thought process as they use it, such as metacognition. This realization is an example of self-regulation as students began to use the strategies on their own subconsciously.

Muñoz, Guskey, and Aberli (2009) conducted research that was to "determine the effectiveness of a district-wide professional development effort based on a modified Ramp-Up Program" (p. 61) that was developed to support teachers to improve reading skills for high school students. The Ramp Up Program was a course over two years that worked on accelerating learning for high school students that were two or more years behind in language arts. Through the program the students were taught how to use different learning strategies such as Independent Reading, Read-Aloud/Think-Aloud/Talk-Aloud, whole group and small group reading and writing instruction, and collaborative learning situations (Muñoz et al., 2009).

The method of the study was gathering data on five levels. Level one was on pre- and post-satisfaction assessments, level two was on pre- and post-knowledge

assessments, level three was on participant and administrator questionnaires, level four was on observation ratings, and level five was on student reading test scores. The student body included in the research was from a district that is part of a large metropolitan area that has 150 schools with approximately 97,000 students. With the district there are a high percentage of at-risk students that are made up from a large urban population.

It was found that students demonstrated knowledge of the use of the professional development strategies in their daily routines (Muñoz et al., 2009). Also, outcomes indicated that there was growth in student learning when comparing the research group with the control group. According to the KCCT Reading subtest for the tenth graders in the research there was a significant gap in growth between the two groups of students (Muñoz et al., 2009).

The Muñoz et al. (2009) research on the Ramp Up Professional Development program that focused on literacy for high school students illustrated that professional development does support teacher preparation and student learning. Additionally, the research indicates that administration must support professional development at the time of the training and throughout the implementation of the strategies or framework. Through the test data those students that were with teachers who received professional development scored significantly higher than the students in the control group; although, there is no data on the perception of the students and how the professional development supported their learning. The professional development of strategies supported student learning as the students became aware of and used the strategies that were implemented by their teachers.

Language Development

Carlo, August, Mclaughlin, Snow, Dressler, Lippman, Lively, and White (2004) conducted a study that focused on the need to close the achievement gap for English language learners in comparison to English dominant speaking students. The study focused on vocabulary intervention as a means to increase ELL competencies in high school. Carlo et al. (2004) found, "Tests of within-subjects effects showed significant gains over time, and a significant interaction between gain over time and condition, as well as a three-way interaction between gain over time, site, and condition" (p. 196). Additionally, for the areas of mastery, word association, polysemy, and cloze, the students who received interventions had significant gains in comparison to the comparison group (Carlo et. al, 2004). As for morphology, there was a modest gain. According Carlo et al. (2004), they found that challenging curriculum that focused on the instruction of academic vocabulary and its multiple usage improved the performance of ELL and English dominate students. This supports the use of higher order thinking strategies that emphasizes metacognition to support language and literacy growth.

Carlo et al. (2004) added that the students not only needed to be able to recognize a word that they also needed to be able to know the words many components to comprehension. Students have to be able to manipulate words in a body of text and understand how that word is relevant to the selection. Moreover, students need to be able to deconstruct the text, analyze and synthesize its meaning.

Therefore, student learning for ELLs is affected by two aspects. First, the student is learning through input and output structures in the school academic vocabulary for the first time and has had no exposure to academic vocabulary. Second,

if the student is only exposed to their primary language at home, which does not match the language spoken in school, then the student has had little exposure to the academic vocabulary of the targeted language. The results illustrate that there must be intensive vocabulary instruction that is relevant to the students both academically and socially and must not be done in isolation. It must be used in a means to support thinking and processing information needed for learning. This can be accomplished through textual connections that relate to the students' sociocultural background.

Cummins (2000) states that ELL students must first have more knowledge of the targeted language that is required to find success in academic environments; secondly, native speakers continue to move on growing in their use of academic language which creates a continuing gap. The gap is created because of the differences in basic interpersonal skills (BICS) and cognitive academic language (CALPS). BICS represents the language that students learn in order for survival. Cummins (2000) defines BICS as being comprised of the "language related universals that are required for communicative and autonomous uses" (p. 62). Also known as playground language, it is the language that students attain first and this is relevant to their ability to function in their environment.

CALPS represents the vocabulary and language that students need in order to be successful in school, the work world and on summative assessments. Cummins (2000) states, "CALPS reflects the registers of language that children acquire in school and which they need to use effectively if they are to progress successfully through the grades" (p. 59). The language of classrooms, teachers and textbooks is overwhelmingly inundated with academic vocabulary that is most likely foreign to

students who are not associated with such language outside of school. Therefore, the use of CALPS affects students' ability to comprehend, synthesize and analyze instruction and what is read.

Exposure to CALPS is important for all learners to be successful no matter if they are ELL or English dominant speaking. According to Cummins (2000), "Extensive reading and exposure to academic registers are required to realize this expertise in any particular language" (p. 22). This exposure is crucial at an early age and throughout the continuation of a child's education. CALPS must be taught directly and indirectly to students to develop academic knowledge and skills and it requires explicit teaching with a focus on genres, functions, and conventions (Cummins, 2000). All children must be able to "manipulate" the language that they use in order to expand their ability to find success in academic situations (Cummins, 2000, p. 35).

Orellana and Garcia (2014) take the idea of BICs and CALPs a step further stating that students use their current comprehension of language and transfer that understanding in multiple avenues. ELLs then bridge their understanding as they produce meaning of what is being said and what they are to say (Orellana & Garcia, 2014). Transferring of language is "translanguaging" wherein bilingual students, "…move from one language system to another language system (because those are social constructions); what is happening is that they're drawing from one linguistic repertoire" (Orellana & Garcia, 2014, p. 387). The view of using vocabulary for ELL students has moved from looking at vocabulary as two separate linguistic systems to the theory that ELLs are combining these systems and not in separation (Orellana & Garcia, 2014). Literacy instruction for ELLs should not be viewed as solely a means to

support the student's language learning but to allow the student to navigate with their skills from their first language to support their learning in the second language. Students have the ability to navigate deeper learning through their first language if given the opportunity to think at a higher level. Orellana states, "This process, however, takes a different kind of teacher. It takes a teacher that understands that teaching is not just the transmission of knowledge, but the co- construction of knowledge with students" (p. 389).

For both Cummins's work on BICS and CALPS and Orellana and Garcia's work on ELLs ability to transfer their comprehension, both argue that higher-order thinking and opportunities are needed for students to build off of their prior knowledge to gain vocabulary and literacy growth. Therefore, through the opportunity to make textual connections with texts that students can relate to through their sociocultural experiences will allow for metacognitive thinking. This metacognitive approach will then allow for students to build their academic language repertoire and literacy skills.

Townsend and Collins (2009) conducted a study that focused on an after school intervention strategy to improve the use and knowledge of academic vocabulary for middle school ELLs. The purpose of the study was to determine how an after school program in middle school could help with academic vocabulary growth for ELL students and how the student's language skills in English help with this growth. The goal of the intervention was to develop depth of academic word knowledge through exposure, personalization, and through multiple contexts. The second goal was to develop breadth of word knowledge in an environment rich in language. Within each goal and intervention there was targeted academic vocabulary that was the focus.

The results from the research and focus on the first question indicated that students who were part of the treatment group during the treatment period demonstrated growth statistically and practically on targeted word items, but only one group grew with both targeted and non-targeted word items (Townsend & Collins, 2009). As for the second question of the research, there was growth during the intervention periods but sporadic growth during the control periods and that language skill in English will mediate participant's growth (Townsend & Collins 2009).

Overall, the results from the research indicated that interventions set in place can support growth in the breadth and depth of academic vocabulary. The research further indicates that direct instruction of vocabulary must be in tandem with the content being taught. Moreover, it must be in tandem with the social and cultural experiences of the learner so that the students can develop awareness and a connection to themselves.

Kieffer and Lesaux (2012) conducted research that focused on the breadth and depth of vocabulary and vocabulary knowledge. The students involved in the study were both English language learners and English only speaking students. The research was to identify the difference in vocabulary knowledge of, "English dominant speakers and English language learners in three dimensions, breadth and depth of vocabulary, contextual sensitivity and morphological experience" (p. 355).

Results from the research indicated that ELLs were significantly lower in all three dimensions but the gap for morphological awareness was smaller. Through the research, Kieffer and Lesaux (2012) found, "two word general, metalinguistic dimensions of vocabulary knowledge – morphological awareness and contextual sensitivity – could be distinguished from knowledge of specific word meanings both L1

learners and L2 learners" (p. 365). Therefore, there is a difference between knowing many words and the knowledge of the words. The second finding in the research was that there was limited evidence supporting the distinction between breadth and depth of vocabulary knowledge in reference to specific words (Kieffer & Lesaux, 2012). Kieffer and Lesaux (2012) research found that knowing words is not the same as knowing how the words are used, how words are broken down, the multiple forms that they may have, and how to use all of these aspects of words to infer their meanings context clues. Therefore, the use of direct instruction in tandem with the student's cultural experiences and access to the use of the language supports their expedited growth in language and content.

Third, it was identified that ELLs performed lower than the English only speaking students on each dimension but the level of the difference was between 1/3 and 1/2 a standard deviation for students who attended school together which was less than the expected gap (Kieffer & Lesaux, 2012). Kieffer and Lesaux (2012) found smaller differences between English language learners and English only learners that lived in the same neighborhoods and attended the same schools in comparison to national averages. Therefore student vocabulary knowledge is affected by the students' surroundings and daily interactions as relevant to their needs and success. This finding is relevant to the use of textual connections to the students' sociocultural experiences and if ELL and English only students share sociocultural experiences the gap is diminished. English language learners and English only students share a need to develop vocabulary in settings in and out of school and educators support this by making the vocabulary relevant and assessable.

Ahmadian and Yazdani (2013) conducted a study wherein they investigated how intertextuality affected the students' awareness when they read literary texts and short stories. The study focused on Persian speaking students at the Iranian university level who were majoring in English. The students received 6 weeks of instruction that focused on intertextuality strategies and received a pretest as well as a posttest at the end of the instruction. All students also read two short stories that were the same. Prior to the posttest it was hypothesized that the students that received the treatment in reference to intertextuality would have the awareness to be successful on the posttest.

The research identified that the university students who received the treatment did have an awareness of how to use intertextuality which assisted and played a positive role for them in their effectiveness to reading the texts (Ahmadian & Yazdani, 2013). Although, there was not a significant "difference of the effect of intertextuality awareness in reading different literary texts" (Ahmadian & Yazdani, 2013, p. 165) beyond short stories, the students still were able to transfer the skills to other texts. Ultimately, this research identified the capability for English language learners to use textual connections, in this case intertextuality, to be aware of strategies to use when reading texts, specifically in this research using short stories.

Literacy instruction for English dominate students and English language learners share many features that can be implemented by all teachers of all content areas in the secondary classroom. It is clear that literacy skills depend on vocabulary knowledge and the ability to transfer that knowledge to the instruction in the classroom. Moreover, it is apparent that this vocabulary knowledge cannot be taught in isolation or learned through incidental exposure. All literacy instruction must be based on developing

scaffolds in instruction that allows for students to tie the instruction to their own socio-cultural expectations as well as multiple opportunities to use the five domains of language through input and output. Moreover, by tying in the vocabulary instruction to the content instruction creates a bridge and multiple opportunities for all learners to grow. Textual connections made through students' sociocultural experiences can assist in metacognition and higher-order thinking.   Strategies that are explicitly taught to students based off of professional development allows for students to connect to the strategies and self-regulate their learning.

Language Acquisition of Adolescent ELL

Rubinstein-Ávila (2003) state that there are various studies that have assisted in the understanding of adolescent literacy but there needs to be more of a focus on the adolescent students who continue to struggle with literacy across multiple content areas.   Secondary students who struggle with literacy come in with many factors that affect their growth and ability that can be compounded with age.   Much of this in the secondary setting deals with decoding of text and finding the basic meaning of content area curriculum (Rubinstein-Ávila, 2003).   According to Rubinstein-Ávila (2003) some students may be able to use interpretive skills when texts are read out-loud to them while other students may be able to decode sentences but struggle using prior knowledge to interact with the text at a higher cognitive level. All of these factors can affect the students' ability to comprehend and use text.   Additionally, with growing numbers of students who come from different cross sections of the immigrant populations, culture and prior knowledge play affect student learning (Rubinstein-Ávila, 2003).

Rubenstein-Avila (2003) conducted a case study that focused on the cultural aspects of literacy instruction. Through the research, the researchers focused on Miguel who is a middle school aged student and was three years behind in his use of language due to his limited comprehension of the language used in school. Therefore, when a student is in a situation such as Miguel enters high schools it will be even more difficult to catch up to his peers. Miguel's struggle with the English language was based on his limited exposure; but his proficiency in Spanish had connections to the English language which assisted him in his ability to transfer his first language to his targeted language.

Miguel's early literacy experiences had great impact on his success in high school and he felt that he was successful because he was his mom's support at home. Much of this support was reading the bible, reading court papers, and specials in the newspaper. Miguel's interaction with language at home was related to his cultural experiences of supporting his family. Moreover, Miguel identified that he had a desire to read and be actively involved in literacy but there were no books in the school library in Spanish and he was not aware that reading in Spanish would help him in English (Rubinstein-Ávila, 2003). Miguel illustrated that if there were connections to his cultural experiences that he would have had more opportunities to grow and he had the desire to do so.

This case study identified that connection to the student's cultural experiences when teaching literacy at the secondary level allows for access to the students affective domain and allows for higher order thinking. Secondary teachers may be ill-equipped to support students who are two to three years behind other students in a classroom

(Rubenstein-Avila, 2003). There needs to be more research in the secondary arena of literacy instruction that identifies how cultural experiences and teacher preparation supports literacy instruction. Secondary teachers need support on how to teach literacy and not just the content. Moreover, secondary teachers need support on how to reach the sociocultural needs of all of their students, specifically those that come from different backgrounds and access to education as themselves.

Professional Development

Crawford, Schmeister and Biggs (2008) conducted a study that focused on the impact of professional development of teachers using sheltered instruction with English language learners. The purpose of the research was to determine if the effects of intensive professional development would create additional gains for ELLs outside of the typical teaching strategies. The research centered on the ideas of Sheltered Instruction Observation Protocol (SIOP©) which was developed out of the theories of Stephen Krashen and the classroom framework of Echevarria, Short and Vogt (Crawford, et al., 2004). SIOP©'s foundation focuses on vocabulary attached to content, visual and kinesthetic learning, cooperative and engagement learning practices, and the use of scaffolding. Additionally, the foundation of the professional development focuses on explicit vocabulary instruction tied to the students' prior knowledge as described by Robert Marzano (Crawford et al., 2008).

The research focused on pre-kindergarten through fifth grade that included 425 students of whom 294 were ELLs. There were 34 cross curricular teachers, both ELL and mainstream, involved in the professional development intervention program. Additionally, the research was conducted over a two year period with specific

professional development planning that included classroom observations, interviews, and coaching.

The results of the research identified that teachers began to use much more of the sheltered instruction approach after the professional development. Also, teachers reported that they had a desire to refine their teaching styles more in the future as they believed they had a set of skills that were not present prior to the professional development. Additionally, teachers felt that they now attained a set of skills and knowledge that they did not have previously to the professional development. Crawford et al. (2008) states, "In 2004 the theme was 'We want to learn more; we don't know what to do', whereas in 2005 the theme was 'We need more time to refine what we have learned'" (p. 366).

The bases of the data focused on the interview process developed by the Levels of Use Interview Protocol which focused on the growth and cooperation of teachers in professional development. From the data it was apparent that sustained professional development that focuses on a specific student need does establish positive change in classroom instruction. As for this specific study, teachers did make "vast improvements" in the use of sheltered instruction (Crawford et al., 2008). Moreover, content driven professional development can assist in changing teachers' perceptions on how to differentiate their instruction to meet the needs of the students. Specifically with this research series, sheltered instruction was the focus and sheltered instruction has a major emphasis on language and academic vocabulary. With a change in the teachers' perceptions student perceptions of the instruction is also impacted.

Friend, Most and McCrary (2009), conducted research that focused on

professional development to improve middle-level English language learner achievement for students in two urban middle schools in Kansas over a two year period. The research examined 70 teachers' perceptions and changes in perceptions due to the professional development they received. Additionally, the research identified 235 students in sixth and seventh grade that were part of the teachers' classrooms who received the professional development and compared their reading and math scores over the two year period on Kansas state assessments. The students involved in the research come from ELL backgrounds as well as being in high poverty.

Teachers that were part of the study attended classes that focused on preparing content area teachers to work with ELLs. Courses included assessment, monitoring student learning which leads to scaffolding of instruction, linguistic and second language acquisition, and working in diverse environments. From this research, teacher perceptions and student scores before the professional development were examined to the post professional development series.

The results indicated that teachers believed ELLs needed support and instruction in their first language, students also needed comprehensible input in multiple methods, and that there needed to be a focus on academic skills (Friend et al., 2009). Teachers also stated that they needed professional development to support vocabulary instruction such as strategies and how to use visual aids, scaffolding, prior knowledge, and cooperative learning to support their students (Friend et al., 2009).

Over the two year period of professional development the student scores on Kansas state assessments in reading and math indicated that the students who were part of the classrooms that received the professional development had growth in all

areas. Therefore, based on the results from the research study, it is apparent that professional development that focuses on vocabulary instruction with a focus on assessment, monitoring student learning which leads to scaffolding of instruction, linguistic and second language acquisition, and working in diverse environments assists teachers in their ability to meet the language needs of their students. The focus on academic vocabulary and sheltered instruction is also impacted by the social and cultural elements of the students.

Overall, sustained and systematic professional development makes a significant and positive difference in classroom instruction and student success. Moreover through professional development, students identify and understand the importance of the instructional strategies put in place for their success. The students then buy into the instructional strategies and use them as a means to support their own learning and growth. In Ajayi's (2008) study, teachers identified that ELL students struggled with assessments because the language used for instruction and the textbooks did not represent the cultural diversity of the students. Through the use of the PLC and the understanding that cultural awareness is important to the implementation of professional development and whole school buy-in supports all learners because students not only receive the better instruction but identify with the instruction

Cultural Impacts of Being Students of Middle Eastern Origin in U.S. Schools

Students of Middle Eastern descent face many complex challenges that affect their instruction in US public schools and some of these challenges may have been exacerbated since 9/11. Loukia Sarroub's (2001) research on tensions that may arise between immigrant students and the goals of US public education found that the

tensions that existed were based on the idea of classical sociological theory of sojourner. Sojourner refers to an ethnic group's inability to separate themselves from their homeland mentally and culturally and a sense that there will be a return (Sarroub, 2001). Sarroub (2001) states that the Yemeni students' and family's struggles were due to what Sarroub stated as "one foot in the United States and the other in Yemen" (p. 413) because of the deep connection to Yemeni traditions while living apart from those traditions. Sarroub found that the expectations of the US public school system's emphasis on western schooling focus of independence, separation of religion, and the importance of the individual moved too far away from their community's expectations of the family (Sarroub, 2001). It was apparent that the students were living a dual-existence or as Sarroub calls "dual identities" (Sarroub, 2001, p. 413). Sarroub (2001) states, "Although this mingling of spaces made school more social and liberating for the girls it posed a danger to their clearly demarcated home and community spaces" (p. 413). These challenges range from Sarroub's account of sojourning but also in reference to cultural norms and expectations to assimilate or acculturate in a system that they or their parents may not be unaccustomed.

Ahmed, Kia-Keating and Tsai's (2011) research looks at the stress of acculturation on Middle Eastern students in the U.S. as, "…contending with stressors related to acculturation and the tension between adhering to cultural traditions and meeting mainstream cultural expectations in order to belong" (p. 182). Ahmed's et al. (2011) work focuses on testing, "…a risk and resilience model that delineates the relationships between socio-cultural adversities, cultural resources, and psychological distress" (p. 183) of which the study group are Arab American adolescents. Through

evaluating sociocultural adversities and cultural resources and how these two elements affect the adolescents psyche, Ahmed et al., (2011) found a strong relationship between, "perceived discrimination and acculturative stress, and the mental health of Arab American adolescents" (p. 189). Therefore, it is fair to state that these stressors can affect student learning in the classroom as students try to not only acculturate and assimilate to society but also an educational setting.

Another important aspect to the problem and the need to study students of Middle Eastern origin is based on the US Census data that these students are labeled as "white" and are not considered a minority group or a subgroup unlike other minority groups in the United States. Ajrouch and Jamal (2007) found that racial identity play a role in immigrant groups finding success in the assimilation process of immigration. Ajrouch and Jamal (2007) state that, "Racial identity is also an interactionally accomplished category, enacted through the multiple ways that individuals and groups negotiate identities" (p. 862). With the role of racial identity in student learning an investigation on the perceptions of literacy instruction for ELL students of Middle Eastern origin can have a significant impact on the future of literacy instruction for all minority groups in the high school.

Compounding on these aspects is the relationship between when the different groups of "Arabs" started their immigration to the United States and how the time that has elapsed has produced a sense of understanding or assimilation into the "white" culture. Ajrouch and Jamal (2007) specifically relate the immigration of the Lebanese/Syrian groups of the early 20th Century as, "…having an appearance that resembles other Mediterranean immigrants, including those originally from Italy,

Greece, or Syria" (p. 863). Those groups who have immigrated to the United States in the early 20th Century relate more to the "white" culture than those who have arrived in the recent 20 years. Additionally, since 9/11 more of the recent immigrant groups have less of an attachment to the white culture due to the fear of intimidation.

The first waves of immigrants of "Arab" descent were the Lebanese/Syrians who were Christian. Those who immigrated as Christians where considered "white" due to their affiliation with the majority religious group of America. Predominantly today the immigrants from the Middle East are of Islamic background. With the negativity towards Islam some students may want to push away from their identity and be more "white" to be more accepted to achieve equality. Ajrouch and Jamal (2007) state that "Arab Americans" who immigrated from 1990 to recent are less likely to consider themselves "white" and more as "other" but those who are of Lebanese/Syrian descent with a higher education consider themselves "white". Whereas those who are Muslim are less likely to consider themselves "white". Additionally, age and education level are significantly associated with the white identity (Ajrouch & Jamal, 2007). Therefore, all these aspects can play a crucial role in the education of the students and how they perceive and receive the literacy instruction in a high school classroom.

Summary

Through the research there is strong academic language and exposure to it prepares all students for success. It is also apparent that this exposure to academic language is necessary from early in a child's life and that their surroundings do affect their academic language growth. Moreover, the research identifies the importance of allowing students to use their first language skills to build off of to increase their second

language acquisition and literacy growth. Through these processes students should be placed in learning environments that are rigorous and of higher order thinking dynamics.

Through the new federal mandates, all students should be receiving some form of differentiation and intervention that help them improve in the national and state summative assessments. Therefore in order to close the gap for English language learners there must be instructional strategies that improve the students' use and interpretation of academic language. Moreover, it is clear that academic vocabulary must not be taught in isolation but in tandem with the students' cultural understandings and the content of instruction. These instructional strategies must be developed with the mind-set that all students, connecting text to their sociocultural expectations at a rigorous level to support literacy skills for both ELL and English only students.

Spoken language can be learned no matter the environment in which a person resides and the level of language is determined based on the needs and motives of that language learner. What all of the research has in common is that society and the environment do play a role in the development of language and that there has to be a connection to their sociocultural experiences. Where they differ is the amount of society's effect on language learning such as the lexicon of a language, in particular vocabulary. As stated by Stanovich (1986), "Lack of knowledge of the middle and lower frequency 'academic' words encountered in middle and secondary school texts impedes the natural process of learning new meanings from exposure during reading" (Carlo et el., 2004, p. 191). Lack of knowledge and limited use of lexical language is a deficit in language learning. A student's lexicon plays a major role in their success in school and on standardized assessments.

Instructional strategies must be developed as whole school interventions as the research indicates that much of the language growth and need for students is not merely linguistic but very much cognitive due to the lack of exposure. Developing whole school instructional strategies includes systemic and systematic professional development programs in coordination with Professional Learning Communities to support all teachers and all students. It is clear that when an entire school follows a professional development plan that the students' identify with the plan and adopt its importance. This also leads to students' ability to use metacognition and support their ability to self-regulate their instruction.

The review of literature has demonstrated the need for research on literacy in the high school. Additionally, there is limited research on students with Middle Eastern Origin. Students of Middle Eastern origin are underrepresented in research and their struggle with a dual identity in a non-Muslim western philosophy does play a role in their education and acceptance. The purpose and design of the study allows for the analysis of literacy instruction and the effects of the literacy instruction on the students. Therefore the study will further support the need for more data to be gathered on how and why literacy instruction is perceived in the high school by multilingual and multicultural students. Additionally, the research will observe and understand how and why literacy instruction is perceived in a high school mainstream language arts classroom with ELL and English only students.

In the next chapter I will identify the research methodology and processes used to support the research. I will explain how the demographics of the research site affect the field of research on literacy and language instruction for English language learners

as well as struggling students with literacy. Moreover, the next chapter will explain how the students were selected and how the background of the students will support further research. Finally, I will identify how research on case studies and ethnographies supports qualitative research and perception data in the field of educational research.

CHAPTER 3
RESEARCH METHODOLOGY

Introduction

The primary purpose of this qualitative research study was to examine the instructional practices used by one secondary literacy teacher to assist students with their literacy skills. The secondary purpose of this research study was to understand the perceptions of students of Middle Eastern descent and English only speaking students regarding the literacy instruction. The analysis of this data was based on student and teacher interactions, in class interventions and student writing to answer the two research study questions:

1. What are the instructional practices used by a secondary mainstream tenth grade language arts teacher of a non-ELL class with multilingual and multicultural students?

2. What are the students' perceptions of the literacy instruction?

The research was a qualitative micro-ethnographic study. According to Spradley (1980), microethnography is the study of a single situation over a short amount of time. The research study focus was on how ELL and English only students were impacted by the instructional practices used by a secondary mainstream tenth grade language arts teacher with multilingual and multicultural students. While the teacher had students identified as ELL, the language arts class was not designated as an English language learner classroom. Additionally, the research study focused on the students' perceptions of the instruction and its effectiveness to their learning.

The ELL students and the English only students in the class were identified as needing additional English language arts support based on their scores on the 10th

grade Plan Test. The Plan test is an assessment given to all students in 10th grade as a predictor on how well they will do on the ACT. All of the ELL students are immigrant students from the Middle East but represent different regions of the Middle East with varying levels of English language skills. Some of the English only speaking students are also of Middle Eastern descent but are not immigrants but are children of immigrants. Additionally, there are students who are not of Middle Eastern descent who are not ELL. Qualitative research will support in the analysis of the perceptions of these different groups of students who represent different cross-cultural and language levels of students.

To truly identify how the students perceived their instruction and how the instruction impacted their growth as language learners, it made sense to have a qualitative research design to collect multiple data sources. These data sources included audio recordings, field note observations, a pre-questionnaire, an interview, and student writing. Through these observations, collection of data and review of artifacts, I was able to identify patterns that represented the students' perceptions of their instruction.

Researcher Positionality

As the principal investigator in this research study, my role was to utilize microethnography methods to observe student interactions with all of the elements of the classroom environment. These interactions were student-student, student-teacher and student-work. In order to do this I had to separate my experiences as a school administrator and evaluator of teachers and focus solely on the instructional strategies and the students' responses to those strategies. Part of this process was to separate

what I considered a "good" instructional strategy to focus my attention on "how" the students' reacted to the instruction. Even though I had to separate my professional expectations as an administrator, my prior experiences enabled me to see how the students interacted with the instruction and the content standard expectations. Additionally, I was able to see how the students were able to interact with the instructional strategies that the teacher was using to assist the students in their comprehension and reasoning.

Having worked in the same district provided me with an understanding of the complexity of the classroom make-up based on the different cultural and linguistic needs of the students. Being actively involved in the district's professional development planning and preparation as well as a presenter, I had insight on the professional development strategies that focused on instructional strategies to support literacy instruction for English language learners and English only students. Additionally, I was able to gain access to the research site due to my relationship with the school's strategic planning to support student achievement.

While I hoped this research study would provide me with insight on how to assist teachers that work with ELL and English only students that struggle with literacy, I have to recognize the challenges associated with being an administrator in the same district where I conducted the study. As an administrator I struggled to observe some factors because they were familiar to my understanding of the needs of the students. As a researcher I learned to separate my role as an evaluator to become a researcher to see the connection between instruction and student perceptions of the instruction. Prior to

the research, I only recognized the connection between the instruction and the standards. I now see the human connection to the instructional strategies.

Therefore, as I moved from being an administrator to a researcher I had the ability to see the connection of the instruction to the student and not just to the curriculum or expectations. I have always believed that good instructional strategies are good for all students but I see now how the perception of those instructional strategies impacts different students in different ways. Moreover, as a researcher I was able to look at instructional strategies and its impact on individual students. Ultimately, my role as a researcher had improved my functionality as an administrator to bring my newly gained knowledge into my professional setting to enhance the educational environment.

As a second generation Arab-American whose parents are bilingual, I had somewhat of an understanding of the students in the classroom that I observed. I state "somewhat" because I understood the struggle that the students faced when it came to the use of proper grammar, the struggle with identifying idioms, understanding western philosophy, struggling with acculturation, limited academic support at home, and a sense of having to work harder than everyone else in order to be accepted and to achieve. Although I have these connections, I do not have the same level of connection with the immigrant students. The immigrant ELL students faced not only the struggles mentioned beforehand but additional struggles such as being non-English speaking, having limited education in their countries of origin, living in refugee camps, and escaping war. Therefore, there was a connection between me as a researcher and the students in the research study which assisted in my ability to identify linguistic and cultural needs of the students. This connection was beneficial to the research study

because it allowed me to make connections and establish a comfortable relationship with the students that assisted in my ability to identify how their perceptions impacted their learning.

As an educator I have worked with ELL and English only students for over 15 years at all levels of instructions, elementary, middle school and high school. My experiences have allowed me to identify that educators who teach at the secondary, specifically high school, are not always clear on how to teach reading and literacy skills. It is important to note that it is not due to a desire not to teach literacy and reading skills but it is their limited exposure and professional development to prepare them to do so in an effective manner. This research study is important to me as a researcher and an educational administrator because it identifies literacy strategies to support high school teachers when working with ELL and English only students that struggle with literacy and reading.

Additionally, this study is important to me as an educator because it sheds light on the perceptions of ELL and English only students in the high school concerning their perceptions of affective instruction. It is not often that the perceptions of students are taken into consideration when developing professional development opportunities for teachers to support students on their literacy instruction. Through this perception data, roadblocks for teacher training and instructional strategy implementation can be removed to support student learning. Also as part of this perception data, this research study can increase the understanding of students with Middle Eastern orientation as an underrepresented group of ELLs in research. As an educator of this ELL minority group, this research can support my understanding of their needs and expectations in

relationship to literacy instruction. Moreover, this research study will assist in my identification of instructional strategies to implement in the establishment of a professional development series that are cost effective to support all students.

District Demographics and Historical Contexts of the Site

The school district in which the study takes place is located in Michigan. Due to its location, the school district has been a central location for immigrants to the United States since the early 20th century for employment. The school district is home to a large concentration of English language learners and students of Middle Eastern origin. The school district has 33 schools in which 3 are comprehensive high schools, 1 magnet school, 1 specialty high school, 1 collegiate academy, 4 middle schools, and 23 elementary schools. The school district in 2013 held a student population of 19,219 students. Of these students, 12,858 or 66.9% were labeled economically disadvantaged and 8,194 or 42.63% were labeled English language learners. Of other subgroups, the school district has an Asian population of 183 students or 1%, a Hispanic population of 421 or 2.1%, and an African American population of 835 or 4.3%.

According to the US Census (2010) the city in which the district resides had a population of 98,153 residents and the immigrant students in this district are not a minority group so they are labeled white. Of this population the white residents consist of 89.1%, African Americans 4%, Asians 1.7%, and Hispanic is 3.4%. Additionally, according to the US Census 25% of the residents live below the poverty level.

The school in which the study takes place has been educating a large number of immigrant students from the Middle East since the 1990's. At the time of the research study, the high school had a student population of 1,382 students of which 483 students

or 35% are English language learners and 898 or 65% are economically disadvantaged. In 2013 the school was designated a priority school and was still that designation at the time of the study. The school used in the research study does have a large concentration of Middle Eastern students. Professional development to support the ELL students through literacy strategies was based on scientifically researched strategies. The implications that are developed from this research study will ideally support all secondary students by analyzing their perceptions of literacy instruction and how their sociocultural needs are impacted.

Priority schools are designated based on the 2012 State Exam if there is a large performance gap in reading and math between the ELL and English only students, the economically disadvantaged and the non-economically disadvantaged, as well as between special education and non-special education students and based on these scores the schools are then placed in a "Top to Bottom" ranking. According to the Michigan Department of Education (2015) a priority school is a school that are placed in the bottom 5% of the "Top to Bottom" list based on "minimal student outcomes in a number of subjective areas over time" (P. 1). At the time of the study the school closed the gaps between their bottom 30% and highest achieving 30% which allowed them to move out of Priority designation. The classroom studied included students who were from one of two groups:

1. English only
2. Emerging bilingual

ELL Model of the District

The district's English language program consisted of immersion and bilingual support. Students are tested on the English Language Proficiency Assessment (ELPA), which was the State sanctioned test used during the time of the study but was replaced by the WIDA after the study. Through the ELPA assessment, students are then labeled Non-English Speaking (NES), Intermediate English Proficient, English Proficient, or Advanced English Proficient. A student's designation determines the types of services that a student receives. For this study, intermediate English language learners and English proficient students were selected. Services provided in the high school for NES and some Intermediate English speakers for language arts classes are English immersion classes taught by English as a Second Language (ESL) certified teacher who may or may not speak the primary language of the students. These language immersion classes are two hour blocks that emphasize and reinforce content delivered in other core classes as well as English language skills in reading, writing and speaking. These English immersion classes also use sheltered instruction as fundamental focuses on their lesson development.

For core courses such as science, math and social studies, non-English speaking and some intermediate English students are in self-contained courses who are taught by teachers that are ESL certified who may speak the primary language of students. These courses have the same curriculum as the general education courses but the information has more scaffolds, taught at a slower pace, and uses many supplemental resources that simplify the language of the content. All content is taught in English and when bilingual support is available in the students' primary language it is

used to support instruction. The high schools, unlike the elementary and some middle schools, do not use the push-in or pull-out model for ELL support. All teachers in the ELL classrooms receive and are part of the same professional development plan of all teachers. Additionally, all ELL students selected for this study are not currently involved in the ELL immersion program.

Professional Development of Staff

Since 2012, the school was part of a transformation from the traditional lecture format of education to more student engagement, student-lead instruction, co-teaching, scaffolding, differentiated instruction, and the implementation of common instructional strategies to reach the needs of all students. The professional development focused on the textual connections framework, sheltered instruction, writing traits, and graphic organizers.

In order to roll these programs out in a systematic and systemic manner, the school implemented an in-house trainer of trainer program (TOT) wherein master teachers with the support of the literacy and numeracy coordinators attended TOT training for each of the previously mentioned frameworks and strategies. The staff that attended the TOT programs became the in-house trainers and had follow up training to support their growth and needs of the school. The training in the school consisted of sustained and consistent professional development that occurred during the school day, during district and school professional development days, staff and PLC meetings, in the summer, and after school. The professional development series then consisted of establishing model classrooms with teachers who attended the TOT training as well as teachers who have mastered the framework models. Through the model classrooms,

not only did staff present and train other teachers, teachers received release time to observe a model classroom in action and then had follow up conversations after the observation. Through this process, the numeracy and literacy coaches observed classrooms and evaluated teacher progress establishing new coaching objectives based on the needs of the teachers.

Through the in-house sustained professional development conducted by the teachers' colleagues, teachers accepted the frameworks and strategies as part of the school's School Improvement Plan (SIP). Through the SIP, all teachers were expected to build their lesson planning around the agreed upon strategies and frameworks so that there is consistency for all students across all grade levels and curriculum.

The school in which the study takes place has intervention programs for ELL students who struggle in math and/or literacy. All students in ninth and tenth grade are assessed on the Star Math assessment which assesses the students' ability on math concepts. Additionally, all students are assessed on the Scholastic Reading Inventory (SRI) which assesses students' reading level. Based on these assessments, students can be placed in a Language Arts Plus class that focuses on academic vocabulary development, writing skills, and reading comprehension. Students attend these classes in addition to their normal language arts class as the class is a supplemental support for their core content area classes. These courses have middle-level ELLs and low income students.

Additionally, the school hosts an after school tutoring program that enlists teachers, students, and an outside community organization. Through the after school

program, students can attend tutoring, receive a hot meal, attend field trips, and have quiet studying time.

Development of Research Study

The decision of this research study was based upon the need to analyze data on instructional practices used by secondary literacy teachers that assist students with their literacy skills to close achievement gaps between ELL and English only students. Through the analysis of this research, the research study identifies how students of Middle Eastern descent who are ELL and English only students' perceive their instruction based on sociocultural experiences. Therefore, being that the school was designated a Priority School in 2012 but was removed from that designation in 2014, allowed for an opportunity to gather data on students and literacy instruction that is focused on closing achievement gaps.

With the ongoing professional development in areas that effect literacy and the inclusion of all students in general core classes, it is important to understand the perceptions of the students on their literacy education. These perceptions help us analyze how students see their education and if that perception is establishing a culture of learning and respect for learning. The language arts teacher had many variables in her classroom which consisted of several students at completely different reading levels and different sociocultural backgrounds.

Classroom Teacher

The classroom teacher had been teaching since 2002 and is highly qualified in language arts with an ESL Certification (English as a Second Language) and a PhD in Curriculum and Instruction. The definition of highly qualified is that a teacher has

attained and maintained certification in all areas of her instruction by a certifiable university in the state. In this school district, all teachers must be highly qualified in their instructional area and if they teach ELL students, they must have or obtain an ESL certification. The teacher is of Lebanese background which is similar to some of the Middle Eastern of origin students. As a language arts teacher, she attained a rating of highly effective under the school district's evaluation system. The evaluation system has four rankings, ineffective, minimally effective, effective, and highly effective. The separation of highly effective from effective are teachers who are highly effective in the classroom based on student gains, teaching practices through the SIP and in addition to the SIP, and their participation in professional development and/or staff development outside of their normal classroom duties.

The teacher selected did not participate in the TOT program for any of the professional development (PD) as mentioned earlier in the chapter but attended district and school professional development. As a member of the school, her attendance in the PD continuously improved her instruction wherein in time her language arts classroom became a model classroom. Moreover, as a teacher she has become a mentor to other teachers on the programs and has some of the highest success rates of student achievement. At the time of the study, the teacher was part of SIOP© professional development.

Participants

Through evaluation of the English language proficiency assessment (ELPA) scores, it was assumed that the tests are administered properly and that the student's performance is based on their best efforts. Furthermore, these assumptions are also

associated with results from the previous year's ELPA. Although language growth is not tested, it was assumed that language ability plays a key role in student achievement; therefore, students English Language Proficiency Assessment (ELPA) scores were also used in determining where students were placed in the groups.

The participants in the research study were the students. The research study took place in the second semester of the 2013/2014 school year.   The participants were involved in normal daily literacy instruction that included reading, writing, speaking, and listening. The study took place from May of 2014 through the first week of June 2014. There were twenty-one students in the class. Three were African American, three were not Middle Eastern or African American, and fourteen were of Middle Eastern descent. There were seven females and thirteen males. Fifteen students received free or reduced lunch. Twelve of the fourteen students of Middle Eastern descent were emerging English language learners. The students of Middle Eastern descent had nations of origin from Lebanon, Yemen, Palestine, Syria, and Iraq.

The participants included all 21 students but as a researcher I wanted to identify specific students based on their English language proficiency levels as a cross-section of the cultures that represented the whole class. Based on the interview, observation and writing data I selected Tommy, Alia, Wageh, and Mariam (pseudonyms) as the students that represented the overall class make-up as a focus on their writing samples and interviews. These four students were able to articulate how the literacy instruction and their perception of the instruction impacted their ability to achieve in the class. Moreover these four students consisted of English only students, immigrants, students

from multicultural and multinational backgrounds, and students who had varying English language proficiency levels.

Tommy

Tommy was a student who is an English only student but does come from an at-risk background. Tommy's perceptions of the instruction were positive and influential on his success. As an English only student, Tommy struggled in school as he always had to balance working to help the family and his school responsibilities. He also indicated that he understood what it meant to struggle because he grew up poor and never knew what his next meal would be or when it would be.

Alia

Alia was not an ELL but English and Arabic are spoken in her home as she speaks Arabic minimally. Alia is also from a Middle Eastern background and is a first generation Arab-American. Alia also struggled in school as a former drop out. Alia returned to school the year previous to the research study and was placed in the Language arts class to assist her in her literacy skills. Alia was also a student that Ms. Iona used to help ELL students in groupings.

Wageh

Wageh was an English language learner that immigrated from Yemen to the United States two years prior to the research study. Wageh was able to use his cultural experiences as an immigrant from a country that faced war and desolation. He also referred to the uprising in his country to overthrow their president. Wageh faced interrupted schooling between Yemen and his immigration to the United States. In Wageh's home, he is the eldest and tries to use English with his parents.

Mona

Mona was an ELL student who immigrated from Lebanon one year prior to the research study. Mona referred to the recent invasions that she witnessed in Lebanon as well as to the uprisings in Syria that overflowed into Lebanon. Alia also has sisters that she is very close to. Mona referenced her sisters and her mom when discussing how she transfers her learning from school to life.

Research study Design

Within addressing the research questions, the qualitative research study represented from the classroom microethnography in the form of a case study. The qualitative research study was based on the implementation of instructional strategies and practices such as textual connections, writing traits, sheltered instruction, and the use of graphic organizers. These instructional strategies assisted ELLs in their ability to make textual connections, the use of metacognition and develop literacy skills. The ethnographic methods were used to collect and analyze data.

According to Hoyt and Bhati (2007) qualitative research has a rich focus that includes complex exploration of a small group that will allow for a deeper understanding of peoples who may be regarded as unique in their specific environment. Within the tenth grade classroom as the researcher I gauged the students' acceptance and growth of the teaching strategies used by the teacher to assist in literacy instruction. Moreover as a major component of the environment, the teacher's perception of the students' growth based on her training can be assessed in action and at the moment. Through interaction and relationship building, as the researcher I was able to relate and identify

student and teacher beliefs. The setting, or environment, was the perfect staging ground of such analysis. Hoyt and Bhoti (2007) state:

> Because of the idiographic focus in qualitative work, investigators in this tradition wish to establish a considerable acquaintance with their research participants. Thus, they spend a substantial amount of time with each participant, ideally in that person's typical environment. This emphasis on field settings flows from an appreciation of the importance of the situation (context) in determining both behavior and experience. (p. 202)

Moreover the role of researcher plays a significant part in building relationships and extracting data in the qualitative research. Through qualitative research a researcher depends more on the information at hand than the end result of data numbers. The culture of qualitative research is that the researcher is an instrument and therefore the information is perceptual and judgmental to the observer (Hoyt & Bhoti, 2007).

Based on the research study and the research study question, it was apparent that a qualitative design was the best method. The study analyzed how the instructional strategies used by the teacher are perceived by the students and their ability to use metacognition to build their self-regulation of literacy skills. The study analyzed how students perceived their education and the perception of the teacher's use of the of literacy strategies to reach their needs. Qualitative data establishes "naturally occurring information" (Leech & Onwuegbuzie, 2007, p. 560) which increase the understanding of phenomena because it is in close proximity to the environment being investigated.

The ethnographic process examined how the students and the classroom culture were affected by the literacy strategies of the teacher. Ethnography assists with both a description and explanation of similarities and differences as well as variations of such in human behavior (Spradley, 1980). According to Genzuk (2003) ethnography is a

research study method based on social sciences that's focused in on up-close, personal experience, possible participation, and not just observation. The research study focused on the collection of data through interviews, observations, and documentation that will assist in building quotations, descriptions that will lead to a narrative description (Genzuk, 2003).

The study was one of microethnography because it is one classroom out of many other classrooms in the school. Additionally, the students in the classroom made up 1% of the student population. This microethnography was an evaluation of a subpart of a large organism. According to Bogdan and Biklin (2007) microethnography is, "Case studies done either on very small units of an organization or on a very specific organizational activity" (p. 66). By evaluating the perceptions of the students from two specific subgroups, there was an evaluation of a subculture in the school and that of the classroom. Through the data there is an understanding of how the culture of the classroom creates a self-identity for the students and the teachers (Bogdan & Bilkin, 2007).

As stated by Spradley (1980) microethnography is the study of a single situation and an overview of information over a short amount of time on a single research item. As a participant observer I was able to share in the learning process of the students and the teacher as I was embedded in the classroom. According to Genzuk (2003) a participant observer simultaneously intertwines the analysis of documentation, the interviews of subjects, directly participates in the environment of the research, and inspects what is happening all while having an insider's view of the occurrences in the research site.

Data Collection Procedure

The data collection procedure was to investigate how the literacy instruction strategies were affected by the sociocultural expectations of students from Middle Eastern origin and their perception of that literacy instruction of a school fits directly into an ethnographic design. The data were collected through informal and formal interviews, field notes of interactions between students and between students and teacher, and the review of student work. The data collected spanned over one month of instruction from May 5, 2014 to May 30, 2014 over a total of 20 days. As a participant observer I used systematic opportunities to collect data through the design. According to Spradley (1980) a participant observer goes into the research for two purposes:

1. Engage in the activities (p. 54)

2. Observe the activities (p. 54)

As a participant observer my focus was to engage when needed to attain data such as asking students questions at the appropriate times but not to engage in the actual instruction. Therefore I was a moderate participator who "maintains a balance of being an insider and an outsider" (Spradley 1980, p. 60). The focus of my participation was to observe, take field notes, and record all interactions student-student, student-teacher, or student-student-teacher as well as collecting student and teacher artifacts. Moreover, I elicited information through informal and formal interviews as well as surveys.

The collection of data was in the forms of:

- Observations

- Taking field notes through scripting and audio recording

- Formal interviews after class time in a scheduled manner

- Reviewing student artifacts

- Conducting a survey of the students and their teacher (Spradley, 1980)

According to LeCompte & Schensul (1999b) researchers using ethnography learn through systematic observations through interviews and vigilant recording of what they see and hear those who are being observed do and what it means to their research questions. The surveys and interview questions were the instruments of the research as they are the tools used to analyze the findings (LeCompte & Schensul, 1999b). Spradley (1980) states that asking questions in an ethnographic format allows the researcher to, "tap their knowledge about a particular cultural scene" (p. 124) which will give a deeper sense to the participants knowledge and perceptions of the instruction

Each data type was used to examine themes related to the research study. Through this data I created an ethnographic record which Spradley (1980) describes as field notes, tape recordings, pictures, artifacts, or anything that identifies the social situation being researched. Using Spradley (1980) in collecting data I used the following principles:

1. The Verbatim Principle where I ensured that all records of statements by students and the teacher will be verbatim (p. 67)

2. The Concrete Principle where I ensured that all descriptions will be of concrete language without the use of generalizations (p. 68)

3. Descriptive Observations where all observations will be described in detail so that as much detail is made as possible when describing a social situation (p. 73)

As a participant observer I observed and took notes on daily classroom literacy instruction five days a week for the same class from March to June. I took field notes on:

- Student-teacher interactions

- Student-student interactions

- Classroom engagement

- Academic vocabulary instruction

- Grouping of students in the instruction

- Instruction using the five domains of language (reading, writing, speaking, listening, and presenting)

I used audio record the interactions in the classroom in order to have the actual unedited discussions and raw material for further review when analyzing the data that will document:

- Student-Student interactions

- Student-Teacher interactions

- Teacher instruction

- Student to class interactions such as presentations, discussions, answering of questions, and reading instruction

I analyzed student produced artifacts as well as teacher artifacts in the forms of:

- Lesson documentation such as rubrics, content and language objectives, worksheets, and literature

- Student work

Additionally I collected data through formal and informal interviews with students and their teacher. The formal interviews lasted approximately 20 minutes and I interviewed seven students. Informal interviews with students and the teacher throughout the interactions with the students followed ethnographic interview procedures as outlined in Spradley (1980). The interview questions were based on sociocultural theory of Vygotsky as well as the Krashen's Input Hypothesis and Affective Domain Hypothesis.

As a researcher I documented the interactions of the students with one another and with the teacher through field notes. Moreover, I recorded all interactions and classroom instruction with an audio recorder to ensure that I followed through on the verbatim principle and accurately documented the interactions. I then compared the interactions and the instruction used with the students' writing assignments and how they were all intertwined with the instructional strategies used by the teacher. I took into consideration that the students in the class had varying English language skills that ultimately could affect their understanding of the instruction and possible limited interaction. Therefore, the focus of the data collection was on how the students adapted to the instructional strategies and how those strategies were used by the students to find success or how they self-regulated their instruction to overcome obstacles.

Data Analysis

Based on the nature of ethnography, the field notes, interviews and student artifacts are the data that shaped the study. Moreover, there were not predetermined questions during the data collection which made the research action research.

Questions were discovered as data were compiled and analyzed throughout the study. Each observation event established a new set of questions or focus of observation for the next evaluation period. According to Spradley (1980), analysis of field data after each fieldwork experience will establish what the researcher needs to look for in the next observation. Through the analysis I used domain analysis that focused on field notes, transcripts of discourse between students and student-teacher, as well as interviews. The domains were established per the data received that allowed for a "systematic examination of something to determine its parts, the relationship among parts, and their relationship to the whole" (Spradley, 1980, p. 85).

The analysis of the data was used to understand how and why the perceptions of the literacy instruction were perceived by the students as useful to their instruction for both the classroom and outside of the classroom. The data analysis for the research study was analyzed through discourse analysis of field notes, transcripts of lesson instruction and interactions between the students and the teacher, interviews of both students and teacher, and an analysis of student work. The analysis focused on the relationship of all parts in a systematic evaluation of how all parts are in a relationship to the whole (Spradley, 1980).

All participants were given pseudonyms and I as the researcher kept on file which pseudonym was related to the actual student for record keeping purposes. The data was collected and organized on a daily basis and held under lock and key at my home office. There was continuous cross-referencing of the data to understand how and why each aspect of the data within its realm related to the whole; in this case the whole being the perceptions of the students concerning their literacy instruction.

Through the interviews I gained an understanding to how and why the literacy instruction is perceived by the students and their teacher as meaningful for the class and life.

Participant Observation

As a participant observer I was immersed in the teaching and learning of the classroom. Even though I was aware of the professional development that the teacher had been part of and had knowledge of the curriculum, I was new to the culture and climate of the specific classroom. This newness allowed me to be engaged in activities and to "observe the activities, people, and physical aspects" (Spradley, 1980, p. 54) of the environment. Moreover as a participant observer I ensured that I was being explicitly aware of all of the activities occurring in the classroom. Spradley states, "The participant observer seeks to become explicitly aware of things usually blocked out to avoid overload" (Spradley, 1980, p. 55).

Field Notes

As a participant observer, I was able to be actively involved in taking field notes that allowed me to get a deeper understanding of the student and teacher relationship. This student and teacher relationship was based on how the curriculum was designed per the professional development. Spradley (1980) states, "Fieldwork involves the disciplined study of what the world is like to people" (p. 3). Each classroom has its own unique culture which is establishes between the teacher and their students. Through the field notes this culture can be exemplified because the "core of ethnography is the concern of meanings and events to the people we seek to understand" (Spradley, 1980, p. 5). Moreover, as the researcher I ensured that there were concrete descriptions of

events to ensure that there were not any generalizations made. Spradley (1980) states

that the concrete principal is, "when describing observations, use concrete language" (p.

68); additionally, "In writing up field notes we must reverse this deeply ingrained habit of

generalization and expand, fill out, enlarge, and give as much specific detail as

possible" (Spradley, 1980, p. 68). Of the field notes, there were 987 lines of data based

on the conversations and interactions of the students, including observations. I

determined that sitting in the back of the classroom but at a table wherein I could hear

the dialogue of all students would allow me to document the interactions of the students

and how their interactions related to the instructional strategies. Each day after

documenting the field notes, I reviewed the field notes with the audio recordings to

ensure that I documented the interactions correctly. At the conclusion of the

observations and collection of field notes, I compared the interactions in the classroom

instruction and the use of the instructional strategies with the formal interview data and

the writing data.

Audiotapes

In order to truly record on paper the conversations and dialogue in the class

verbatim, audio recordings were used to support getting an accurate record of the

classroom activities. This aspect of verbatim records is what Spradley (1980) identifies

as the as "verbatim principal" (p. 67).

Formal and Informal Interviews

Through the process of collecting data through observations and participation, as

the researcher I had informal conversations as well as formal interviews with students

about the classroom instruction and their learning. As classroom instruction occurred

and opportunities arose to ask questions, I took advantage of this opportunity to informally seek more information. Spradley (1980) identified this as the informal ethnographic interview. In contrast, the formal interviews took place at a specified time with a specified set of questions that were established with the interviewee. Formal interviews are based on a relationship that has already been established with the interviewee and is based on attaining more information per the observations (Spradley, 1980). There were seven formal interviews conducted and four of the seven interviews were used in tandem with student work. Informal interviews occurred sporadically throughout the observations as I asked student questions about their instruction and the instructional strategies.

Summary

Through the review of qualitative data based on student interactions, discussions, student work, and student interviews I was able to use the data to understand how literacy instruction affected student learning of both English only students and English language learners. With such a multicultural class and differing language skills in a school that has been identified as a priority school, the data gathered will be able to support further research in the field of education on literacy and language instruction in multicultural and multilingual schools that are struggling with proficiency scores. The perception data through the microethnography will allow for further evaluation of interventions and strategies in literacy instruction that works for all students.

In the next chapter I will illustrate how the research strategies and methodologies identified in Chapter 3 assisted in developing the findings from the research. Moreover, the next chapter will identify how the microethnography format identified how the

perception of the students' instruction affected their growth as language and literacy learners. This process of qualitative research will further support the need for more qualitative research in the field of high school language and literacy instruction for all struggling learners.

CHAPTER 4

Research Findings

Introduction

In chapter four I will discuss the findings of the microethnography that focused on one 10th grade language arts class in a high school.   Additionally, the research findings will highlight the perceptions of multilingual and multicultural students regarding their literacy instruction.   As discussed in chapter three, through the microethnography I recorded the interactions between the teacher and students as well as students to students in order to identify how the strategies used in the class supported the language development of both English language learners (ELL) and English only students.   The data analysis included analyzing the interactions between the students, between students and the teacher, artifacts such as their writing, and interviews.

Through data analysis three findings emerged. First it was found that no matter the student's language proficiency, use of conventions and strength in academic vocabulary, the students were able to make textual connections through their sociocultural experiences and relating those experiences to universal themes. Secondly, students were able to use metacognition to make inferences about what they were reading which allowed them to draw on their textual connections and use higher order thinking just beyond their comprehension.   Third, the students' ability to use textual connections and metacognition promoted higher order thinking that supported the students in self-regulating their use of literacy skills. This process was cyclical and redundant in supporting students to use metacognition and self-regulate their instruction. Students were able to improve in their language skills by working at a level

that was rigorous enough to expand their skill set. All of the elements of the instruction supported all five of domains of language which kept the students actively involved in the instruction.

Classroom Norms and Procedures

Throughout the data collection there was a clear and consistent pattern for classroom norms and routines. Each day that the students entered class they collected their portfolios. The portfolios consisted of work they had completed from their instruction, archival notes, and other instructional assignments that can be used to enhance their future instruction. Students then began sustained silent reading (SSR) which involved the students making their own reading selection. Sustained silent reading consisted of students reading for 10 minutes at the beginning of each hour which gave students time to read and build stamina. While reading independently, students would keep data on their reading stamina by charting how many pages they read each day. Moreover, students would complete a comprehension check by answering questions as part of their ticket out actively related to their reading.

Through these self-regulating techniques, students were able to connect what they were to learn with what they actually learned. Each day the students would move from SSR to reading and discussing the language and content objectives with the help of Ms. Iona to understand the meaning behind the objective. The students' opportunity to read the objectives and share the purpose of the objectives allowed for students to identify with the learning targets and articulate in a comprehensible manner. The next part of the daily instruction focused on students speaking, listening, presenting, writing, and reading in small group activities with the goal of having students use the five

domains of language as a means of input and output of language. The five domains supported their literacy skill development with cognitive academic vocabulary, writing and inference.

Across the hour, Ms. Iona moved between more traditional approaches to literacy instruction where she had students discuss their findings in small groups and used a multitude of instructional strategies to scaffold the instruction. This scaffolding included students identifying universal themes by connecting text to their sociocultural experiences. Through textual connections students were able to develop their metacognitive skills as well as their ability to self-regulate their learning. Students used graphic organizers as well as small group discussions to interact with text and to make connections between themselves and the literature. Additionally, Ms. Iona supported the students in understanding academic vocabulary by allowing students to identify difficult vocabulary and use textual clues to support comprehension through the use of graphic organizers and small group discussions. Through the self-regulation, students were able to develop vocabulary and comprehension while they worked with the five domains of language. The self-regulation was supported by the students' ability to use textual connections between texts (text-to-text), the world (text-to-world), and themselves (text-to-self) through metacognition and connection to their cultural experiences.

Throughout the data collection I found that the high school literacy skills were not affected by one set of skills over another but by how all set of skills interacted. The language arts class consisted of several instructional strategies that supported student learning to achieve skills needed to be successful in high school and beyond. These

skills were not just specific to reading and writing skills but on how students were able to use all of their skillsets to make cultural connections to the universal themes of Conflict, Death & Dying, Suffering, Decisions, Friendship, Life Lessons, Love, Forgiveness, Fate, Freedom, Ambition, Guilt, Sacrifice, Courage, Belief, Hope, and Change.

Primary Finding – Cognitive Learning Cycle of Literacy Instruction and Metacognition

The primary finding from the research study was the Cognitive Learning Cycle of instruction that affected literacy skill development through the students' ability to make textual connections, use metacognition for higher order learning, and the use of self-regulation of literacy skills. I argue that this Cognitive Learning Cycle supported student use of metacognitive strategies and acquisition of literacy skills across language proficiency levels.   Also, I argue that the students' ability to infer and use self-regulation lead to academic vocabulary and comprehension across all literacy skills.   In the following sections, I will discuss the following sub-themes of textual connections, metacognition and self-regulation of literacy skills and their relationship to the Cognitive Learning Cycle.   I will draw on the 21 participants and my observations of student to student and teacher to student interactions, student interviews and student artifacts such as their writing.   The writing prompts were based on two articles, "Afghan girl who lost arm paints with prosthetic" by Jim Rogers and "A Tough Homecoming for War Veterans" by The Week Staff

Textual connections are based on the student's ability to draw a connection to the text that they are reading in relationship to their cultural experiences. According to Aghaei, Lie, and Noor (2012), "A Socio-cultural perspective on language and literacy

takes language into consideration as a tool for meaning portraying identities, achieving social/cultural goals" (p. 56). A student's ability to draw connections to his/her own personal cultural experiences is referred to as text-to-self connection because the student is connecting the theme or message of the text to him/herself in order to draw meaning. A second form of textual connections is supported by the student's ability to draw meaning from the text and infer the meaning to their surroundings and the world that they see based on their own cultural experiences. This form of textual connection is identified as text-to-world connections. The third form of textual connections is a student's ability to draw a connection between two or more texts and identify the themes that the texts share in common and how the messages impact the theme. This third form of textual connections is identified as text-to-text connections.

The second aspect of the cycle refers to students' use of metacognition through making inferences when reading. Instead of focusing on comprehension and vocabulary development as a means to teach literacy skills, the emphasis in this classroom was on literacy development through students' ability to draw on textual evidence and use metacognition. This use of metacognition then allowed for a deeper analysis of their reading in order to develop stronger metacognitive skill sets. Moreover, metacognition was a byproduct of textual connections. When students read texts, they should not read the texts in parts but as a whole by focusing on the several elements of the text (Ahmadian &Yazdani, 2013). Based on the student interviews and the review of their writing samples students developed of stronger metacognitive skill set that allowed for them to improve in their reading comprehension and academic vocabulary growth.

As the third element to the cycle, literacy skills were developed through the students' ability to make textual connections and use metacognition as a tool for their analysis and self-regulation as they developed arguments both orally and written. Through the process with support from fellow students and Ms. Iona, students were able to build these literacy skills with a meaningful lesson that tied to their sociocultural experiences. The literacy skills were not taught in isolation and were emphasized with the five domains of language (reading, writing, speaking, listening, and presenting). As the cycle continued, literacy skills continued to be reinforced and learned.
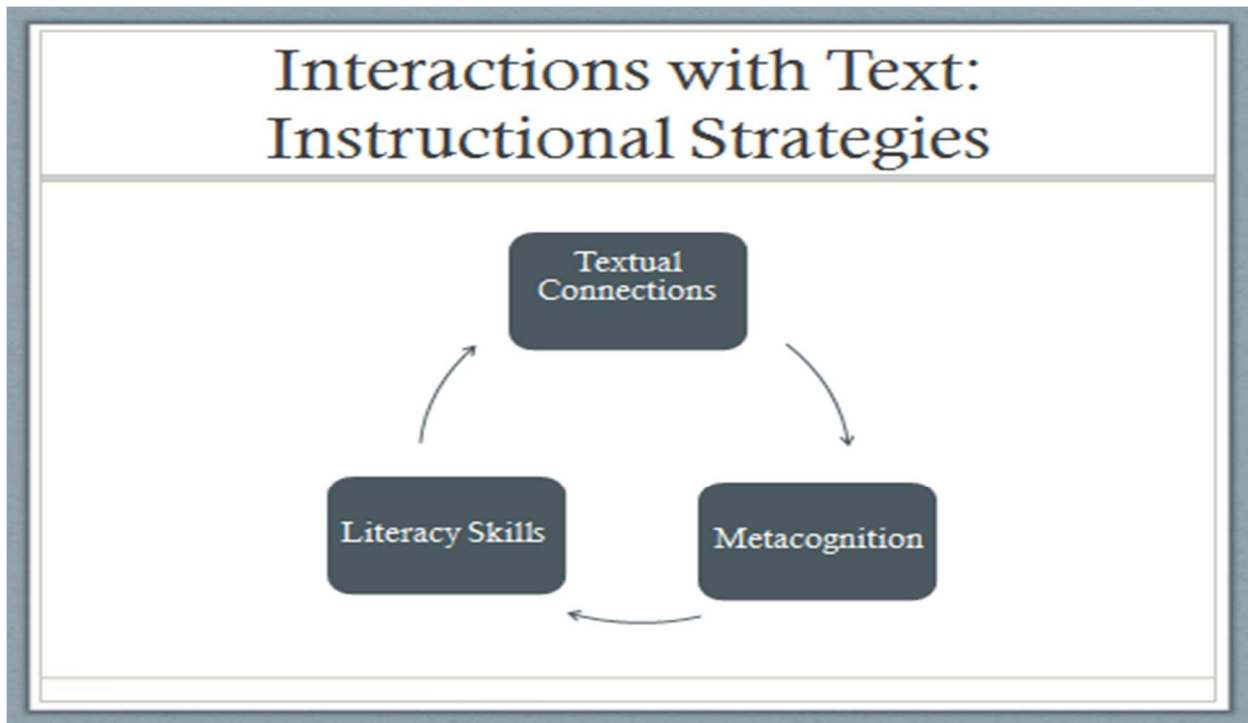
Figure 1

Textual Connections – Phase One of the Cognitive Learning Cycle

Textual connections were central to the cycle because it gave students the opportunity to draw connections to their own cultural identity. Students formed textual connections rooted in their cultural knowledge and lived experiences. When students

used textual connections and drew on their sociocultural experiences they were able to draw in on metacognitive skills that assisted with their ability to self-regulate their literacy instruction. In the following section I will illustrate how students drew from their cultural knowledge to identify with the instruction and the texts that were the focus of the assignment.

Students used the textual connections as part of a writing assignment. The writing was based on the students' connection to a universal theme of their choice as they felt it related to war.   Additionally, students had to develop an argument for or against war as an argumentative piece. The writings were based on the students' ability to use textual connections and metacognition to develop text-to-text, text-to-self and text-to-world connections. Through this process students had to identify the theme of the reading selections, the tone of the author and a counterargument to their argumentative piece.

Textual connections were made possible by allowing students to identify vocabulary within the texts that they were unfamiliar with and developing lists of "need to know" and "want to know words". Through this identification process the students were able to understand and identify with the texts that they were going to read. On May 7, 2014 the students were asked to place the words that they found on a graphic organizer, T-Chart, so that the whole class could review together. Students identified these words as "need to know" words which would be words that they feel they need to know to comprehend the text. EO represents English only students and ELL represents English language learners.

95. Tommy (EO) – Acrylic
96. Deondre (EO) – Exuberant

97. Pallete
98. Younis (ELL) – Sculpture
99. Kalil (ELL) – Delighted
100. Anna (EO) – Affinity
101. Hala (EO) – Cauldron
102. Kamal (ELL) – Scars (Audio Transcripts, May 7, 2014, p. 5, Lines 95 – 117)

The data analysis identifies that there are differences in the identification of "need to know" words between the English only students and the English language learners. This difference is represented by the different sociocultural perspectives of the students and their level of academic language identification of the ELLs. Deondre identifies "Exuberant" as a need to know word as he identifies what he may or may not know as an adjective but identifies that it is important to his comprehension. Whereas Younis identifies "Sculpture" which is a noun that may be a cultural misunderstanding as in Arabic there is only one word to represent any form of a 3-D piece of artwork such as sculptures and statues and therefore there is no differentiation. There is a clear dichotomy of sociocultural perspective and vocabulary knowledge between the two students which illustrates an example of the different levels of understanding. Therefore, by giving the students the opportunity to identify their needs prior to reading a text allows them to identify what represents their individual sociocultural expectations.

Tommy

As part of the instructional strategies to support students in identifying themes of the articles, the students have to make text-to-self connections and identify what they believed as the "golden line" of the article, or the statement they felt identified the theme. Tommy identified the golden line as, "Thousands are returning home with catastrophic injuries such as double and triple amputations and debilitating spinal cord

damage." Tommy then identified "conflict" as his theme with a focus on what the veterans of the wars have to face upon returning home from a war. Tommy's viewpoint on conflict was different than other students as he argued that conflict is more of a struggle which matches Tommy's Universal Theme of struggle. Tommy wrote:

> This golden line has to do with my theme conflict by these veterans having to deal with this conflict and threat every day! This reminds me of when I was a child my family was poor and I had to suffer everyday wondering what I was going to eat next and I see that the veterans feel this every day.

This identification process between Tommy and the text made the textual connection with what he was able to internally process based on his cultural and life experiences. Tommy was able to personalize his understanding of conflict wherein he finds that conflict is not a struggle. But to Tommy that conflict was the aftermath of the struggle. Additionally, culturally Tommy identified war with socioeconomic status as he states, "Imagine no fighting, no hate, no anger, no racism, and everybody being friends and no suicide" and later in the piece wrote, "…no matter what their religion or race is." Tommy's metacognitive evaluation of the reading selection represented his ability to create a connection between himself and the text through his own self-regulation of his concept of conflict. Tommy does not struggle with the conventions and academic vocabulary as do his ELL classmates but through the process still adapts new vocabulary and use of metacognition as he self-regulates his learning to develop his argumentative essay. Through Tommy's ability to draw text connection, his metacognition skills allowed him to make meaning and an argument to support his writing.

Alia

Alia's writing illustrated her understanding of war as a series of challenges. Alia attempted to visualize what war represented because she did not have any cultural experiences with war but understood war was a form of challenges. Alia wrote, "In the article I made connections/related it to myself by the challenges, the trauma, and the suffering". Through this statement Alia voiced her perceived connection to the veterans in reference not to war but to the challenges and the suffering that she has faced. There was a clear connection that Alia has faced suffering in her life but was not comfortable going into detail about her suffering. Moreover, her statement of visualizing in her writing emphasized that she was trying to create that metacognitive connection with her cultural and life experiences. Additionally, Alia wrote, "They experienced things, that were afraid to face in life." In this last statement her voice was clear that Alia made a generalized statement about fear and how that fear to her was not just what she faces but what everyone faces. As part of her edited version of the response, Ms. Iona edited her paper and changed "were afraid" to "we're all afraid" as I believe that has an effect on Alia's voice. It may have been just a convention adjustment but based on Alia's experiences she may be illustrating a fear she may have faced in the past as she isolates herself in the statement. Alia does not go into detail on how she related to the suffering, or how she visualized that suffering, but she does relate suffering to all people as a means to connect to the universal theme.

Alia continued to connect to the universal theme of suffering through the focus of the article as she referenced suicide, psychological concerns and disorders. Alia wrote, "Most of the veterans that suffered from the war committed suicide, or discovered alienation including concussions." Additionally Alia states, "Also, I made connections

with this article because understanding what they go through and how they feel afterwards." Through this statement Alia has a perceived notion that she knows what they go through but not in reference to a battle but the idea of "fear". Within the edited piece, Ms. Iona did not ask Alia to go into detail on why and how she can relate to the fear which indicated that Ms. Iona allowed her to be general based on her understanding of Alia's background and that Alia was not comfortable expressing her beliefs. No matter, there was clear use of self-regulation and development of metacognitive skills that supported Alia's ability to draw connections with the text. Alia's focus on fear and connecting her cultural understanding of war to the Universal Theme of fear was Alia's identification process with the authors' message.

Wageh

Wageh's reflection on war and its connection to his beliefs took a completely different viewpoint than Tommy and Alia. Wageh's focus was reality based and focused more on the affects that war has on all people that are impacted by it. Ironically, Wageh looked at war and the impact of war as fate. Through Wageh's voice, war was something that is inevitable and if one's fate was determined then this was the fate that he would accept. Wageh wrote, "I can relate to the topic of war to my universal theme fate because I believe that the girls fate is to lose her arm in the war." Wageh was clearly using his ability to use metacognition to establish the connection between himself and the text by using his prior knowledge and cultural experiences. Moreover, Wageh took his statement further delineating the negative impacts of war beyond just one girl, in reference to the Afghan girl that lost her arm, by expressing that yes it was her fate but she was not the only one. Wageh wrote, "In the same time she is not the

only one who faced this kind of physical injury because there are many people who face the same obstacles in their life during war." Wageh was emphasizing that with war there are many people who face tragedy and that it was not uncommon for one person to face such distress.

What was ironic about Wageh's reflection on war was that he moves from tying war to a reality that people face and that was part of one's fate but then in the next paragraph Wageh compared the ideas of war and fate to a television show that he was watching. Wageh's golden line helps him develop his theme of fate when he wrote, "The golden line I chose is, 'A new arm gives a young girl a new life as an artist.' It was very significant to me because it reminds me of a series I watch because almost the same thing happened to the main character in the series." Here Wageh used metacognition and text-to-self to identify how the character in the series he was watching related to war and fate as well as the young girl that lost her arm. He continued later in his writing that the character in the show he was watching was struggling with his hopes and dreams to walk again. Therefore, Wageh was able to use metacognition to self-regulate his learning when he identified the idea of struggle and fate between his cultural experiences, the text and the television show. For an emerging ELL, Wageh was able to identify and self-regulate his textual connections through metacognition. This higher order thinking approach allows for more growth in his thought process and use of literacy skills.

Mona

In Mona's writing there was a strong connection to war. Mona was able to create a connection to war and suffering based on what her and her sisters witnessed

as children growing up in Lebanon. This connection also allowed for Mona to have the opportunity to take lessons learned and discuss them with her family creating additional extended connections.

Mona identified with the texts read due to her cultural experiences and relationship to war. Her connection was developed and reiterated not only to herself but with her family. Mona took the elements of the text and made them personal to her and her sisters. Mona's ability to use metacognition and self-regulate her learning was defined in her ability to connect with her family and continue the dialogue. Mona stated:

> This year I enjoyed the story and I tell my family what they are talking about and I have made connections with my family about the story. I read a story about a girl who faced a lot of troubles in life like me and my sisters so I made connections with the story and my life. So I made the connection and I told my mother about the troubles the girl in the story had. Every story I make connections to me and the world.

Mona made the personal connection to the context of the objectives when she referenced her experiences as a child in Lebanon, "When we talked about the article about the war, I made connections to what happened in 2006 in Lebanon." Mona was a student that focused more on the personal element of the veterans from wars other than focusing on herself when making connections. Mona wrote:

> Wounded soldiers are doing a great job to fight and also to go back home. Alot of them returning back with many problems like debilitating spinal cord damage, traumatic brain injuries. Veterans bring combat home and faster evaluation for those injuries that they need help and need someone to say to them it's okay.

Within this comment Mona struggled more than Wageh with her English language skills but understood the purpose of the writing prompt. Although she struggled with conventions she was able to use the group work, discussions, textual connections, and metacognition to draw conclusions that support her purpose and

voice. The two elements of this statement which connected Mona to the textual clues were her reference to the soldiers doing a "great job" and how when they become veterans "they just need someone to tell them it's okay". Therefore, Mona's experience with the war was more in reference to the caring and understanding that the soldiers face difficulty and need support.

Metacognition of Thought Process - Phase Two of Cognitive Learning Cycle

Students were able to use their textual connections in relationship to their sociocultural experiences as a means to use metacognition no matter their strengths in academic vocabulary or varying levels of the English language and use of conventions. This was evident based on the interactions students were having in the class and their writing samples. Students interacted with texts based on their life experiences and how those life experiences developed their cultural understanding of the world around them. Students then were able to use their cultural experiences as an ability to illustrate what they believed were the differences between "Conflict and Fate" based on their worldly view. Through this process, the students' tone and voice were evident in their essays no matter their strengths or weaknesses in conventions and vocabulary. Therefore, the students' ability to draw from their textual connections and use metacognition ultimately supported their ability to self-regulate their literacy instruction.

On May 9, 2014 students were directed to start to analyze the texts that they were reading and to make text-to-text connections. At the beginning of the class students were asked to read the content objectives. In the front of the room were a Circle Map and a Double Bubble Map that had the academic vocabulary that the students identified. In the following excerpt from the discussion Ms. Iona and the

students identified together what the objective for the day was and how the students were able to use metacognition to explain their thinking process. Through this metacognitive process students were able to explain their thought process of their instruction. Moussa is an ELL student and Hamzeh is a bilingual student who is English dominant as his parents speak Arabic at home but he speaks English.

> 211. Ms. Iona, "*Moussa, please read the content objective.*"
> 212. Moussa, "We can develop critical reading stance by using a variety of strategies; Making connections, Text-to-Self, Text-to-Text, Text-to-World;
> 213. Analyzing writer's craft by using SOAPSTONE."
> 214. Ms. Iona, "*What else are we doing?*" Students are directed to look at the word wall, "*Textual connections; how do we talk to the text?*"
> 215. Hamzeh, "Reading strategies".
> 216. Ms. Iona, "*What would we use today?*"
> 217. Moussa, "We have text tools."
> 218. Ms. Iona, "*What three?*"
> 219. Moussa, "We have text to self, text to text and text to world." (Audio Transcripts, 5/8/2014, P. 9 Lines 211 – 219)

This process of instruction and identification was a direct link to the students' ability to use metacognition and self-regulation. Moussa, with the directive of Ms. Iona, identified what he and the class needed to accomplish. Through this process the students pulled in their instructional knowledge and processes to support their higher-order thinking. Through the dialogue with the class the students had access to strategies that support their ability to use metacognition. In line 215, Hamzeh identified that the strategies are "Reading Strategies" and through this metacognition was able to self-regulate his learning. Additionally, in line 217 Moussa identified that they use "text tools" and the in line 219 was able to identify the tools. The strategy of aligning textual connections to assist in their metacognition of the instruction led them to be able to access literacy skills and build academic vocabulary. In the dialogue, Hamzeh and

Moussa both were able to express what the tools were which identified their ability to self-regulate their instruction and the practices that support their growth.

On a separate occasion, Ms. Iona asked students to identify how they process information for their comprehension. Through the discussion Ms. Iona was prodding the students to be able to use their metacognition to explicitly state that they are able to monitor their own comprehension. On May 13, 2014 Ms. Iona asked Nabil (ELL) and Clayton (EO) to discuss how they monitor their comprehension.

313. Nabil asked to explain why they choose to monitor their comprehension
314. Ms. Iona, *"Clayton, what am I working on when I am reading, what are you doing as a reader and to put on the ticket out?"*
315. Clayton, "While I am reading I am monitoring my comprehension."
316. Ms. Iona, *"Tell me more, explain in your own words."*
317. Clayton, "I changed books based on what I liked."
318. Ms. Iona, *"How did you feel as a reader."*
319. Clayton, "I pictured it like a movie."
320. Ms. Iona, *"Look at the reading strategies on the word wall, find visualization."*
321. Ms. Iona to class, *"How do you feel as a reader?"*
322. Nabil, "I feel like I am watching a movie."
323. Ms. Iona, *'What is that called?"*
324. Nabil, "Visualized." (Audio Transcripts, May 13, 2014, p. 13, Lines 313 – 324)

Two elements of metacognition occurred. First, Clayton identified with the texts because he explicitly stated that he monitoring his comprehension. Clayton chose his first text to read for SSR based on what he identified as something that related to his sociocultural expectations. As he continued to read and as he said, "monitor his comprehension", he realized that the text he chose was too difficult and he had to change texts. Secondly, both Clayton and Nabil were able to relate to the idea of visualization. Both students illustrated that when they read they try to visualize what

they are reading "like a movie".   Both students were able to think and discuss about their thinking process in which they identify how their metacognition works.

Later in the conversation, Ms. Iona pushed Nabil to discuss what he was doing and explicitly had him use the term metacognition.

329.   *Ms. Iona, "Nabil, what are we using?"*
330.   Nabil, "I don't know.. T yes you do, I always say it, meta… Nabil with trouble pronouncing it, meta…cognitive…"
331.   Ms. Iona, *"Nabil, what am I doing with metacognitive learning?"*
332.   Nabil, "I am using strategies"
333.   *Ms. Iona, "Strategies and making connections and I am doing what?"*
334.   Nabil, "Questioning."
335.   Ms. Iona to class, *"These are the strategies that I am using to do what?"*
336.   Class, "Monitor comprehension."

Through this conversation with Nabil and the class, Ms. Iona was explicitly teaching the students metacognition and how to implement it as a thought process. Also, Nabil and the class understood that metacognition and monitor comprehension are supported with strategies that make connections to the texts. Through this process in the cycle, metacognition becomes a subconscious part of the students' learning and therefore feeds into the next component of the cycle which is the use of self-regulation to build literacy skills.

Tommy

Tommy was able to intertwine his learning to his personal repertoire of knowledge.   Tommy stated in his introduction, "War creates more problems than it solves because it causes physical and psychological traumas, it results in catastrophic effects to the environment, and it costs the government billions upon billions of dollars a year to fund it." Additionally in this statement there was a change in tone and voice by

Tommy through the use of expanded vocabulary, using terms such as "catastrophic" and "trauma".

In Tommy's reflection of war he stated, "I look at war a completely different way, alienation, psychological wounds and physical disorders are only a minority of the injuries our war veterans face on a daily basis." Through this statement, Tommy identified war as an injurious disposition for the war veterans.   He identified three ailments, "alienation, psychological wounds and physical disorders", but does not make a statement of death or dying.   Moreover, there was no reference to those that are affected by war in reference to the warring countries.   Tommy's focus remained on the outcomes of the aftermath of the war and its effects on the veterans.

Tommy further argued the use of war does not solve disagreements or problems, Tommy maintained his focus on the effects of war veterans but titled his piece, "The Fatality of War, is it Worth It?" From the title it seems that Tommy was moving from the non-fatal elements of war as he did in his reflection but more towards the cost of life war places on those involved.   Although his title would signify a shift in philosophy of tone his argument stayed focused on physical and psychological affects to veteran but he added two new elements referencing the environment and financial burdens.

This shift in thought was represented two-fold.   First, Tommy continued to use his personal representation of what he defines as conflict wherein conflict was the product of struggle, not struggle leading to conflict.   Second, Tommy added to his repertoire new elements of conflict based on his metacognition of tying new reading to his old reading, therefore, using his ability to self-regulate his learning to build off of new ideas.

Through the formal interview Tommy identified with the concepts of war and his understanding of struggle with his own personal experiences but still not with the same understanding of his ELL counterparts. He identified suffering as his themes in his counterargument and again reemphasized that struggle was conflict. Moreover Tommy identified with the struggle and created a connection with his current situation wherein he had to balance work and school to improve himself and assist his family. Tommy created a text-to-self identification in stating, "As for themes, like suffering I can connect that. I actually work at the fruit market and I work at the fruit market and have to balance work and school so I can sorta relate that to suffering."

The focus on his argument was on the negative effects that war has on veterans and less on how war affects the whole. This was part of Tommy's voice because of his indirect connection to war. Tommy's cultural experiences did not allow for him to have the ability to understand the direct correlation between war and all active parties, specifically the innocent who are affected by war. Tommy's focus on psychological and physical effects as well as financial effects to the war veterans is in direct relationship to his own conflict of being poor.

Tommy supported this connection in reference to the negative effects that war has on the environment through the textual connections used about an Afghanistan girl who lost her arm when she picked up a grenade she found in the woods. According to Tommy the war had a negative impact on the environment and the young girl was the indirect victim of that effect. Tommy wrote:

> The 7-year-old Afghan girl lost her arm after picking up a grenade. This shows that the Afghan environment has been cluttered with very dangerous explosives. So this affect on the environment is a huge hit on the citizens who must cope with these changes.

The key terms here are that the "citizens must cope with the changes" and there was no individualization or connection to the young girl. Additionally, the focus was on the negative elements of the environment and the girl's struggle was a byproduct of that. There was no personalization to what the girl's struggle was and what she was contending with in reference to her arm.

Tommy uses metacognition to support his ability to connect with a topic with which he has no direct experience. Therefore, this was why Tommy looked at war in reference to a struggle because he identified struggle with war based on his cultural experiences. His ability to identify with the topic then allowed Tommy to dig deeper in his learning and self-regulate his own growth and challenges. Although, Tommy's experiences were extremely different than his ELL classmates, he was still developing and identifying with the vocabulary that supported a deeper explanation and understanding within his argument.

Alia

Alia's writing pieces did not give much specifics in reference to connections to herself as detailed as the other three students but this made more sense to me as the researcher when I analyzed Alia's exit interview in reference to her writing. Alia's vagueness and generalities in her writing also matched her personality. Alia was a former drop out who was facing many challenges in her personal life and was very reluctant to open up in her writing and even in class. Although, there was definitely growth in her ability to use her metacognitive skills and textual connections to build off of the five domains as illustrated in her writing as well as class discussions. Moreover, Alia was used on several occasions by Ms. Iona to assist other students who were

struggling and it happened to always be ELL female students. This role of support with ELL students was relevant to her ability to self-regulate her instruction and transfer that as the role of the mentor.

In Alia's argumentative writing she focused on whether or not war was worth it. Alia took the stand that it was not worth it and wrote, "…because it can hurt the environment by explosions, it costs a lot of funds to the bureaucracy and the courage veterans have before they enter war and get wiped away." This statement of courage was directly tied to Alia's voice because it was not about the fact that they had courage and that's why they fought in the war but the focus was on how they lost their courage. The focus of losing their courage was very interesting and was very unique to Alia's depiction and metacognitive analysis of the text, specifically her statement of "wiped away".

Alia identified courage as a means to self-identify how courage can be lost and less focus on how courage was gained from deficits. Moreover, Alia's writing was a representation of who she was as a caring and helping person. Her focus in her writing was around how veterans lose their courage and come back to the United States struggling. This was represented on how Alia was constantly trying to help other students and that the group activities helped her get to know other students, specifically ELLs. Alia stated in her interview that she would not have been in communication with the ELL students if it were not for the group work strategies. Ajayi (2008) states that group work activities support second language learning because it eliminates the solitude of learning by engaging the students in sociocultural contexts that mimic daily

activities. Therefore, Alia was not only receiving the benefit of working with the ELL students but the ELL students were benefiting from Alia's discourse.

The next key element to Alia's voice was her emphasis on bureaucracy and how she was able to relate the economic effects of war not just due to the cause of war but on the establishment of bureaucracy. Alia used her cultural experiences and knowledge of struggle to identify a worldly view of war and its effects on the economy in reference to how those effects trickle down to the people of the country that initiate the war. Alia identified war and the experience of war as a negative effect on the whole as she sought to understand the effects not just on herself but on others. Alia wrote, "It explains that the war affects the environment, so to clean up they need money. Also, the government pays all over their medical sources. What about the economy?" This statement was a direct correlation with Alia's financial situation as a young lady struggling in an economy that was struggling. She was not an immigrant from a war torn country but was directly tying the impact of those the wars to her own struggles.

Alia tied the idea of courage around the idea of how the economy was impacted and how the government struggles to support the country economically. She finalized her argument by stating, "The meaning of this is that before war, before anything we should be taking care of economy if were taking care of our economy the government doesn't have to pay a whole lot of money towards damage."

Alia conceptually realized that her cultural experiences were limited and an understanding that she had more to build from her interactions with other students, specifically those who were ELL, "I learned so many things from students in here that come from overseas and I take that and I respect that." Here was a clear definition of

how Alia looked at the metacognition of not only connecting herself to the texts that she read but to other students and their experiences.   As represented in her writing and voice, Alia tried to connect all elements of her instruction to worldly views.

It was clear that the economy and courage were the main points in her ability to argue and use metacognition to support her growth in literacy skills.   Through Alia's use of metacognition and textual connections she was able to develop writing pieces that built off of the five domains of language to develop arguments with her voice and perceived themes to support her cultural experiences.   Moreover, Alia understood that her cultural experiences were limited and would grow through interacting with other students. Her ability to identify with the texts and self-regulate her learning was relevant in her writing as well as within her discussions and supporting other students.   Alia's inability to bring down her guard affected her ability to truly develop specific connections but the concepts and use of the domains were present throughout.

Wageh

Wageh did not have the same level of strengths in reference to conventions and academic vocabulary as do the English only students Alia and Tommy but he was still able to use metacognition to draw connections. Wageh used his metacognitive skills to develop his theme of fate in addition to his ability to use textual connections.   This was Wageh's ability to self-regulate his learning and take the instruction to the next level of understanding.   Wageh's focus on fate was reflected when he wrote, "…both reflect on hidden issues of fate", in which he identified a main theme in the reading as, "Fail to capture the extensive physical and psychological injuries many of them have suffered."

Wageh's emphasis on fate and that war was part of life was epitomized when he stated, "Hence, the new understanding I have about the topic is that many people suffer through injuries yet they continue to deal with it and try to accomplish their goals." Wageh's ability to use metacognition and textual connections also helped him self-regulate his learning by directly allowing his perception of war and cultural experiences assist in his ability to identify with the texts. The topic of war for Wageh goes from an understanding that fate impacts one's struggle to a more subtle approach that one has to accept his fate and continue to strive to be better. Wageh's arguments are based on what he faced as a child growing up in Yemen and dealing with war as a natural and daily occurrence in his life.

Wageh continued to argue that war caused more problems than it solved. Wageh's stance on fate remained but he focused more on the aspects of fatality as it connected to society. Wageh wrote, "Therefore war doesn't aid because it really makes problems in the socity more than it solves." Wageh identified the counterargument without directly referencing it as such but his ability to make the connection illustrated his metacognitive skills and ability to self-regulate the skill of developing an argumentative dialogue in his writing. Wageh wrote, "However, author may agree that war resolves conflicts because, war assusts in protecting people in their homes, it creates peace, and it helps nations with nutrue resources." Wageh's next statement refers back to his belief that war was not beneficial to society because it creates more fatalities, "Still, war creates more issue than it solve because it increas the number of death people…" Wageh still depicted war as an element of one's fate and that nations have their reasons. This depiction is based on Wageh's sociocultural

perspective of war and his ability to use metacognition to develop an argument based on what he knows.

Another key element to Wageh's argument that emphasized on fate and societal concerns was his emphasis on the negative effects war has on the government's economic standings and on innocent people. Wageh wrote, "…it has negative effects in the goverments economy and it cause many injuries in innocent people." Wageh's tone and reference to innocent people was reflective of his personal experiences and his connection to the reality of the texts. His move from focusing on war and the effects of war moved to how war does have a negative effect on society due to the fatalities of the innocent.

In Wageh's formal interview he identified further with the class his ability to draw on war and his personal experiences. When discussing with Wageh how he was able to identify with the lessons he stated that the articles and discussions in class allowed him to make metacognitive connections to his personal experiences.

> Sometimes, like the stories on the war remind me what happened in Yemen when we do the revolution against Alaa Abdul-alsaleh, it is similar to what happened to us. It made me feel really interested to read and know more stuff about what happened to us.

Wageh's experiences in Yemen enabled him to identify connections not just personally but also politically.

Wageh's reference to the innocent and focus on the people affected by war was different than Alia and Tommy whose focus was more on the active participants of war. Wageh identified that fate plays a major role in a person's life but at the same time there was a negative effect on those who are impacted by war. This was representation of Wageh's ability to use the instruction to make textual connections and to use

metacognition to derive his thoughts. He was also able to self-regulate his association with his personal knowledge and cultural experiences to develop his thoughts and build upon his themes.

Mona

When first analyzing Mona's focus on her reflection of war it seemed as if it was not as in depth as her three classmates due to her limited ability in her use of the English language.   After reviewing her data it was apparent that her ability to pull facts from the text that she read with her group on war actually was her way of using metacognition. Mona's focus was on the trauma that veterans face when they return from a war. She also focused on the veterans' support network that assisted them in overcoming their physical and psychological trauma.   Therefore, even with her limited English skills she was still able to use metacognition and infer meaning and establish connections to her text.

Mona expanded on the human element with her universal theme of freedom. Mona established freedom as a direct correlation to her experiences of having to fear war.   Mona wrote, "I can relate this article to my theme of freedom because when people facing the troubles of war they have no freedom to do whatever they want. People have no freedom to say their opninon during war."   Mona made a statement during class when asked to explain why she choose the universal theme, she stated, "I shared freedom because she was looking for freedom.   She started feeling free…" (Audio Transcripts, May 8, 2014, p. 7 Lines 150 – 175).   The element of "She" was in reference to the young girl who lost her arm when she picked up a grenade in the article titled "Afghan girl who lost arm paints with prosthetic".   Mona identified the young girl as

being freed when her prosthetic arm allowed her to paint.   Her freedom did not come from escaping the war but having the ability and opportunity to become a painter.   The idea behind "freedom" was what Mona identified based on her past experiences.   For someone who has not had to experience war it may seem odd that freedom was Mona's theme for such a horrendous event. This contextual connection to the war and freedom was in direct reference to Mona's experiences with war and the limited exposure to how war is perceived in the United States.

Mona's focus on the girl was two-fold, luck and perseverance.   At one point Mona reflected that the girl was "lucky" to be able to find a doctor that gave her a prosthetic arm, "This girl was so lucky to find a doctors and therapists to replace her lost arm with an artificial piece."   This was deep insight in Mona's cultural experiences because doctors and emergency caregivers are easily accessible in the United States but there was a lack thereof in her country of origin. In the West the idea of luck would most likely not be discussed in this situation because the young girl lost an arm, but to Mona there is luck because a doctor was available.   Moreover, instead of stating that the young girl was lucky to be alive, the luck of finding a doctor that was able to save her arm was more pressing for Mona.

Mona expanded in her writing with a focus on perseverance when she wrote, "I wonder about how this girl didn't give up and used her prosthetic arm to make an abstract art." Mona focused on how the Afghan girl overcame the odds and became a painter of abstract art.   Her emphasis on not giving up as well as luck identified Mona's own perseverance in life.   At this point Mona personalized the textual information with her own understanding of struggle and her shock in the young girl's perseverance.

From these sentiments, Mona made it more personal and focused on the human element further asking a question in which I believe was more of a self-reflection upon her own beliefs of war, "A question I have is what is the meaning of war if its teach to nothing except a horrible disaster." Mona reflected on war and reflected on how war had affected her and her family. She is perplexed on why there is war when nothing comes from war.

Mona stood out immediately in her argumentative piece on war as taking a stance focusing on the human effects of war. At the beginning of Mona's argumentative essay she wrote, "War is the horrible way to solve problems people are facing. If people are not going as victims, they end with amputation avery bad experience in other's lives." Mona continued her argument on the human side to war with a focus on the fatality rates of war victims in addition to the psychological and physical aspects of war injuries.

Even further, Mona expanded on the psychological distress war causes by focusing on the stigma of asking for help when soldiers become veterans. Mona used a direct quote on stigma and used metacognitive reasoning to describe the meaning of the quote by writing, "This means that injuries and people who have problems in their heath prevent them from getting help from others." Mona used her ability to infer the author's meaning to why the stigma affects wounded veterans. Furthermore, her metacognition continued to emulate her own personal feelings on war and its impact on people.

Mona's counterargument stated, "However, others may claim that war resolves conflicts because war protects countries. War help countries get their rights. War

show countries strengths." Mona compared the humanitarian face of war to the non-human component. She separated her personal argument from the counterargument by taking out the emotional side of war and its negative effects on those who fight the war so that there was no connection between her counterargument and her personal argument. In addition, in Mona's second to last sentence of her argumentative piece she made an absolute statement about war which solidified her argument and voice when she wrote, "War never solve problems between people and war had been for a long time in some countries and still creating more troubles." Mona also wrote, "People are for a solution but they end with no solution till there's death." These statements reflected upon Mona's cultural experience of dealing with war in Lebanon. Also there was a strong sentiment to Mona's experiences and reflection back to the human element that "people" are the solution but they choose not to act.

Mona further identified with her universal theme of freedom and the concept of war when she was formally interviewed. Moreover, Mona's positive perception of her instruction was supported through her understanding of how the instruction positively affected her socially and academically. Also compared to her counterparts, Mona specifically separated the idea of soldiers with veterans which was a true representation of her ability to self-regulate her learning experiences with her metacognition of the information. Mona was able to differentiate the differences between the two groups and how once they enter the war they are different upon returning. Moreover, her focus on someone "telling them it's okay" identified an element of caring which leads to her own development as a young woman coming from a war torn country.

Literacy Skills – Phase Three of Cognitive Learning Cycle

Based on the students' ability to make textual connections through their sociocultural experiences and then enhance those connections with the use of metacognition, students accessed their ability to self-regulate their learning and use of literacy skills across multiple learning environments. Literacy skills were developed through multiple facets of instruction and the five domains of language.   In order to develop student literacy skills, students had to be able to partake in the five domains of language as part of their instruction based on reading, writing, speaking, listening, and presenting.   In order for students to comprehend what they read and illustrate that comprehension in writing, students must develop academic vocabulary and inference skills.   Through inference, students were able to use metacognition to attach what they read to their own sociocultural experiences and relationships with the text.   Through the use of intertextuality and metacognition in congruence to their sociocultural experiences, students were able to then transfer their learning to their writing and discussions.   Additionally, students were able to transfer their learning from the classroom to home and life no matter their skill set in conventions and knowledge of academic vocabulary.   Self-regulation and metacognition develop overtime beginning with a child's home interactions through language (Vygotsky, 1986).

Tommy

Tommy's at-risk background affected his perceptions of the instruction as positive and influential to his success because of his need to work to support the family. Tommy's perception of the instruction mirrored that of the ELL students and other multicultural students and his perception of the universal themes illustrated a different

viewpoint of how the universal themes affected him as a learner. Tommy was able to infer his learning and use self-regulation as did the other students. His focus as a learner was to understand the impact of his education from the lens of limited interaction with those of differing cultural backgrounds. Tommy was able to use the textual connections from his own struggles with poverty but see into the cultural experiences of his classmates through discussions and peer editing. Tommy's self-reflection and connections assisted in his metacognition as he was able to infer what he was learning and transfer that in his discussions with ELL students as well as self-regulate his learning by transferring his skills to other classes and his own writing. Tommy made it clear that his skills in vocabulary and conventions have improved due to the literacy techniques in the class.

Tommy personally related to the instruction and the instructional methods as a means to support his ability to use textual connections and metacognition to self-regulate his learning. Moreover, even though Tommy was not an ELL he did relate with struggle and a need for support due to his struggle with poverty as a child. When discussing the lesson designs with Tommy he felt that they were relatively easy for him but was also related that he was able to connect what was learned in language arts to things that he was reading and watching on television away from school. In the interview Tommy stated, "We have been reading things that I understand from watching the news and hearing about this stuff on a regular basis. Also the analysis on things has helped me dig deeper to read and understand why the author wrote what they wrote." Tommy emphasized how he was able to "understand from watching the news" as well as his ability to "dig deeper". These elements of analysis signified Tommy's

ability to use self-regulation to assist in literacy skills. Tommy illustrated his ability to self-regulate his instruction through metacognition.

Part of metacognition and self-regulation was Tommy's ability to use learned strategies on his own and transfer that knowledge to other classes or in life. Tommy's ability to justify what strategies he used and how those strategies supported his learning illustrated that he understood the "purpose" of the instruction. Moreover, Tommy stated that he had a better understanding of what he read based on the "need to know" words. Tommy reiterated that the scaffolding and the process of instruction assisted him in increasing his vocabulary and his ability to use grammar through improved writing in his other classes. Tommy stated, "I think my favorite thing I learned about the class is that my grammar and vocabulary is getting better. My grade in LA is going up significantly from B's to A's due to my increase in vocabulary and grammar. It has really helped on writing assignments." Moreover, Tommy stated, "I use to just skim over those words and now I understand that I need to know what those words are to understand what I am reading." Tommy identified that his vocabulary and ability to use grammar correctly supported his growth in writing. Tommy did not mention metacognition as a means that aided his growth as a reader or writer, but he did indirectly identify how metacognition affected his vocabulary development.

Tommy discussed how he was able to self-regulate his literacy instruction to use strategies to assist him in analyzing texts. Tommy stated:

> I have learned how to analyze articles better then I used to. My spelling and vocabulary have gone through the roof. I have started using more tenth and eleventh grade words, more educational words. I use the strategies from this class in other classes. I use to not try to use better vocabulary words in other classes like I do now.

Tommy identified how the instruction in the class will assist him in other classes and outside of school. He felt his growth in vocabulary had prepared him for future challenges. He mentioned his ability to analyze text but he still focused on the vocabulary. Through Tommy's ability to connect with texts and use metacognition through the instructional strategies, has enabled him to think about his learning and transfer those self-regulated techniques to his literacy skills sets.

Alia

In reference to her writing and how the writing was affected by all five domains of language, Alia identified with the instruction as a means to build her ability to become a writer. She identified with the scaffolding of the class and the process used to build writers out of the students. Alia stated:

> What I learned was how to write in a structured manner and how to use different vocabulary words. Before this class I did not care about my writing, I just wrote to get things done. Now I have learned that if you do it right it will go smoothly. I feel more confident. I started at a high level and then worked my way down to a level I can understand and I have worked up. I feel like I improved.

Alia connected to her ability to use self-regulation in her learning by understanding and admitting that she thought her skills were at higher level when it came to conventions, vocabulary and what would be considered high school literacy standards. She emphasized that she "did not care" about her writing and that in order to improve she "worked" her way down to a level that she could understand. Through this self-regulation of her learning through metacognition of the techniques and strategies, Alia identified with the process of establishing an understanding of what her goals should consist of and related to that growth.

Alia also related how vocabulary instruction assisted her in her success outside of school. Alia stated, "I have changed some words especially when I am writing. The

vocabulary helped me outside of school.   And also, talking to people and introducing myself and talking with people."   Alia's connection with how school affected her and her personal relationships was demonstrated through her understanding that her vocabulary and ability to infer will positively impact her in life.   Throughout Alia's interview it was clear that her perceptions of the instruction were positive to her growth not only as a student but also as a member of the community.   Alia's voice depicted her view of instruction and education as a means to grow within a community and established a sense of confidence.   Between the growths in conventions in writing, her ability to grow with academic vocabulary, making metacognitive connections between her classmates, and the instruction, Alia illustrated that metacognition led to her ability to make text connections and build academic vocabulary ultimately allowing her to self-regulate her instruction.

Alia added, "It has a big impact on my home life.   Like now I know what I am reading and I go home and I explain it to my mom.   I share what I learned with my mom and she thinks it is cool she will listen to it and she may share with someone else."   Alia identified with the literacy instructions as a means to self-regulate her learning and expand that learning to her home environment.   This transfer of knowledge supported Alia's learning because the learning was not confined to the classroom.   Moreover, by transferring the learning to her home Alia was able to continue to use her instruction to grow as a learner herself.

Wageh

Wageh was positively impacted by the instruction due to the use of metacognition and textual connections.   Wageh was able to use his metacognition to

self-regulate the use of universal themes and the five domains of language. Wageh was an English language learner who immigrated from Yemen to the United States two years prior to the research study. Wageh was able to use his cultural experiences as an immigrant from a country that faced war and desolation to connect to the universal themes in ways that the non-ELL students were not able to create. His ability to transfer that knowledge was identified through his ability to use the interventions to share his beliefs and voice through the five domains not only with others but with himself.

Wageh identified with the instructional practices and collaboration between the groups of students as a means to grow as an English language learner. Wageh illustrated that his needs were different than the English only students and he was self-aware through self-regulation that he was an ELL. Even though he had this realization, it did not stop him from trying to identify with other students in the class or from using metacognition. Wageh stated, "The first time I came to this class I only read 3 pages in ten minutes. Now I read ten to twelve pages in ten minutes and am reading harder books."

Wageh identified through self-regulation his growth in stamina due to the sustained silent reading and building vocabulary off of his metacognitive skills and ability to self-regulate his learning. He was able to identify the difference between the books that he started reading at the beginning of the class and now near the end of the class. His ability to make this identification came from his growth in vocabulary as well as his interaction with group assignments; both are clear elements of the five domains of language and metacognition.

Wageh's limited time in the United States created a sense of understanding for him on how his language must improve in order to gain insight in what he was reading. Also, he understood the importance of being able to articulate what he reads and hears through conversation and through writing.   Wageh stated:

> I like the ways we learned in group because in the same time you are hearing different things that make you stronger.   For example if you write an essay and you work in group other people start to say this was what I think and why and it starts to make the essay better and a strong essay.

Wageh stated, "this is what I think" which was another way that he identified with his ability to self-regulate his learning through metacognition.   He was able to make a statement and then defend that statement based on his beliefs.   Wageh identified with the instruction and understanding that the five domains of language are important to his success as a student and English language learner.   His reflection on the point that "hearing different things make you stronger" and how people in the group can make his essay "stronger" represented his ability to self-regulate his learning.   This self-regulation was not only on the use of vocabulary, which Wageh felt was very important, but his ability to use conventions to make a "strong" argument.

Moreover, Wageh identified with strategies in the class that assisted him on his growth as an English language learner.   He not only references the group work, as this was his major aspect of support, but the word walls and the use of the graphic organizers.   Wageh stated, "When we go around the lessons and the teacher tells us to pick words from the word walls.   Sometimes, I face different kinds of words because I came from Yemen.   I showed big improvement in two years because I did not stop." Wageh did not make direct reference to the graphic organizers but he indirectly made the correlation with the word walls and the graphic organizers because the graphic

organizers are what were used to develop the word walls. Harmon, Wood, Hedrick, Vintinner, and Willeford (2009) found that students who were part of classes whose instruction included word walls achieved high scores on a posttest when compared to the pretest also in comparison to the control group. Wageh identified that he made "big" improvements in his last two years because he did not stop focusing in on his needs. His statement related to his belief in fate and never giving up as he reflected on his writing. But it also reflected on his ability to self-regulate his learning and identify that throughout his learning process he always focused on what it took to improve. Additionally, Harmon et al. (2009) stated that the use of word walls used in meaningful context, both orally and graphically, was a significant strategy of instruction to support language learning and academic vocabulary growth.

A major element to Wageh's perception of the instruction was his articulation of how his confidence has increased. Wageh stated, "I learned on how to be confident. I learned many things about grammar that I never learned about in other classes I learned in this class. I learned how to talk with other people and make connections." This confidence relates directly to Vygotsky (1978) idea of reaching the student's affective domain to support learning. Wageh's representation that learning conventions and vocabulary are by-products of his ability to use metacognition to self-regulate his learning identified how higher order thinking skills trump basic skill growth in reference to confidence. Wageh was proud that he was able to use metacognition that has helped him improve not only as an English language learner but as a writer, as a speaker and his comprehension which ultimately affected all five domains of language.

Moreover, what Wageh did not realize was that he was self-regulating his learning and comprehension.

An element of Wageh's learning that struck me was how much capital he placed not on his cultural experience but that of acculturation. As a recent immigrant to the United States, Wageh was still acculturating to the United States and the culture that impacted his education and growth. Wageh made these statements about what he recognized within the community of students and people that he was acculturating to:

> Outside of school I learned how to make connections. It seems like we guys are facing the same themes and lessons of the book and I learn from the book how to make decisions from the lesson that read from the book. This class has made it easier for me to talk with other people, in the school and outside of the school. At home everyone speaks Arabic so I only speak Arabic.

Wageh's experience identified him as an English language learner who struggled not only with language but with his, as well as others', perceptions of him as a student and person. Wageh's ability to understand that he had to make connections not only in class but in the world outside of school illustrated his ability to self-regulate his instruction and use his metacognitive skills to develop connections to himself as a learner and as a new member of a new culture. Wageh identified with the struggles of being an immigrant and need for the English language but never stopped at basic skills and consistently emphasized "connections" which referred directly to the self-regulation of his literacy skills.

Mona

Mona was also an ELL student but immigrated from Lebanon. Mona immigrated to the U.S. one year prior to the research and she also illustrated a positive perception on the use of textual connections to support her metacognition which allowed her to

self-regulate her literacy skill development. Mona's perception of the instruction and the instructional strategies mirrored that of her classmates but Mona's perception and targeted voice illustrated a different kind of message. Mona focused not only on trying to understand the perceptions of others but at the same time her own perceptions. As a young lady who lived through segments of war and invasion who felt distress and struggle, she was focused more on the effects that war had on families and women in struggle. Additionally, Mona's conventions and word choice were not as strong as her English only counterparts but she was able to adjust and use the strategies to get her message across and expand her voice.

Similar to Wageh, Mona took on the elements of instructional practices with an understanding of what she was to learn through scaffolds. One, she understood that she had to learn English which included her ability to speak, read and even write. She also understood that metacognition was important to her success as it was a higher order learning piece to her instruction. Mona stated in her interview, "Understanding what I am reading. How to, like, when somebody told you to write something, you write how to a strong writing to have the reader like the story".

Mona's statement represented that she had the ability to self-regulate her learning no matter her weaknesses in the English language in reference to conventions and academic vocabulary. Also, Mona referred to four of the five domains of language referencing reading, writing, speaking, and listening. She implicitly articulated that she had learned "different" and directly referenced her ability to not just read but to "make connections" to the reading. Mona's ability to use metacognition was an important part to her learning spectrum and her ability to self-regulate that learning. Additionally,

Mona specifically stated how vocabulary played a major role in that instruction and that having learned tools readily accessible supported her ability to successfully comprehend. To add to this Mona stated, "This class teach me a lot of thing that I didn't know before. Like, reading, I did not know how to read before. This class make me love to read stories. Make me strong in English, how to speak, in writing, in reading." As an ELL student with one year of immigration and acculturation as her experience, to make a statement that she "loves" to read stories was the epitome of language and English language arts instruction.

Mona used the skills that she has developed and transferred those skills to other classes through self-regulation. Mona developed a sense of confidence to build upon her skill set and grow as a student and as a speaker. Again, a second ELL that focused on the idea of confidence, as related to Wageh, to find success in other classes. Mona stated:

> In history class same thing; in general it has helped me in all classes on how to read and talk. At home I am able to help and answer questions. I try to understand as much as I can, and it is not necessary to know every word but to know the idea.

Mona made three key references, her ability to transfer her knowledge specifically to history class, her ability to "read" and "talk" in her other classes and a key component that she understood that it was "not necessary to know every word but to know the idea". Mona identified with the instruction and was able to self-regulate her learning to enhance and expand upon her literacy skills through the analysis of her instruction.

Mona further emphasized the effect of the five domains of language on her ability to comprehend instruction to assist on her ability to grow as an English language

learner.   Mona stated, "I learned English by listening to the teachers speak, get help on words I didn't know, I listen to how others talk and I try to talk like them, reading books helped, reading articles with the teacher also make me sure the words are right."

There was a connection between listening and reading.   Mona specifically stated "listening" to her teachers speak and to "others" talk as a means to grow as a learner. Moreover, there was the specific component of reading articles with the teacher. Throughout her statement there was a clear connection to teacher support and interaction.   This interaction allowed for Mona to self-regulate her literacy instruction and establish comprehension checks throughout that regulation.   Moreover, Mona illustrated metacognitive learning as a major component to her instruction when she stated, "I listen to others talk and I try to talk like them".

Mona stated in her interview, "At home I able to help and answer questions.   I try to understand as much as can, and it was not necessary to know every word but to know the idea.   This class has helped me with reading."   Just as Alia was able to connect how her instruction has allowed her to transfer that knowledge to her home, Mona made the same statement.   Mona was able to self-regulate her learning to transfer that knowledge outside of the classroom to her home so it was not an isolated learning event.   Through self-regulation, the learning was not isolated and controlled, it was active and meaningful.

Instructional Strategies that Supported the Cognitive Learning Cycle

The analysis of data identified that the cycle of learning started with the students' ability to make textual connections based on their sociocultural experiences and support from instructional strategies that then allowed for deeper learning through metacognition as the students monitored their own thought process, and the metacognition supported the students' ability to self-regulate their literacy instruction. In order for the cycle to be successful, different instructional strategies supported the learning process and included the five domains of language allowing for students to be actively interacting with language. This interaction with language was at a comprehensible level just above the students' ability to create rigorous instruction but to give students confidence. Additionally, students were involved in collaborative assignments wherein they had support and could support their thought process.

Throughout the research study it was clear the class was developed around a mixture of instructional strategies to support the students' growth in literacy.   These strategies were based on sheltered instruction and connecting texts to the students' sociocultural understandings both of which support literacy instruction of all learners across language proficiency skills.   Instructional strategies that focus around making adaptations to make content reachable by all students and support English language skills are sheltering techniques (Baecher, Artigliere, Patterson, and Spatzer, 2012). The class was made up of a set of norms and procedures that all focused around brain-based instructional techniques that emphasized the five domains of language. Additionally, all instruction revolved around the use of instructional strategies that emphasized vocabulary growth and connections through the use of textual connections, metacognition and literacy skills.

Ms. Iona's selection of the articles was deliberate based on the immigration pattern of the ELLs and the overwhelming barrage of media attention on the wars in Afghanistan and Iraq. Additionally, the articles chosen touched upon many different universal themes each of which can be interpreted differently by each student's sociocultural experiences. Therefore, there was the use of textual connections as a means to support the students' identification with the themes. In this class, correct article selection led to multiple interpretations of the universal themes which led to the students having access to the use of metacognition. This metacognition then was supported through classroom collaboration which allowed students to discuss multiple opinions and ideas concerning their universal themes and inference to the text. This dialogue then allowed for comprehension monitoring by both the student and teacher. Based on the strategies that were in place by Ms. Iona, students then began to self-regulate their own learning which enhanced their ability to develop their literacy skills and academic vocabulary.

Textual Connections	
Article Choice	Universal themes

Metacognition	
Dialogue	Monitoring

Literacy Skills - Self Regulation	
Five Domains	Academic Vocabulary
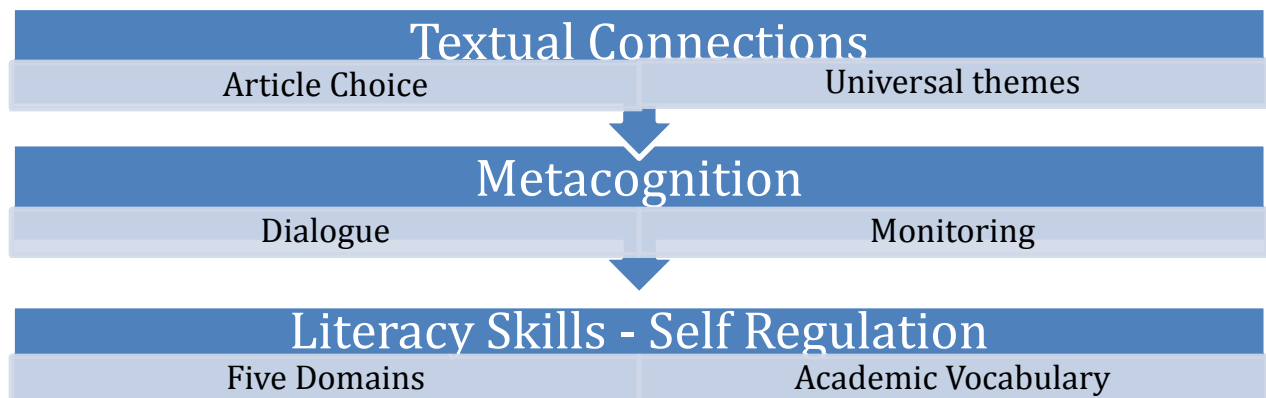
Figure 2 Scaffold Process

As part of the learning process, academic vocabulary development was a major learning tool that the students focused on when working on textual connections and

metacognition. Academic vocabulary was not a standalone focus but was supported through each activity that emphasized metacognition. Students within their small group settings would identify words in the reading selections that they found as difficult or words that they would like to identify for both comprehension and for use in later writing assignments. Students interacted with text and vocabulary and used a technique that Ms. Iona called "hovering word technique". Through this technique, students would hover over a text prior to reading for comprehension and identify words they did not know.

Additionally, students interacted with text through the use of graphic organizers to organize their thoughts on academic vocabulary to identify "Need to Know" and "Want to Know" words. These instructional strategies assisted students in developing a broader base of knowledge on vocabulary for their writing and reading comprehension. Echevarria, Short, and Powers (2006) state that in order for students to understand academic English they must be able to identify the semantic and syntactic aspects of English and be able to read expository information in textbooks as well as persuade and argue through writing. Therefore, instructional tasks must be authentic as ELL students have a difficult time keeping up with the flow of instruction when it is solely oral instruction or paper-pencil tasks (Echevarria, Short, & Powers, 2006). Students would infer meaning of the words as they read in groups of two. One student would read out loud while another student would listen. When they came across one of the words the students would use textual clues to try to determine the meaning behind the word. If they were not successful, they would save the word for class discussion.

This process of developing vocabulary supported students in developing their own ability to identify vocabulary that they felt was crucial to their understanding. Moreover, through multiple attempts students were able to use the strategies in other classes as well as other assignments within their class. Through this ability to self-regulate, students then had the ability to support their own learning and develop vocabulary that had an immediate impact on their learning. Moreover, through the use of graphic organizers students used brain based strategies that assisted in attaining and retaining the information.

Tommy

Tommy related to the instructional methods used in the class as instructional strategies to support his ability to self-regulate his instruction. Specifically, Tommy referenced the use of graphic organizers and the identification of finding academic vocabulary as a means that assisted him in his ability to monitor his comprehension and metacognition. Tommy stated:

> Things like the circle maps in which we highlight important words. In other classes we annotate the purpose of the reading and look for ways to understand it, where in this class we highlight the important words to understand how the high level words work. It leads to us truly understanding the words. An example would be something like 'acrylic' paint. I use to just skim over those words and now I understand that I need to know what those words are to understand what I am reading.

The key here was that Tommy stated that in other classes they "annotate the purpose of the reading and look for ways to understand" and he identified that in this class they "highlight" important words to understand. He continued to identify that they connect to text through metacognition and it allowed them to identify the vocabulary that he needed to know.

Ultimately for Tommy as a non-ELL student, vocabulary instruction was what he found most beneficial for his growth. Tommy did identify with metacognition as he referenced how his ability to analyze had improved, but his overall focus on vocabulary illustrated his cultural experiences and strengths with conventions. Tommy was not concerned with his ability to read or comprehend. His focus was on his ability to identify vocabulary. Tommy believed that improved vocabulary will lead to improved metacognition and self-regulation.

As part of the instruction Tommy worked in a small group with Nabil who was an ELL student. The instruction was a scaffold and Ms. Iona gave the students multiple elements of instructional support to assist them in their ability to use their knowledge and skill set to implement "close and critical" reading. Both Tommy and Nabil were able to self-regulate their comprehension of the instruction by using multiple instructional strategies that include the SOAPStone technique, graphic organizers, metacognition, and textual connections. Tommy and Nabil discussed the differences between "tone" and "mood":

406. Tommy, "Tone is like how the writer is trying to get it across where the mood is how the reader feels when they read it"
407. Nabil, "Your gonna feel the mood when you are reading it"
408. Tommy, "Exactly"
409. Nabil, "Yeah" (Audio Transcripts, 5/14/14, p. 16, Lines 406 – 409)
.
Tommy and Nabil used words such as what the reader "feels" and Nabil extends that statement to state that reader will "feel the mood" when reading it. Nabil took the concept of tone and expanded it to mood illustrating an understanding that both terms represent some form of feeling from the text but he did not delineate between the two. Both students engaged in conversation on tone and utilized three domains of language

in the conversation referencing reading, listening and speaking. Through this collaboration and interacting with the text, the students were able to have discourse about what they felt the tone or mood represented.

As reflected in the class discussion and the small group discussions, students were encouraged to speak and discuss their learning objectives as well as analyze their learning. Moreover, Ms. Iona established an environment where students were given the tools to navigate their learning. They also had opportunities to present their understanding in a verbal form either as a whole class or in small group settings.

Students would work with one another in small groups in a workshop fashion to collaborate when developing their writing. Through the process of scaffolding, all elements of the instruction were intertwined to support student growth. The elements of metacognition and textual connections were intertwined with developing vocabulary as well as the students working in small groups as part of the writer's workshop. Students were in small groups of 3-4 and Ms. Iona moved around the room supporting them on the development of conventions, the use of academic vocabulary and making connections to the text. On May 22, 2014 students were working in their small groups as they began developing their argumentative papers. Students were working with writer's notebook and reviewing feedback with an evaluation of the key words used in the response.

> 810. Ms. Iona, *"Tommy, what are you going to be working on and what's your focus?"*
> 811. Tommy, "Umm, learning about producing a claim in an argumentative essay." (Audio Transcripts, May 22, 2014, p. 32, Lines 810 – 811)

Tommy identified that his claim was going to support his argumentative essay. Through this discussion Tommy has already self-regulated his instruction and learning

not because he learned the definition of claim or argument, but because the lesson has a scaffold that built off of textual connections and metacognition.   Tommy took this skill set when writing his argumentative essay and used other vocabulary to support his claim.

Finally, a very interesting component to Tommy's reflection was that he believed that the class should have instilled more sustained silent reading time and ACT preparation.   Tommy stated, "More SSR time. SSR has allowed me enjoy reading more.   Being that I get home at 3:30 and then go to work until 10:30.   More reading was helpful and we could have more ACT prep in reference to how it was through more practice writing and timed testing." Here was a clear separation between expectations and needs in reference to sociocultural experiences.   Tommy's focus was on vocabulary and the ability to have more time to read as he understood that exposure leads to additional comprehension.   Additionally, Tommy did not look at his instruction as a short term goal but with long term impact with an end in mind. Through Tommy's ability to self-regulate his instruction and understanding of how crucial reading is to his achievement, he identified with his struggles outside of school and the need for more reading time in school.

Alia

Alia differed with Tommy as she shared a similar cultural background with the ELL students. As a student with Arab-American heritage, specifically Lebanese who was born and raised in the United States and is English only,   Alia found that the focus on making textual connections with her classmates as well as her own experiences allowed her to use metacognition as a means to self-regulate her learning.   Through

discussions with her classmates and her own reflection she was able to connect with the use of universal themes.   This connection allowed her to act upon the use of the five domains of language and the use of literacy skills to transfer her knowledge between her and her classmates.   Ultimately Alia demonstrated self-regulation with the transfer to other classes and her life.   Although she was not an ELL and her cultural experiences differed than those of similar heritage, her perception of the instruction was positive and she shared many of the same cultural understandings of both the ELL and English only students.   Alia's focus had more of an intention to "understand" and grow as she tried to relate to the students that she felt a connection with in class.

Alia was able to connect her learning to the instructional strategies in the class in relationship to her ability to identify key elements of the instruction that supported her growth.   Alia's key elements included her ability to self-regulate her learning and tie it into her ability to transfer that learning to herself, other classes and her classmates. High school literacy skills represented to her the ability to cross reference strategies. Alia stated in her interview:

> Like the circle maps, t-charts, and I am starting to use them in different classes. For history class when I am reading and I come across words I don't know I put them on one side and for words that I would like to know, I put them on a different side.   I would look them up on my phone or with a dictionary, same with science.   I would re-read, I would visualize, and if I cannot visualize it I would re-read it again.   In other classes it has helped me with my writing and the use of vocabulary and I use visualizations, I interact with the text, I talk to it, I connect it to my life.   In other classes it has helped me with my writing and the use of vocabulary and I use visualizations, I interact with the text, I talk to it, I connect it to my life.

Alia identified her connection to the categorization of vocabulary as a means to support her learning, her ability to visualize the texts as she made metacognitive connections and the need to be able to interact with a text to draw textual connections.

Through this self-awareness was Alia's ability to self-regulate her learning. Moreover, Alia used these skills to support other students in the class through mentoring their understanding of the instruction. On several occasions Alia was requested by Ms. Iona to support ELL students in group work.

In a class discussion on "implicit" and "explicit" messages, Alia used text analysis as a means to support her understanding of the academic vocabulary. Alia's ability to reference the word wall and use metacognition to support her learning, illustrated how she and other students were able to self-regulate and infer the vocabulary in reference to their instruction.

170.   Ms. Iona asks the class, *"How do you infer?"*
171.   Alia states, "Embedding"
172.   Hamzah says, "We were digging in for the big idea."
174.   Ms. Iona, *"Was the message implicit or explicit?"*
175.   Deondre, "The messages were implicit."
176.   Alia, "Text to self and text to text…no, text to self."
177.   Ms. Iona*, "What is your universal theme?"*
178.   Alia, "I choose life lessons because I learned what disabled people can do and how they do it just like us." (Audio Transcripts, Thursday, May 8, Page 7, Lines 170 - 178)

Through the questioning and the support of the word wall, Alia and Hamzah were able to use their ability of metacognition to draw out academic vocabulary to support their argument. Alia's reference to the universal theme of life lessons in line 178 and Deondre's reference to disability as an implicit message in line 175, are the byproducts of using metacognition and textual evidence. Through Alia's reflection on the skills it was clear that Alia had the ability to self-regulate her learning not just for her language arts class but in other classes and across her spectrum of life experience. The clarity in academic vocabulary and understanding the connection between herself and the texts that she read was influential to her personal growth. Alia's focus on her ability to

"interact with the text" and "connect" it to her life was a clear metacognitive process in relationship to her sociocultural experiences. Moreover, it was based off of higher order thinking and analysis. Many times students represent the idea of "visualization" as an analytical component on its own but Alia goes further to explain that her metacognition was the key analytical component to her learning and ability to self-regulate.

She furthers this belief and identified more with the instruction in reference to growth and a community of learners when she stated, "What I liked about is that we came in not knowing who we were. Now near the end we are communicating more with one another and making friends. It was very organized and we use different resources based on our different learning needs." Alia was able to self-regulate her learning and the dynamics of the class as she attached the sociocultural experience of all of the students and how it is a source of instructional support through the instructional methods. Additionally, there was an establishment of and continuation with background knowledge throughout the discussion and instruction. Fisher, Frey and Lapp (2012) argue that developing background knowledge was influential to the continuous learning opportunities and validation of learning that extends their background knowledge in their learning. This background knowledge then can activate textual connections to support metacognition and improvement in literacy skills. To Alia, sharing cultural experiences through dialogue and having the tools to support this dialogue were crucial to her success. Also, this was clear with Ms. Iona as Alia was a student who constantly was grouped with ELL students to support them in their writing and development of ideas.

Wageh

Wageh's responses focused solely on the group work and his opportunity to be part of discussions with several different students. Wageh found group work as a means to express his thoughts in an open forum to receive direct feedback from ELL students and English only students. It was apparent in Wageh's writing and ability to use metacognition that he was able to get support when trying to get his beliefs on paper. Moreover, what Wageh did not realize was that his focus on group work supported the theories behind the use interacting with language in multiple facets to support language growth. Wageh stated, "The group work helped me improve with my English language because sometimes we talked about different things that helped me learn more words. I improved the most on reading." Wageh emphasized that collaboration and interaction were he instructional strategies that assisted him the most. Wageh felt that this component of the class assisted him the most in his ability to learn English as an ELL.

Wageh was also cognizant of his need to grow as an English speaker in order to have success as a learner and member of society. Moreover, Wageh used the group work and discussions as a means to transfer that knowledge outside of the classroom. In his formal interview, Wageh stated, "This class has taught me how to read things differently. In this class we learned how to go back and use the strategies to help with obstacles and how to visualize and make connections". This ability to self-regulate and understand how to use literacy skills to support his reading in other classes illustrates Wageh's growth in literacy skill knowledge through the use of instructional strategies.

As part of the writer' workshop on May 22, students were given six minutes to work on their first body paragraph in pairs to discuss but not to revise or correct one another's work..

> 838.   Ms. Iona working with Wageh, *"What are you working on and what kinds of questions would you ask Deondre to help you on?"*
> 839.   Wageh, "I am not sure how to find evidence."
> 840.   Ms. Iona, *"What are you looking for in evidence to help you?"*
> 841.   Wageh, "To understand why war makes more.."
> 842.   Ms. Iona, *"Increases what?"* (Audio Transcripts, May 22, 2014, p.   32, Lines 838 – 842)

Wageh made it clear that he understood the concept of evidence and that he was to infer the evidence to his universal theme but he struggled to find it in the reading. More importantly, Wageh was cognizant of what he needed to ask Deondre as he stated in line 839 to help him find evidence. Here Wageh used his metacognition of the instruction to assist him in completing his task of gathering evidence for his point of view on the essay. Additionally, Ms. Iona assisted Wageh through his metacognition and his ability to improve his word choice when she has Wageh refer to the use of "increase" in the place of "more" as she talks through the process with Wageh.

> 843.   Wageh, "Ahh…"
> 844.   Ms. Iona, *"Fatality or death…"*
> 845.   Ms. Iona, *"Deondre, what would you tell him about his word choice?"*
> 846.   Deondre, "He used strong words like casualties, veterans, and he used these words to make the audience understand more."
> 847.   Ms. Iona, *"Why does he want to make the evidence try to support what?"*
> 848.   Deondre, "Evidence? Claim?"
> 849.   Ms. Iona, *"What was his claim?"*
> 850.   Deondre, "That war creates fatalities." (Audio Transcripts, May 22, 2014, p. 33, Lines 843 – 850)

Use of peer editing and discussion supported Wageh in understanding Deondre's self-reflection. Through this group process and dialogue, Wageh was able to understand the writing process and use Deondre's skill set in language to support his

own growth.   Throughout instruction on a regular basis, ELLs should have access to

successfully navigate content and be fully involved in activities to support their learning

(Baecher, et al., 2012).   Additionally, Wageh's engagement with academic vocabulary

that related to the instruction assists in the understanding of the instructional methods to

support his ability to self-regulate his learning.   Through the peer editing, as in line 845,

Wageh was working with another student who was an English only student which

supported Wageh's growth in the use of academic vocabulary.   Moreover, through this

process of using speaking, listening and reading skills helped Wageh navigate and

transfer his knowledge to other skill sets.   More importantly, there was a discussion on

the positive word choice that Wageh used that assisted him in his own self-regulation.

On May 28, 2014 students worked on finalizing their papers and the counter

argument.   Wageh discussed with Nabil that they want their claim to be the same claim

with each other through examples:

> 896. Wageh states, "Even though many people believe that war solves problems
> it also creates problems"
> 897. Ms. Iona, *"Write three reasons."*
> 898. Wageh, "It is supposed to be three reasons but honestly it is hard to find
> them."
> 899. Ms. Iona, *"Write down the counter arguments and don't forget to use the
> Circle Map."* (Audio Transcripts, May 28, 2014, p.   36, Lines 896 – 899)

Here Wageh was directed to use the Circle Map to find examples of

counterarguments from the academic vocabulary that the class developed.   Wageh

was forced to self-regulate his instruction to determine what his counterargument should

consist of as Ms. Iona pushed him in that direction.   But, Wageh had the support of his

classmates and the use of a set of selected possible counterarguments to choose from.

It was clear that Wageh was struggling with identifying three key elements to the

counter-argument which was a metacognitive process.   Additionally, he was given the

tools and the direction to make that determination through the scaffolds in place for the

students to assist in their ability to comprehend text and translate that comprehension to

paper.

900.   Wageh, "Do I have to write the opposite of this?"
901.   Ms. Iona, *"You tell me; what does it mean to write the opposite?"*
902.   Wageh, "Counter argument?"
903.   Ms. Iona, *"What does the counter argument mean?"*
904.   Wageh, "Opposing?"
905.   Ms. Iona, *"Exactly. You are writing the opposite of what?"*
906.   Wageh, "This claim."
907.   Ms. Iona, *"…and we are writing this for what?"*
908.   Wageh, "To show opposing," struggles with the answer.
909.   Ms. Iona, *"Opposing v…"*
910.   Wageh, "Viewpoint."
911.   Ms. Iona, *"Exactly and the most important thing is to work on word choice and organization and use transitions."* (Audio Transcripts, May 28, 2014, p.   36, Lines 900 - 911)

Through the continued dialogue with Wageh, Ms. Iona worked through academic

vocabulary deficits that directly impacted Wageh's ability to understand the learning

targets.   As Ms. Iona walked Wageh through the meanings and his purpose in the

instruction she allowed him to self-regulate his own metacognitive abilities through the

instructional strategy to understand how the counterargument was the opposing

viewpoint of his claim.   Throughout the process of textual connections, Wageh had

been identifying with the two articles of what war meant to him and the universal

themes.   Additionally, how these universal themes allowed him to make his own claim

based on his cultural experiences.   Wageh now had the ability to navigate these

metacognitive processes to develop a counterargument and use the proper academic

vocabulary to self-regulate his learning.   More importantly, Ms. Iona focused Wageh to

make the decision himself forcing him to self-regulate.

Wageh also connected his improvement in the English language and growth in literacy skills through the use of text connections and the word walls. Wageh stated in his interview, "In this class I learned a lot of vocabulary words and I learned a lot from the article we read, the books we read, the word wall. We did many things in this class that helped me learn in the class". Throughout the classroom observations Wageh did partake in the use of the graphic organizers and the writing assignments. I believe that he did not emphasize these components in his discussion due to his limitations with the English language and his streamlined focus of becoming fully literate in English. Therefore, when an individual's concern is to become fully literate and have a language capacity that supports his/her acceptance into a society, the person does not focus on the means only on the purpose of reading, writing and speaking.

Mona

Mona emphasized the use of graphic organizers and academic vocabulary as strategies that assisted in her growth not to only use words but to use them correctly. As an English language learner in high school, there is more of a deficit in learning academic vocabulary because the vocabulary needed for the statewide assessments are beyond the vocabulary that many English only students enter with, let alone the English language learners. Mona identified that understanding the vocabulary was only one aspect to her growth and that knowing how to use the vocabulary was more important to her growth as a student and writer. Mona's ability to identify that vocabulary is important for her growth is a demonstration of her ability to self-regulate her literacy skills. Additionally, the use of graphic organizers supported literacy growth because it focused on reading, writing, speaking and listening.

Through Mona's interview, she focused on her ability to grow as a writer and focused on the instructional strategies that had the most impact on her as a writer. Mona stated, "I learned how to deal with an article I read. How to make a writing a good writing. I learned how to make strong vocabulary words. Ahh, and, how to make connections". Mona identified that the vocabulary was important to her growth and strengths in writing. Mona also went further and identified that in order to be a good writer she also has to be a good reader. Her growth in writing ultimately affected her ability to comprehend and build strong vocabulary.

In small groups, students were asked to complete with their partner a Double Bubble Map by making a text-to-text connection and place the correct four universal themes in the Double Bubble. The dialogue between the students and Ms. Iona was an example of comprehension monitoring and self-regulation through the use of metacognition to ultimately use academic vocabulary to articulate their point.

181. *Ms. Iona reads the language objectives, "We can read, discuss, and write responses to close and critical reading by using – Circle Map (vocabulary); Double-Bubble Map (Comparison - Contrast) – Meta-cognitive bookmark (comprehension) – Big Idea Book.*
182. *Ms. Iona asks, "What topic is the topic about?"*
183. Students respond, "War."
184. *Ms. Iona asks, "Do they feel hopeful?"*
185. Hala, "No they did not feel hopeful
186 Younes, "No."
187. Mona states, "They have symptoms, depression, mis-diagnoses. They faced the catastrophes of war" (Audio Transcripts, Thursday, May 8, p. 7, Lines 181 - 187)

Within this dialogue, Mona and other students discussed whether or not the individuals in the texts felt hopeful or not. The conversation could stop there with a "yes" or a "no" but the conversation continued with a discussion on how the authors identified the feeling. As stated in the language objective, the students were well aware

of their learning target and they knew what it was that they were looking for through their metacognitive checks. In the dialogue, Mona used her ability of metacognition and other literacy tools such as the graphic organizers to identify four key academic terms - depression, symptoms, mis-diagnoses, and catastrophes. Research by Chien (2012) identified that teachers and students found that graphic organizers supported students in their ability to organize concepts of academic language and assist in the learning process. As in line 187, Mona continued the instruction to emphasize the academic vocabulary to support her argument. These academic terms were not identified through an evaluation of a list of words but through textual connections and metacognition.

Mona's identification with the instruction was also based on her realization that the instruction was different than the instruction she has had in the past. She did not specifically state what the differences were but she did focus on the importance of her growth and identified the growth. Mona stated in her interview:

> Like everything is different from what I learned. I have learned different, like, when I read an article or story how to understand it and don't read without making connections. We used, the metacognitive bookmark, it helped to use some starting words to use them to make connections, asking some questions, we used also the word wall if we struggled with something to look at the word wall to help us.

Mona identified with the use of the metacognitive bookmarks to assist her with her writing and the use of sentence starters. More importantly Mona stated that she reads to make connections not just to read. This was clear metacognition and self-regulation of her learning and her purpose of learning through the use of the instructional strategies. Additionally, Mona identified with the word wall as a means to support her growth with vocabulary. In Mona's work and classroom activities she used

all elements of the instruction that was presented. In Mona's interview her emphasis was on writing and vocabulary.

As ELL students, Mona and Wageh both only referred to specific strategies that they felt supported them in vocabulary growth. Mona's focus was more on how vocabulary growth improved her writing and connections wherein Wageh's focus on vocabulary growth was on his ability to use discourse. Both students identified word walls as a supportive instructional strategy that supported their learning.

As part of the writer' workshop on May 22, students were given six minutes to work on their first body paragraph and are in pairs to discuss but not to revise or correct one another. Mona was grouped with Alia. Ms. Iona working with Mona:

923. Ms. Iona to Mona, *"Mona, what do we do in the counterargument?"*
924 Mona, "Ummm, we read the other claim and…?"
925. Ms. Iona, *"And you acknowledge what about the other reading."*
926. Mona, "Have the ahh…?"
927. Ms. Iona, *"Have the oppose…"*
928. Mona, "Opposing vie…?"
929. Ms. Iona, *"Viewpo…"*
930. Mona, "Viewpoint."
931. Ms. Iona, *"And it means what?"*
932. Mona, "Opposing viewpoint…?"
933. Ms. Iona, *"Which means the other side; and how do you have to support it?"*
934. Mona, "With three reasons."
935. Ms. Iona to whole class, *"Class, underline the key academic vocabulary words."*
936. Ms. Iona, *"In the rebuttal we always start with transitions and use transitional phrases. I am going to restate my original claim."* (Audio Transcripts, May 28, 2014, p. 36, Lines 923 - 936)

Through the dialogue, Mona was self-regulating her instruction. Ms. Iona and the group setting allowed for Mona to determine what it was that she needed to identify in order to develop a counterargument. Also, in lines 927 – 930 Ms. Iona ensured that Mona used the correct academic vocabulary when identifying the literacy terms and

instruction to be used to support her writing. Through the process Mona was using academic vocabulary that would assist her in developing her writing but also in other academic areas. It was clear that she understood the meaning behind the process but struggles with the pronunciation. By speaking through the process it assisted in her self-regulation of the process and the instruction.

Ms. Iona assisted Mona with her ability to self-regulate her learning through the instructional strategy. Mona did not illustrate that she did not understand what the counterargument was or how to derive one but struggled with the vocabulary and elements of conventions. Ms. Iona talked her through the process and allowed Mona to focus on listening, speaking and writing as the domains of language to support her understanding through the instructional strategy. Additionally, having students like Mona and Wageh working with small groups allowed for them to listen and respond to other students' statements on the same elements of instruction. This was an example that writing can work as a communal event and that students need the support of one another to express their thoughts and opinions as well as have the ability to get it out in their writing. Allowing student to collaborate and interact with text in multiple formats assists all students in the process. More specifically, when reviewing the data it was apparent that Mona was able to self-regulate the instruction because Ms. Iona gave Mona verbal clues and Mona was able to answer. In comparison, Tommy and Alia had the same level of knowledge in reference to the skill set but had more of a command on the language.

Two additional elements of Mona's instruction that supported her success in the class were her ability to transfer her learning and to success outside of class which

focused specifically on the literacy instruction and the use of instructional strategies that supported the domains. Moreover, the use of the instructional strategies and literacy instruction supported Mona's growth on academic vocabulary. Mona stated:

> I like when we use the Circle Map in front of us and she told us to do the writing. I used so much of the words in my writing. I, but before, I understand every word that fit in the sentence maybe I have some problems because I would put words that would not fit and the teacher helps.

The instructional strategy of using graphic organizers supported Mona's ability to identify how to use academic vocabulary in her writing. She also stated how Ms. Iona's modeling of the use of graphic organizer helped to understand the process. The instructional strategy supported Mona's ability to write and use vocabulary correctly in her writing as she was able to identify with the strategy through self-regulation.

The English only students, Tommy and Alia, identified multiple strategies that they found effective in their instruction. Moreover, each of the English only students identified the instructional strategies as means to look deeper in their own instruction and to build those strategies and skills to enhance their literacy skill sets. In contrast, the two ELL students identified the instructional strategies as a means to improve their literacy skills in writing and vocabulary growth. All four students were similar in their identification of the instructional strategies as a means to finding success in their language arts class, other content area classes and outside of school. All four students were able to self-regulate their learning through metacognition and the use of the instructional strategies.

Summary

Through the data analysis it was clear that no matter the designation or the subgroup that a student comes from there was a need for instructional strategies that

supported a focus on the student's ability to draw connections with the texts through their sociocultural experiences. These textual connections then assisted in the students' ability to use metacognition and higher order thinking as a means to monitor their thinking. From there, the students were able to self-regulate their learning literacy skills through self-regulation when given access to use the five domains of language across disciplines. This learning cycle was repetitive and as instructional strategies were a means to support the students' metacognition, their literacy skills continued to be affected.

The primary finding through the research was that students across language proficiency levels were able to use textual connections and metacognition to self-regulate their learning as long as the sociocultural experiences of the students were an element of their learning. The sub-findings through the research focused on the students' ability to transfer that knowledge and skill set. Students' use of textual connections was rooted in their sociocultural experiences and ability to communicate the connections. Secondly, students used their metacognition to derive inferences based on their sociocultural experiences. Third, the students' ability to identify with the instruction created a positive perception of the instructional strategies. Fourth, with the rigor that was just beyond the students' ability and instructional strategies that supported comprehensible input, students were able to use metacognition to infer and self-regulate their learning. Fifth, the use of the metacognition then enhanced the students' ability to self-regulate their learning and transfer that learning in other areas of their instruction and life. In order to make this occur, there had to be a connection to all

of the student's sociocultural experiences and multiple opportunities to interact with the text through reading, writing, collaboration, and dialogue.

The analysis of the research also determined that students across different levels of language proficiency or conventions used textual connections and metacognition to self-regulate their learning and improve their academic vocabulary. Moreover, students were able to use these skills by connecting with universal themes through their texts and their sociocultural experiences. The students' ability to identify with the instruction created a positive perception of the instructional strategies and allowed for students to gain confidence in their learning and skills. This confidence supported the students to move them beyond just wanting English language proficiency but to build their metacognitive skill sets by working at a level that was rigorous enough to expand their skills.

Students were all able to identify with the texts and infer meaning related to their own culture and lived experiences when identifying a universal theme through tone and voice. Through this process and the writer's workshop, students then adjusted their use of conventions and word choice through the instructional strategies which included graphic organizers, word walls, small group discussions, peer editing, and writing. The students were able to relate their different sociocultural experiences through their writing as a conduit to express their thoughts and build their language skills.

There was a clear correlation between the 21 students that took part in the research but Tommy, Alia, Wageh, and Mona were identified as four students who represented the cross-sectional levels of language proficiency and socio-cultural perspectives of the classroom. Their ability to communicate how metacognition was the

conduit to reading comprehension, academic vocabulary development and self-regulation made them prime candidates to focus on their data. Moreover, the four students identified all aspects of the five domains of language as the source to their success in high school literacy skills. Even though all four students were at different areas in their ability to use English conventions in their reading and writing and had different levels of strengths in academic vocabulary, each student was able to find success in metacognition. Moreover, the students ware able to transfer and self-regulate their learning to use in other academic classes as well as outside of school. Students were able to identify their own voice in their writing and perception of the instruction based on their cultural experiences.

Sociocultural experiences were directly related to the individual needs of the students as English learners. Wageh and Mona clearly struggled with conventions and vocabulary as ELL students but also clearly found a correlation with their learning in the class and its impact on them as learners of a second language. Tommy and Alia were not ELLs but both looked at struggle differently than their ELL classmates and still identified with the ELL students in the need for metacognition and self-regulation. Their strengths in conventions and vocabulary outweighed the ELL students but their need for instructional strategies that emphasize brain based learning, understanding of the objectives and an emphasis on the five domains of language were just as beneficial to them as it was to Mona and Wageh.

CHAPTER 5

DISCUSSION

Overview

The purpose of the research study was to examine the instructional practices

used by one secondary language arts teacher and how those practices affected

students' literacy development and English language learning. The secondary purpose of the research study was to understand the perceptions of emergent bilingual students of Middle Eastern descent and English only speaking students in a multilingual and multicultural classroom regarding their literacy instruction.   The research study adds to field of research on effective instruction for English language education and literacy instruction impacting secondary ELL and multicultural students. This is accomplished by acknowledging the perceptions of English language learners and their sociocultural perspectives in reference to how the instruction affected their learning. Additionally, it adds to the field of research the perspectives of ELLs of Middle Eastern origin who are an underrepresented group in research. The research study also identifies instructional practices for high school literacy instruction which is another underrepresented area in research.   These high school practices and techniques support higher rigor of instruction which supports literacy skills and vocabulary development.   Additionally, this research study highlights the features of classroom instruction that assists, benefits, and creates an environment that promotes learning across language proficiency levels and cultural backgrounds.

As discussed in chapter four, the primary finding was that students across language proficiency levels and multicultural domains were able to draw from textual connections through their sociocultural experiences, and the use of instructional strategies, all of which developed their metacognitive skills while enhancing their ability to self-regulate their literacy skill set.   Through a cyclical process, higher order reasoning skills were the focus of the instruction. Chapter four highlighted the analysis of data and its findings that addressed the original research questions:

1. What are the instructional practices used by a secondary mainstream tenth grade language arts teacher of a non-ELL class with multilingual and multicultural students?

2. What are the student's perceptions of the literacy instruction?

The instructional strategies in the class affected how the students adopted and made connections to the instruction. Through these instructional strategies, students were able to make connections to the text based on their sociocultural experiences. Based on these strategies two themes emerged from the research. First, **instructional strategies should focus around higher order thinking and the students' sociocultural experiences. Second, increased rigor with higher cognitive focus supported student use of metacognition to self-regulate and transfer their literacy skills to other content areas and learning practices.** The emphasis on more direct correlation to the instruction, as supported by Vygotsky's (1978) sociocultural theory, assisted in the connection for their learning in relationship to their cultural experiences with less resistance to use metacognition. All of the instructional strategies revolved around Vygotsky's (1978) sociocultural theory and focused around connecting the students' sociocultural experiences to the instruction.

A Discussion of the Results Pertaining to the Research Questions

A key component to the instruction used in the class that brought all of the strategies into place working with one another was the use of sheltered instruction techniques. Features of sheltered instruction included task based instruction, comprehensible input, interaction, lesson preparation, and the use of content and

language objectives. Through the development of the lessons, it was apparent that the instruction was infused with these elements of sheltered instruction. Content and language objectives were used to support the student's metacognition because the students were cognizant of their learning objectives for each day. According to Echevarria, Vogt and Short (2004) having, "…concrete content objectives that identify what students should know and are able to do must guide teaching and learning" (p. 21).

Sheltered instruction was a major element to the instruction which gave students multiple opportunities for discussion, to interact with the texts and one another, and to develop academic vocabulary. Based on the interview data with the students, their ability to use metacognition and draw from their sociocultural experiences created a positive perception of the instruction and broke down barriers to learn language, connect to texts and vocabulary comprehension. Through higher order thinking and the use of metacognitive skills, students were able to think at deeper levels no matter their language proficiency which improved their literacy skill sets in conjunction with analytical thought.

Comprehensible Input

Instructional strategies had a focus on comprehensible input (CI). These strategies emphasized the input and output of language. As stated by Krashen (1991) comprehensible input is a key element to language acquisition but it is not sufficient and therefore the increased rigor, one step beyond their skills (i+1), supports the instruction.

Also, CI is when the input of information that is acquired through messages is in a comprehensible manner supported by opportunities to relate that knowledge in an output fashion, such as discussions and writing (Krashen, 1991). This emphasis assisted in the students' ability to identify with not just the texts but with the language.

An example of using CI was reading selections used as the main text for analysis to support their essays. Textual connections based on relevant text per the students' sociocultural connection and readability was crucial to student learning because it was the basis of the instruction. Textual connections are related to intertextuality as explained by Ahmadian and Yazdani (2013) as, "…to the reader her/himself, her/his prior and conceptual knowledge, experiences of reading, and the influences s/he receives from previous reading experiences in reading the present text" (p. 157). These textual connections then assisted in the students' ability to use metacognition to support their learning.

Comprehensible input was important with scaffolds because the students were given the opportunity to use language as a means to negotiate meaning and analysis. Comprehensible input also assisted in vocabulary instruction so it would be used in tandem with their instruction and sociocultural understanding. As stated by Nagy, Anderson and Herman (1987) incidental learning of vocabulary does not happen at a significant rate and therefore there must be support for academic vocabulary instruction through ensuring that the content is comprehensible and supported in tandem with the instruction.

Mrs. Iona did not expect students to read a text and then write an essay without supporting their CI. She gave the students the opportunities to continue improving their

skills sets over time leading to the final product. As stated by Lenneberg (1962), language learning happens over time and is not a conscious reaction to learning. Moreover, as students were actively engaged in the scaffolds their ability to use metacognition and transfer that knowledge assisted them in developing their literacy skills. As part of the process students learned how to monitor their own comprehension through metacognition which assisted them in their ability to self-regulate their instruction. This was made possible by making the content comprehensible and at that the same time ensuring that the instruction was rigorous enough to make the content meaningful. Additionally, students monitored their comprehension and stamina through sustained silent reading wherein they logged their reading as a means to monitor their own growth.

Interaction

Mrs. Iona utilized instructional practices that focused on learning over time but also building on each learning target for the next learning target through strategies that focused on interaction. This scaffolding allowed the students to interact with texts and five domains of language. Additionally, Mrs. Iona used graphic organizers to give students the ability to interact with their instruction.

Students took part in interacting with the texts and making textual connections. When analyzing text, students were asked to make connections between the theme of the text to themselves, the text to the world, and text-to-text. Through these connections, students automatically began to self-regulate their instruction and think at a higher cognitive level through the use of their sociocultural experiences. Alia made direct references about connecting to the texts that they read and how she was able to

take those connections at home and talk with her mother about them. Mona and Wageh specifically discussed how their ability to talk about text had helped them talk to people with more confidence. Moreover, Mona made references that she was able to take the strategies into other classes to support her comprehension. There is also clear evidence that talking to the text was a regular instructional strategy as it was referenced in multiple objectives and classroom activities.

Sociocultural theory holds that learning occurs through interaction, accessing student's prior knowledge, and reaching the students' affective domain (Vygotsky, 1978). There was consistency in the use of the instructional strategies which allowed for student growth. The use of literature that focused on current events relatable to the students allowed for successful interaction that focused on the meaning behind the literature because the events were relevant. As Lenneberg (1962) argued, student motivation comes from having something to speak about in which they can share their feelings and their view. Moreover, Vygotsky's (1978) sociocultural theory supports making connections to the student's sociocultural experiences to make meaning behind the instruction. Interaction through these textual connections allows teachers to tap the student's affective domain. Once these textual connections were made with the students they supported Halliday and Hasan's (1985) research which states that instruction must be realistic and that the domains of language should be used as a support to assist students in making meaning of their instruction. Having students read, write, speak, listen, and present gives students multiple opportunities to interact with language which ultimately supports their growth. Through constant reinforcement on concepts, students connected and reinforced their learning. According to Krashen's

(1982) Affective Filter Hypothesis, this connection to the literature and instruction reached the affective filter of the students and therefore the students gained more of an acceptance to the instruction.

Pauline Gibbons identified language and language learning in respect to contexts of learning which relates to interacting with text, language and culture. According to Gibbons (2002) there is the context of culture and the context of situation. Gibbons identified the importance of using the five domains (reading, writing, speaking, listening, presenting) to support language and literacy instruction. Additionally, there is a major emphasis on the social context of language and instruction in the classroom to support student growth. Context of culture is an assumption of how speakers of specific cultures communicate and the expectations of that communication (Gibbons, 2002). Context of situation is based on three features:

1. What is the focus of the communicative practice (P. 2)
2. The relationship between those in communication (P. 2)
3. The form of the communication, written or spoken (P. 2).

As part of this process, students identified key vocabulary that they felt was important to their comprehension and then used graphic organizers and discussion to assist in their comprehension. Cummins (2000) stated that the gap between basic interpersonal communication skills (BICS) and cognitive academic language proficiency skills (CALPS) is what separates ELL students and English only students; therefore, exposure to CALPS is needed to achieve. Orellana and Garcia (2014) identify that in order to bridge that gap ELLs must be given opportunities to bridge their understanding by transferring language. Therefore, through the students' constant textual connections

to the vocabulary created an environment wherein students were able to negotiate meaning and build vocabulary for comprehension.

Student perceptions of the vocabulary development were also supportive as students not only learned new academic vocabulary but were able to transfer that vocabulary to other classes and from one element of instruction to the next. The use of the hovering word technique and then transferring vocabulary to graphic organizers assisted in students developing a list of vocabulary to support their literacy comprehension.   Through this process, students were able to address academic vocabulary that they felt would support their growth.   Additionally, student use self-regulation which ultimately led to higher metacognitive skills no matter their English language proficiency.   Additionally, the students were strengthening their vocabulary knowledge as they were able to monitor their own comprehension which allowed for them to self-regulate their learning.

As part of the instructional strategies for students to interact with texts and their instruction was the use of graphic organizers. Graphic organizers were used to support their understanding of concepts which allowed students to interact with text and vocabulary. As stated by Goodnough & Long (2002), "Fundamentally, teachers use a range of graphic organizers to help students construct understanding through exploration of relationships between concepts" (p. 20).   Graphic organizers were included in all aspects of the instruction from academic vocabulary development, comprehension activities and writing assignments.   Graphic organizers allowed the students to take an instructional practice and articulate their thought process in a visual format.   From the visual format, students then had the opportunity to discuss their

thinking and identify their argument or reason for their beliefs. The use of graphic organizers benefited all students no matter their strengths or weaknesses in language or literacy based on the data attained from the interviews.

As referenced in Chapter 4, Wageh, Tommy and Nabil referenced graphic organizers in classroom discussions and as a strategy that they used for vocabulary development. Moreover, each student in the interviews identified graphic organizers as an instructional strategy that they found useful to carry over to other instruction. Alia made direct reference to how she was able to transfer her use of graphic organizers into other classes to support her comprehension. Sam & Rajan (2013) state, "Graphic organizers that target critical and creative thinking elements help develop students in their ability to comprehend and understand the meaning of a text" (P. 157). Graphic organizers are a brain based instructional strategy that allow for students to place in a visual representation that is organized and categorized to support them with their comprehension. Moreover, graphic organizers are used to support students with organizing their thought process. According to Echevarria, Vogt and Short (2004) when adapting content for ELL students, graphic organizers can give students graphical evidences of language that may be difficult to comprehend through reading or listening.

Student perceptions of the instruction are also supported by Marzano (1998) as he references that every standards based approach to instruction should be reinforced by the use of authentic tasks and interactions. Marzano (1998) continues to state that there should be at least two areas incorporated in every task and that is of analyzing similarities and differences as well as problem solving. Through the use of manipulatives such as the graphic organizers, students were able to combine what they

were learning through text and discourse in a visual representation developed by them but supported by others. These visual representations supported student learning because they were able to interact and connect visually, verbally and in written format based on what they were thinking.

Interaction with the literature allowed students to identify with the literacy concepts and made the instruction more relevant to the students' needs as learners. All students, ELL and English only, were able to relate to the instruction and interact with texts that assisted in their comprehension. The students' ability to grasp input knowledge, such as listening and reading, and then output their thoughts, such as speaking, writing and presenting allowed for meaningful interaction. Through the use of these instructional strategies students were able to interact with the instruction and had the opportunity to self-regulate their learning of both content and English language usage. Through the interaction students were in constant discourse negotiating meaning as part of metacognition. Through the process of instruction, students subconsciously monitored their own learning and therefore the students' metacognition supported their growth.

Collaboration

Student collaboration and small group work assisted students in their ability to self-regulate their instruction. As a part of each instructional strategy, not only with graphic organizers, students had the opportunity to collaborate in groups of two or three. Through these group activities, students had the opportunity to discus, debate, understand, and explore different beliefs or themes. Moreover, these discussions led to

improved English language skills as well as social and emotional growth with groups of students who would otherwise have no connection. Vygotsky's (1978) sociocultural theory supports how the students identified with the instruction as a social construct to their learning. The students' ability to connect the literature to their sociocultural experiences and their surroundings supported their metacognitive growth. Moreover, students were placed in a social setting to discuss their findings which allowed for them to develop new ideas and verbalize these ideas into arguments.

As part of the group work, students were actively engaged in conversation and listening to the ways other students participated and connected with the instruction. The group work allowed students to think out loud and use metacognition through the learning process with other students and then transfer that knowledge to other discussions. These discussions then were transferred to their writing and their own thought process to assist in their comprehension.

Both Wageh and Mona benefited from the group work because it assisted them with their ability to transfer their thoughts to their writing. Alia and Tommy were also positively impacted from the group work because they were able to discuss and identify commonalities in their analysis of the literature with others. Alia and Wageh both mentioned group work in the interviews. Wageh liked the group work because he was able to hear different opinions of the same literature which he felt it made his ability to transfer his knowledge to writing easier. Alia mentioned in the interview that she liked the group work because she was able to get to know the other students better, students that she would most likely get to know. As ELLs, the majority of their conversations outside of school is in their first language which limits the amount of English usage.

Additionally when speaking English outside of school, ELLs are using non-academic language and therefore their interaction with academic language is restricted to school hours. Having the opportunities to discourse with English only students supported language growth for the ELLs.

ELL students' ability to work on their writing with English only students assisted in language development because they were able to gain a perspective of English only students who have more of a grasp on the language. All four of the students highlighted the benefit of working with different groups of students, some being ELL and others not. Additionally, through the group work all students were able to gain insight from other students who had different cultural experiences and backgrounds.

Students were not left on their own to develop thoughts or ideas but placed in an environment that enhanced and promoted interaction at a comprehensible level. Additionally, both the ELL and English dominant students identified the strategies that best supported their instruction and growth. As well as identifying the specific strategies, the students identified how the strategies positively affected their ability to transfer knowledge to other class and outside of school.

Professional Development to Support Instructional Strategies

In order to support teachers in developing instructional strategies to support textual connections, establish opportunities for comprehensible input, and allowing students the opportunity for meaningful collaborative instruction, all of which supports sociocultural experiences at a high rigor, professional development has to be established to support teacher growth. Richard DuFour (2004) identifies professional

learning communities (PLC) as an integral part of a school's professional development (PD) plan. Professional development plays a key role in the success of any organization and within the profession of education this professional development comes in the form of students' needs. The perception data identified that students related to the professional development of their teacher. This relationship supported the use and adoption of the instructional strategies. A major component of professional development in schools is the establishment of professional learning communities. Professional learning communities are crucial to establish open lines of communication and sharing of best practices. DuFour (2011) states, "Time spent in collaboration with colleagues is considered essential to success in most professions" (P. 58). Moreover according to DuFour (2011):

> The school will also embed processes into the routine practice of its professionals to ensure that they co-labor in a coordinated and systematic effort to support the students they serve. They share their expertise with one another and make that expertise available to all of the students served by the team (p. 59).

DuFour (2004) identified PLCs to have three main components. The first component is to ensure that the focus of a PLC and professional development is on student learning and not teacher learning. The second of DuFour's (2004) main components is that of a culture of collaboration. The third of DuFour's (2004) main points is the focus on results. Professional Learning Communities not only assist in establishing professional development that will support all students but also a support system for instructors. Through the PLC, teachers can support one another in evaluating the systems that they have in place to support student learning. Moreover, teachers can compare and contrast strategies used and the effects of those strategies

on all of the students. This process can support new and innovative instructional strategies to support all students.

Middle Eastern Student Perspective

Cultural components to working with students from a different sociocultural background impact a teacher's ability to identify with texts that support students' sociocultural alignment. It is clear that students who come from war-torn countries face different needs than students who immigrate for other reasons. Acculturation plays a role in students' ability to adapt to their learning environment. Part of that acculturation has to do with what is identified in Chpater 2 by Sarroub as Sojourner (Sarroub, 2001). Too often educators want students to assimilate with the culture and instruction of the classroom. During this assimilation process teachers then expect students to separate what the student brings to their learning based on their sociocultural experiences. In this research study the ELL students were acculturating not only to the language of the instruction but acculturating to the norms of the classroom. Through the use of sociocultural related texts in support of having multiple opportunities to interact with text and collaborate with other students, the ELLs gained confidence. Both Mona and Wageh identified with gaining confidence as they were able to self-regulate through metacognition.

Ajrouche and Amaney (2004) found when dealing with recent immigrants to an area with a steady immigration pattern of the same group that this can create more of a lack of acculturation. Mona's reference to working with the ELLs assisted her in getting to know them as well as enhanced the learning for the students she was supporting. Also, Mona's own sociocultural experiences were impacted when she was able to

identify with the ELL students.   Therefore, Mona also gained new insight and understanding of the struggles that the ELL students were dealing with in reference to instruction and sociocultural needs. When the new immigrants immigrate there is an assumption that the new immigrants are similar to those that have immigrated over time. This assumption is a loss in identifying their cultural identity and therefore Mona was able to see past the assumption.

Additionally, Wageh identified with collaborative assignments as an opportunity for him to improve on his language acquisition. Wageh specifically demonstrated that collaboration assisted him in understanding the instruction and improving his language skills. Therefore, between sojourner and new immigrants, teachers need to be aware of the need to allow immigrants to use their cultural experiences as an asset to their education.   Moreover, there needs to be multiple opportunities for collaboration to support ELL growth and understanding by English only students.

Conclusion to Discussion

Once students had a clear understanding of the instructional strategies, students then connected to text and were able to use their metacognition to self-regulate their literacy skills. Additionally, students were able to transfer that metacognitive knowledge to other areas of their instruction and in life. This metacognitive skill was part of scaffolding the instruction so that students were able to make connections to texts and use metacognition to develop literacy skills which included building academic vocabulary. Moreover, students were able to articulate this metacognitive skillset in their interviews as they had an appreciation and understanding of the literacy strategies used in their instruction.

Therefore, when educating ELL students there needs to be a focus on the sociocultural perspective of the student and an emphasis on higher-order thinking. Through this focus, the instruction will lead to metacognition and support student growth on comprehension and vocabulary through their ability to self-regulate their learning and usage of literacy skills. Additionally, higher order thinking and tapping into the students' sociocultural experiences will establish a subconscious and conscious transfer of the instructional techniques to assess literacy. Students will then transfer these techniques to other content areas, classes, and in life. In chapter four, are four students that stated the instruction in the class helped them in other classes and outside of school. According to the work by Chamot (2005), there is evidence that language learners partake in metacognitive knowledge and the processes of metacognition as an instructional strategy to support self-regulation. This supports the findings of the learning cycle to emphasize metacognition and textual connections as a means to support literacy skill development.

Through the interviews of the students, the perceptions of the instructional strategies used were positive and students were not aware that they were actually self-regulating their instruction. This ability to transfer skills and knowledge from their subconscious to their actual conscious use is identified by Vygotsky (1978) as self-regulation because the students have the ability to explain what and why they are selecting strategies. Additionally, because the class focused on the students' sociocultural experiences allowed for the students to acculturate to the learning environment. All students took part in all of the instructional strategies no matter their strength in English or cultural backgrounds. Through these instructional strategies,

students were able to cross reference their learning with other classes. In the interviews, all of the students identified that they were able to take the instructional strategies learned in their language arts class in reference to making textual connections and thinking about their writing into other classes and in life.

Contribution and Expansion on Existing Literature Review

Contribution 1: Change in instructional Practice

The literature review of chapter two focused on how literacy instruction has been impacted by the research in the fields of instruction for both ELL and English only students. Moreover, the literature review identified the value of connecting instruction to the sociocultural needs of the students. Through the connection there must also be an intertwining of vocabulary instruction with the literacy instruction. The research study findings expand upon these elements of the previous research.

As I analyzed the data from the classroom discussions and from the writing samples of the students it became clear to me that there was a changing viewpoint in instructional scaffolding. As I assessed the data on the structure of the classroom and how the instructional strategies were implemented, the data illustrated that through scaffolding of instruction and the use of sociocultural connections, metacognition led to the enhancement of the use of academic vocabulary and self-regulation of literacy skills. Too often it is thought that vocabulary and comprehensions skills must be taught prior to teaching high order thinking strategies such as metacognition. The data showed that students who are ELL and English only all used reading, writing, vocabulary, and analysis of the literacy by linking the text to themselves, the world, and other texts. The

students were able to do this by creating textual connections and developing metacognitive skills sets which ultimately improved their literacy skills.

Therefore, the research study has shown that making sociocultural connections to text assists in metacognition when supported by instructional strategies that enhance a student's ability to self-regulate. This means there is a value to lesson planning to ensure that the textual connections are related to the sociocultural experiences of the students, but that the next step in the scaffolding is the students' ability to use metacognition to support higher-order thinking. Through this metacognition students will then develop the necessary literacy skills to continue building their skills in communication, both orally and written. Current literacy instruction scaffolds place literacy skill instruction prior to metacognition and that scaffold plan should be reversed. Moreover, this process is cyclical and therefore never ending. As the process is continuously used in instruction, students using metacognition will ultimately self-regulate their instruction and carry it over into other class assignments and across content areas.

Contribution 2: Change in professional development

The literature review in chapter two demonstrated that student perceptions of professional development for teachers are positive if the professional development leads to student success. The secondary purpose of the research study was to understand the perceptions of students of Middle Eastern descent and English only speaking students in the secondary classroom regarding their literacy instruction.

Secondary student perception on literacy instruction is underrepresented in research let alone the perception of Middle Eastern students, especially at the secondary level. This research study found that the students truly did benefit from instructional strategies that focused on their ability to transfer skill sets from the classroom discussions and work methods into their own private thought process, writing, other content areas, and real world scenarios.

Based on these data, school professional development programs should be based on students' perceptions of the instruction and their needs. Moreover, professional development should be based on the sociocultural expectations and experiences that students bring to the classroom. Based on the research by Sarroub (2001) and Ajrouche (2004) the cultural perspective of the students is important in understanding their perception of their instruction. Therefore, professional development that supports teacher knowledge of how students perceive their instruction as well as how to handle specific cultural expectations of students from diverse backgrounds will assist in the instructional success of the students and the teachers.

Implications

English language learners struggle with the pragmatics of literacy instruction which can move teachers away from teaching from higher order thinking skills. Without metacognition, students will not be able to attach textual evidence to their sociocultural experiences allowing for the students to identify with the text and the instruction. Moreover without the connection, students will struggle with comprehension and

retention of vocabulary and message of the text. The instruction will become rote instruction and carry no meaning. Additionally, with the rising number of students attending U.S. schools from war torn countries such as those in the Middle East, there needs to be more support for students who face such disruptions in their instruction. Students from the Middle East not only speak a different language but have different philosophical views from the West and their connections to their homeland can affect their success.

The perception data identified that interactions between students, their teacher and their texts were supported by instructional strategies that were of higher order thinking. Also, the perception by the students showed how and why the literacy instruction affected their learning. The establishment of a continuum in instruction for all students will lead to enhanced professional development that can be sustained and establish whole school consistency. Consistent literacy strategies that focus in on students' sociocultural experiences will support literacy instruction and the sociocultural experiences of the student's.

Instructional strategies used in classrooms must meet the needs of the students both culturally and linguistically. There must be professional development that supports student learning and teacher instructional strategies to scaffold instruction. There must also be a cultural understanding about students of Middle Eastern origin, or any students that are not part of the majority of the population, in respect to their sociocultural expectations and norms based on their experiences. Moreover, there needs to be more reference to literature that represents multiple linguistic and cultural ideologies.

Therefore, through the incorporation of professional development on instructional strategies that support literacy instruction for both ELL and English only students with professional development to support students to connect to texts based on their cultural experiences, teachers and students can find success in developing the metacognitive skill sets to expand on their instruction. Through the development of metacognition, students will be able to learn literacy skills and adopt academic vocabulary that will enhance their learning environment. Moreover, students will be able to learn how to use higher order learning cognitive strategies to self-regulate their literacy skill sets without having to work on rote memorization or low level recall activities.

Recommendations for Future Research

Assessing Professional Development of Literacy Instruction across Multiple Content Areas in the High School

This research study's assertion is that literacy instruction for ELL and English only students should focus on connecting texts to their sociocultural experiences and therefore developing literacy skills through metacognition and self-regulation. Therefore, by providing professional development for teachers across content areas in a secondary setting that focuses on developing lesson strategies that support textual connections and metacognition could support all teachers to identify and make relevant their instruction to the students' sociocultural experiences. Moreover, by assessing how the professional development supports teachers can assist in supporting all teachers to move towards identifying higher order thinking skills through metacognition and textual connections. Through the assessment of the professional development, there can be a review of how the students perceive the instruction, teachers feel supported by the

professional development and success of the students based on the implemented strategies across content areas.

Assessing Growth of Middle Eastern Students of Origin in the Secondary Setting

The research study found that even in a short amount of time, ELL students had the ability to connect to literacy through reading, writing and speaking as long as the connection met their sociocultural experiences. Moreover, it was found that through their metacognition they were able to identify and use academic vocabulary. I recommend that there be long term research on Middle Eastern students that enter the United States at the secondary level analyzing their growth in the use of literacy skills from when they enter to when they graduate. The research will follow the students from entry and assess their literacy skills and then assess their growth each year until graduation. Additionally, the research study should allow for the students to be paired with teachers that have received professional development in instructional strategies that support metacognition as well as professional development on multicultural and multilingual students.

Assessing Perceptions of Middle Eastern Students across a Secondary School Setting

It was clear that students in this study found success when their sociocultural experiences were taken into consideration. The majority of research in the field of literacy is focused on elementary students with limited research for secondary students (Townsend and Collins, 2009). Moreover, there is very limited research on students of Middle Eastern origin at the secondary level as to their perception of instruction or any

element of their acculturation process. It is my recommendation that additional research studies are needed that focus on attaining qualitative data on Middle Eastern Student perceptions' of the instructional strategies used in a school as well as how the strategies impact their sociocultural experiences. Also, I recommend that the data be separated by their nations of origin so that there is not a generalization of all Middle Eastern children. The research should be school wide and across content areas. This form of research will identify how the perceptions of the instruction are manipulated by the instructional strategies of the teachers. Moreover, this research will support the establishment of professional development for future instructional strategies.

Conclusion

I assessed the data based on how the ELL and English only students were able to connect the instructional strategies to their sociocultural experiences to support their learning. I also assessed the data based on the students' perception of the instructional strategies and how they felt the strategies assisted them in their instruction. Through the research study I determined that there is a cycle of learning that starts with the students making textual connections, leading to the use of metacognition and then transferring that knowledge with the capability to use self-regulation of literacy skills across content areas and outside of school. Moreover, students were able to articulate the use of the strategies and identify with the strategies as a means to enhance their own learning.

High school literacy instruction must include higher-order thinking and not be based solely on the development of basic literacy skills. It was found through the research study that the students no matter their language proficiency, level of

conventions or their strength in academic vocabulary were able to use metacognition to infer and self-regulate their instruction to successfully navigate their learning across varying knowledge of writing conventions and academic vocabulary. This metacognition and self-regulation promoted higher order thinking and learning. Therefore the research study findings support the idea that instruction must be culturally relevant (Vygotsky, 1978) which can lead to higher-order thinking strategies and support literacy instruction for all learners. No longer can educators look at literacy instruction as route learning but to higher order thinking if we want to move students further in their ability to comprehend and use academic vocabulary. Higher order instruction with an emphasis on metacognition will lead to literacy instruction and growth.

The traditional methodology when teaching literacy focuses on comprehension and vocabulary, specifically with English language learners. For emerging ELLs, literacy instruction must be accompanied by varying instructional strategies that support a student's abilities to learn and use literacy correctly. When establishing textual connections, the reading selections plus the universal themes for discussion must be connected to the students' sociocultural experiences to tap into their affective domain, as stated by Krashen (1991) and in relationship to Vygotsky's (1978) sociocultural theory. The strategies must be developed in a fashion wherein students are able to discuss and monitor their comprehension with other students through metacognition. Through the metacognitive process, students will be able to use the academic vocabulary through the function of the five domains of language to support the growth of their literacy skills.

As stated in Chapter two by Anderson et al. (1987), students do not learn vocabulary incidentally during reading at a level that will impact their learning and therefore there has to be a connection. Moreover, as Carlo et al. (2004) identified students make significant gains when they learn specific strategies and receive interventions in their literacy instruction. Therefore, when teaching the specific strategies, educators are giving students the tools that will lead to metacognition and literacy skills such as vocabulary development, comprehension and analysis. Reading is a complex process that is not just saying the words on a page, but it involves problem solving, understanding of different situations and experiences affecting proficiency, and decoding (Schoenbach, et. al, 2012).

Through constant interaction and receiving instruction through comprehensible input, students are able to self-regulate their learning through metacognition because they can identify with the instruction. According Echevarria, Short and Vogt (2008), "Language acquisition is enhanced through meaningful use and interaction", (p. 125) and therefore, metacognition occur as students build a repertoire of strategies for literacy learning. Additionally, task-based lessons have two areas of emphasis, input of content and the output of language. Furthermore, Echevarria et al. state (2008) that student learning is promoted through social interaction as the teacher helps students contextualize the meaning behind the content and the language.

In order to reach all learners no matter their language proficiency there must be support through professional development to develop instructional strategies that work. Moreover, teachers have to be given the tools to make the instruction relevant to the different kinds of learners in the classroom. As stated in Chapter two by Olson and

Land's (2007) research between a control and research group, the research group made significant gains in literacy growth over the control group based on intensive professional development. As stated by Friend et al. (2009) research, when teachers received professional development on comprehensible input and multiple methods to support literacy instruction, they became more cognizant of the student needs.

The research study confirmed previous research that sociocultural experiences of students should be taken into consideration when developing lessons. Moreover, the research study confirmed that higher order thinking skills supported student achievement for emergent ELL and that English only students and they were positively impacted by the same strategies that are used. The perception data also supported how students related to the instructional strategies and felt part of the instruction as a means to excel and carry over the learning traits to other aspects of their education. In order to make all of this successful there must be professional development embedded in the instructional environment so that there is buy-in from students who will be impacted on a regular basis. Therefore, the research study pushes teachers to use higher order thinking strategies to develop students' metacognitive skill sets in order for them to excel with literacy expectations and self-regulate their learning.

APPENDIX A

[Behavioral]Documentation of Adolescent Assent Form
(ages 13-17)

Title: Literacy Instruction in High School: Examining the perception of bilingual and monolingual students of Middle Eastern origin

Study Investigator: Youssef Mosallam

Why am I here?
This is a research study. Only people who choose to take part are included in research studies. You are being asked to take part in this study because you are enrolled in a tenth grade language arts class that has been elected for this study. Please take time to make your decision. Talk to your family about it and be sure to ask questions about anything you don't understand.

Why are they doing this study?
This study is being done to find out the perceptions of the literacy instruction for students in a multicultural/multilingual classroom. This study will focus on a tenth grade language arts class that has a varying multicultural/multilingual group of students who also have varying strengths in the English language. Through the research, we will be able understand how the professional development of the teacher affects the student's literacy instruction.

What will happen to me?
You as a member of the study will not have any of your education interrupted. You, as well as the other students in the study, will be part of observations, take a survey and then answer some interview questions.

How long will I be in the study?
You will be in the study for approximately one and a half months from May to June. The study will take place every day during language arts four class for the rest of the winter semester. You will complete a survey in April and another survey in June. Each survey should take no more than 10 minutes. Additionally, you will be asked to complete some interview questions in June. The interview should last no longer than 20 minutes. Remember, you can end your participation at any time without any form of consequence.

Will the study help me?
You may not benefit from being in this study; however information from this study may help other people in the future by improving training for teachers that will improve literacy instruction.

Will anything bad happen to me?
Nothing will happen to you due to your participation in this study. I will not know who will participate until after the semester has formally ended and grades have been reported.

APPENDIX A CONTINUED

Do my parents or guardians know about this? (If applicable)
This study information has been given to your parents/guardian and they said that you could be in it. You can talk this over with them before you decide.

What about confidentiality?
Every reasonable effort will be made to keep your records (medical or other) and/or your information confidential; however we do have to let some people look at your study records.

We will keep your records private unless we are required by law to share any information. The

law says we have to tell someone if you might hurt yourself or someone else. The researcher can use the study results as long as you cannot be identified.

The following information must be released/reported to the appropriate authorities if at any time during the study there is concern that:
- o child abuse or elder abuse has possibly occurred,
- o you disclose illegal criminal activities, illegal substance abuse or violence

What if I have any questions?
For questions about the study please call Youssef Mosallam at 313-827-1400. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628.

Do I have to be in the study?
You don't have to be in this study if you don't want to or you can stop being in the study at any time. Please discuss your decision with your parents and researcher. No one will be angry if you decide to stop being in the study.

AGREEMENT TO BE IN THE STUDY

Your signature below means that you have read the above information about the study and have had a chance to ask questions to help you understand what you will do in this study. Your signature also means that you have been told that you can change your mind later and withdraw if you want to.   By signing this assent form you are not giving up any of your legal rights. You will be given a copy of this form. We are requesting that all assent forms be submitted by May 9, 2014. If a form is not submitted it will be considered as consent to participate in the study.

_____   _____
Signature of Participant (13 yrs & older)   Date

_____
Printed name of Participant (13 yrs & older)
APPENDIX A CONTINUED

_____   _____
Signature of Person who explained this form   Date

_____
Printed Name of Person who explained form

APPENDIX B

Parental Permission/Research Informed Consent
Title of Study: Literacy Instruction in High School: Examining the perception of bilingual and monolingual students of Middle Eastern origin

Principal Investigator (PI):   Youssef Mosallam
                                         13800 Ford Rd., Dearborn, MI 48126
                                         313-827-1400

Purpose
You are being asked to allow your child to be in a research study at their school that is being conducted by Youssef Mosallam from Wayne State University to study the perceptions of students concerning literacy instruction in a multicultural/multilingual setting. Your child has been selected because he/she is part of a tenth grade language arts class that has many students from different cultures and differing strengths with the English language. This study is being conducted at Wayne State University and Fordson High School. The estimated number of study participants to be enrolled at Wayne State University and Fordson High School is about 32. **Please read this form and ask any questions you may have before agreeing to be in the study.**

In this research study, the purpose is to understand the perceptions of the literacy instruction for students in a multicultural classroom. This study will focus on a tenth grade language arts class that has a varying multicultural group of students who also have varying strengths in the English language. Through the research, we will be able to assess how the professional development of the teacher affects the student's literacy instruction.

Study Procedures
If you/ your child agree to take part in this research study, he/she will be asked to respond to two surveys and a set of interview questions. The topics of the questions will revolve around your child's perception of their instruction and at any time will have the option not to respond. All information will be completely confidential and no responses will be tied to your child. The study will be conducted from April to June which will be approximately one and a half months. Your child will only be interviewed once in June and will fill out two surveys, one in April and one in June. The surveys will take about 10 minutes for each and the interview will last 20 minutes. All copies of the materials for your review will be made available Fordson High School.

As part of the study your child will be part of an observation protocol which will include collecting information about how your child and other children in the class interact and use the content being taught. Moreover, the information collected from the observations will be used to understand how language and language instruction assists in student learning. Also, I will be collecting data on the dynamics of a multilingual and multicultural class. As the observer, I will not be actively involved in the instruction nor will I be observing your child as means to assess **APPENDIX B CONTINUED**

them, I will only be collecting information on the class and the curriculum as a whole. More specifically, I will be collecting data on the interaction between the students, the students and their teacher, the students and the use of the curriculum content, the language used in the classroom by all participants, and the teacher's use of the curriculum content.
Part of the observation protocol will include audio recordings only due to the fact that I will not be able to collect all data just through observations. The audio recordings will be used as a means for me to review my notes to ensure that I have a total picture. All audio recordings will be destroyed at the end of the research. All children will have pseudonyms and will not be identifiable in the research but if a parent chooses not to have their children in the research, their children's interactions and statements will not be included in the data.

Benefits

There may be no direct benefit for your child; however, information from this study may benefit other people of multicultural/multilingual backgrounds now or in the future.

Risks

There are no known risks at this time to participation in this study.

Compensation

You or your child will not be paid for taking part in this study.

Confidentiality

All information collected about your child during the course of this study will be kept confidential to the extent permitted by law. Your child will be identified in the research records by a code name or number. Information that identifies your child personally will not be released without your written permission. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight [e.g., Food and Drug Administration (FDA), Office for Human Research Protections (OHRP), Office of Civil Rights (OCR), etc.) may review your records.

When the results of this research are published or discussed in conferences, no information will be included that would reveal your child's identity. If photographs, videos, or audiotape recordings of your child will be used for research or educational purposes, your child's identity will be protected or disguised. The only person that will have access to the audio recordings will be the researcher and the audio tapes will be destroyed at the end of the research.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. You have the right to choose not to allow your child to take part in this study. If you decide to allow your child to take part in the study you can later change your mind and withdraw from the study. You and/or your child are free to only answer questions that you want to answer. You are free to withdraw your child from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you or your child are entitled to receive.

APPENDIX B CONTINUED

The PI may stop your child's participation in this study without your consent. If your child has any side effects that are very serious or if your child becomes ill during the course of the research study your child may have to drop out, even if you would like to continue. The PI will make the decision and let you know if it is not possible for your child to continue. The decision that is made is to protect your child's health and safety, or because it is part of the research plan that people who develop certain conditions or do not follow the instructions from the study doctor may not continue to participate.

Questions

If you have any questions about this study now or in the future, you may contact Youssef Mosallam or one of his research team members at the following phone number 313-827-1400. If you have questions or concerns about you or your child's rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Consent to Participate in a Research Study:
To voluntarily agree to have your child take part in this study, you must sign on the line below. If you choose to have your child take part in this study, you may withdraw them at any time. You are not giving up any of your or your child's legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

_____ _____
Name of Participant Date of Birth

_____ _____
Signature of Parent/ Legally Authorized Guardian Date

_____ _____
Printed Name of Parent Authorized Guardian Time

_____ _____
*Signature of Parent/ Legally Authorized Guardian Date

_____ _____
*Printed Name of Parent Authorized Guardian Time

_____ _____
Signature of Person Obtaining Consent Date

_____ _____
Printed name of Person Obtaining Consent Time

_____ _____
Signature of translator Date

APPENDIX B CONTINUED

_____ _____
Printed name of translator Time

* Both parent's signatures should be obtained however both are **required** for level 3 studies

** Use when parent/guardian has had consent form read to them (i.e., illiterate, legally blind, translated into foreign language).

إذن الوالدين/ وثيقة الإطلاع على البحث

CONTINUED APPENDIX C

العنوان: تعليمات القراءة والكتابة في المدرسة الثانوية: بحث دقيق حول إدراك الطلاب ازدواجي اللغة وأحادي اللغة من أصل شرق أوسطي.

الباحث المسؤول :   يوسف مسلم

13800 Ford Rd. Dearborn, MI 48126

313-827-1400

الهدف

نسألكم السماح لولدكم بالمشاركة في البحث الدراسي الجاري في مدرستهم مع يوسف مسلم من جامعة واين ستايت، لإدراك الطلاب على القراءة والكتابة بمجتمع مختلف الثقافات واللغات. اختير ولدكم لأنه جزء من صف العاشر بالفنون اللغوية المكون من عدة طلاب ينتمون إلى ثقافات مختلفة ويختلفون أيضاً بمستوى اللغة الإنجليزية. سيجري البحث في جامعة واين ستايت وفي ثانوية فوردسن العليا. يقدر عدد الطلاب المشاركين بالبحث في جامعة واين ستايت وفي ثانوية فوردسن حوالي ٣٢ طالباً. **نرجو قراءة هذه الوثيقة والاستفسار عن أي معلومات قبل الموافقة بالاشتراك.**

الغاية من هذا البحث هي فهم إدراك القراءة والكتابة للطلاب داخل صف متعدد الثقافات. سيرتكز البحث على صف العاشر للفنون اللغوية المحتوي على عدد من الطلاب المتعددي الثقافات والمتنوعي المستوى باللغة الانجليزية. خلال البحث، سنتمكن من تقييم المستوى المهني للمعلمين الذي يؤثر إدراك الطلاب للقراءة والكتابة.

إجراءات الدراسة

إذا وافقتم أنتم أو ولدكم على المشاركة بهذا البحث، سيطلب منكم ملء استمارتان والإجابة عن مجموعة اسئلة في المقابلة. مواضيع الأسئلة ستتمحور حول ادراك ولدكم لتعليماته، ومن الجائز أن لا يجد جواباً للأسئلة. كافة المعلومات ستكون ذات خصوصية عامة ولن نربط أي اجوبة مع هوية ولدكم. سيجري البحث من مارس إلى يونيو، كمرحلة تمتد حوالي ثلاث أشهر. سيخضع ولدكم لمقابلة مرة واحدة في يونيو، وسيملي الاستماريتين واحدة في مارس وواحدة في يونيو. تتراوح مدة ملئ الإستمارة الواحدة حوالي عشر دقائق، أما المقابلة فتتراوح مدتها حوالي عشرون دقيقة. يمكنكم الحصول على جميع نسخ مواد المراجعة الخاصة بكم في ثانوية فوردسن.

كجزء من الدراسة سيشارك ولدكم بقسم من بروتوكول المعاينة المحتوي على معلومات مجموعة عن ولدكم و أولاد أخرين من كيفية تفاعلهم تجاه المواد المعلمّة داخل الصف. بالاضافة, المعلومات المجموعة من المعاينة ستستعمل لفهم كيف أن اللغة و التعليمات اللغوية تساعد في دراسة الطلاب. كذلك, سأجمع معطيات عن دينامكبة الصفوف ذات الطلاب المتعددي الثقافة اللغة و الثقافة. كوني المعاين, لن أكون ناشط بأعطاء المعلومات و لن أعاين اولادكم كوسيلة لمساعدتهم, بل سأعاينهم فقط كي أجمع معلومات شاملة عن الصف و المنهاج. عل وجه التحديد, سأجمع معلومات عن التفاعل بين الطلاب نفسهم, الطلاب و معلمهم, الطلاب و استعمالهم لمحتوى المنهاج, اللغة المستخدمة داخل الصف من جميع المشاركين,و استخدام المعلم لمحتوى المنهاج.

الفوائد

ممكن أن لا يستفيد ولدكم مباشرةً من هذا البحث، لكن المعلومات المجموعة من خلال هذه الدراسة ستفيد ناس عديدة من مختلف ثقافات ولغات متعددة ألان وفي المستقبل.

CONTINUED APPENDIX C	**الأعراض**

لم نتعرف على أي أعراض سلبية خلال مدة المشاركة بهذه الدراسة.

التعويضات

ليس هناك أي مقابل مادي لكم أو لولدكم للمشاركة بهذه الدراسة.

الخصوصية

كافة المعلومات التي تم جمعها عن ولدكم خلال هذه الدراسة ستحفظ خصوصيتها إلى الحد المسموح به قانونياً. سنحدد هوية لولدكم من خلال اعطائه إسم رمزي أو رقم محدد. اي معلومات ممكن أن تكشف هوية ولدكم لن تنشر دون إذن خطي. بينما، كفيل الدراسة، أو رئيس مؤسسة مجلس المراجعة في جامعة واين ستايت، أو الوكالات الإتحادية ذات رقابة تنظيمية مناسبة (ك. إدارة الغذاء والدواء، مكتب حماية الأبحاث البشرية، او مكتب الحقوق المدنية) يمكنهم الإطلاع على معلوماتكم الخاصة.

عندما ننشر أو نناقش في المؤتمرات نتائج هذه الدراسة، لن يكون هناك أي معلومات تدل على هوية ولدكم. بحال أخذت صور, فيديوهات, أو تسجيلات صوتية لولدكم كي تستخدم في البحث أو لأغراض تعليمية, فسنحمي و سنخفي هوية ولدكم. الشخص الوحيد اللذي بأمكانه الأطلاع على التسجيلات الصوتية هو الباحث, و ستتلف التسجيلات مع نهاية البحث.

المشاركة التطوعية/ الإنسحاب

المشاركة بهذه الدراسة هي تطوعية. لديكم حرية القرار بعدم الجواز لولدكم المشاركة بهذه الدراسة. إذا قررتم أن يشارك ولدكم بهذه الدراسة، يمكنكم تغيير قراركم والانسحاب من الدراسة في أي وقت. أنتم أو ولدكم لكم الحرية بان تجاوبوا على الأسئلة التي تنتقون. لكم حرية سحب ولدكم في أي وقت كان. قراراتكم لن تغير العلاقات الحالية أو المستقبلية مع جامعة واين ستايت أو توابعها، أو أي خدمات أخرى يحق لكم تلقيها.

الباحث المسؤول يمكنه توقيف ولدكم عن المشاركة من دون إذنكم. بحال كان لولدكم أي عوارض سلبية جدية أو بحال مرض ولدكم خلال البحث، يمكن للمسؤول سحبه من المشاركة حتى ولو اردتموه أن يكمل. الباحث المسؤول سيأخذ القرار المناسب وسيعلمكم اذا لا يستطيع ولدكم إكمال البحث. القرار سيؤخذ لحماية صحة ولدكم وسلامته، أو لأن الولد قد يكون من بعد المشاركين الذين يتعرضون لعوارض معينة أو لا يتابعون تعليمات البحث بدقية تسمح لهم المتابعة.

الإستفسارات

إذا كان لديكم أي استفسارات عن هذا البحث الأن أو في المستقبل، يمكنكم الإتصال بيوسف مسلم أو بأحد أعضاء فريق البحث على الرقم التالي: 1400-827-313. وإذا كان لديكم اسئلة أو إستفسارات حول حقوق ولدكم كمشترك بالبحث، يمكنكم الإتصال برئيس مؤسسة مجلس المراجعة على الرقم التالي: 1628-577-313. إذا لم تتمكنوا من التواصل بأعضاء البحث، أو إذا اردتم التحدث لشخص غير أعضاء البحث يمكنكم الإتصال على: 1268-577-313 لطرح الأسئلة، أو متابعة مخاوفكم أو اعتراضاتكم.

CONTINUED APPENDIX C

وثيقة القبول بالمشاركة في البحث الدراسي:

للتطوع بمشاركة ولدكم في هذا البحث، عليكم التوقيع أدناه. إذا قررتم السماح لولدكم بالمشاركة في البحث، يمكنكم سحبه في أي وقت. بعد توقيع هذه الوثيقة لن تتنازلوا عن أي حقوق شرعية خاصة بولدكم. يشير توقيعكم أدناه، انكم قرأتم أو قرئ لكم، كامل وثيقة القبول، بما يتضمن العوارض والتعويضات، وأجيب عن جميع استفساراتكم. سنوفر لكم نسخة عن هذه الوثيقة.

إسـم المشـترك _____   _____ تاريخ الولادة

توقيع ولي الأمر _____   _____ التاريخ

طبع إسـم ولي الأمر _____   _____ الوقت

توقيع ولي الأمر* _____   _____ التاريخ

طبع إسـم ولي الأمر* _____   _____ الوقت

توقيع الشـخص الحاصل على وثيقة الموافقة _____   _____ التاريخ

طبع أسـم الشـخص الحاصل على وثيقة الموافقة _____   الوقت _____

توقيع المترجم _____   _____ التاريخ

طبع إسـم المترجم _____   _____ الوقت

CONTINUED APPENDIX C

* يجب الحصول على توقيع كلاً من الوالدين، كما يطلبان سوياً للمرحلة الثالثة من الدراسـة.

**للإسـتعمال عندما تقرأ هذه الوثيقة لاولياء الأمر (م.، أميين، مكفوفين، وجوب ترجمة للغة أخرى).

APPENDIX D

وثيقة قبول المراهقين [السلوك]

(عمر 13-17)

العنوان: تعليمات القراءة والكتابة في المدرسة الثانوية: بحث دقيق حول إدراك الطلاب ازدواجي اللغة وأحادي اللغة من أصل شرق أوسطي.

باحث الدراسة: يوسف مسلم

لماذا أنا هنا؟

هذا بحث دراسي. تم ضم فقط الأشخاص الذين قرروا المشاركة في البحث. طلب منكم المشاركة بهذا البحث لأنكم جزء من صف الفنون اللغوية لمستوى العاشر المكون من طلاب ينتمون إلى ثقافات مختلفة مما يجعل مستوى لغتهم الانجليزية مختلف أيضاً. نرجو أخذ الوقت الكافي لاخذ قراركم. تبادلوا الآراء بالموضوع مع أفراد عائلتكم واستفسروا عن أي ملاحظة لديكم.

لماذا نقوم بهذا العمل؟

يقام هذا البحث لنحدد إدراك القراءة والكتابة لدى الطلاب المتعددي الثقافة واللغة داخل الصف. يركز هذا البحث على صفوف محددة بالفنون اللغوية من مستوى صف العاشر الثانوي المحتوي على طلاب ذو مستوى مختلف باللغة الانجليزية. خلال هذا البحث، سنفهم كيف ننمي احتراف الاستاذ لرفع مستوى إدراك القراءة والكتابة.

ماذا سيحصل لي؟

كونكم عضو من البحث، لن نقاطع أي وقت من دراستكم. أنتم، كما غيركم من الطلاب في البحث، ستكونون جزء من المعاينات، تملون بعض الإستمارات، و تجاوبون على بعض اسئلة المقابلات.

كم من الوقت سأقضي في البحث؟

ستمضون في البحث مدة تقارب الشهر و نصف من مايو الى يونيو. ستقام الدراسة كل يوم من فصل الشتاء خلال صف الفنون اللغوية مستوى الرابع. ستملون استمارة في ابريل و اخرى في يونيو. ملئ كل إستمارة ينبغي أن لا يتجاوز مدة عشر دقائق. بالإضافة، ستسألون أن تجاوبوا على بعض الأسئلة بمقابلة في يونيو. المقابلة لن تتجاوز مدة أكثر من عشرون دقيقة. وجب التنويه, يمكنكم أنهاء مشاركتكم في أي وقت من دون أي عواقب.

هل سأستفيد من البحث ؟

ممكن أن لا تستفيدوا من هذا البحث، ولكن المعلومات من هذه الدراسة قد تساعد أشخاص اخرين في المستقبل وذلك من خلال تطوير فترة التدريب للمعلمين مما سيؤدي إلى تطوير تعليمات ادراك القراءة والكتابة.

هل سيحدث لي شيء سيء؟

لن تتعرضوا لأي عوارض سلبية.

هل يعلم والداي أو أولياء أمري بهذا البحث؟ (إذا جاز التطبيق) CONTINUED APPENDIX D

تم إرسال معلومات عن هذا البحث إلى ذويكم، ووافقوا على مشاركتكم. يمكنكم مناقشة هذا الشأن قبل موافقتكم المشاركة.

ماذا عن الخصوصية؟

سنقوم بكل جهد ممكن للإبقاء على خصوصية معلوماتكم (الطبية وغيرها)، لكن علينا أن نسمح لبعض المتخصصين أن يتفحصوا تقرير الدراسي الخاص بكم.

سنحافظ على خصوصية معلوماتكم ما لم يطلب منا قانونياً تبادل أي معلومات. ينص القانون بوجوب علم أحد المتخصصين بحل عرضتم أنفسكم أو غيركم للأذى. يسمح للباحث أن يستعمل نتائج الدراسة ما دام لم يتم تحديد هويتكم.

يجب رفع تقرير إلى السلطات المختصة في أي وقت من البحث إذا ما تم إحدى الحالات التالية:

- إحتمال وقوع إساءة بمعاملة الأطفال أو إساءة بمعاملة المسنين.
- في حال كشفتم عن أنشطة جنائية غير شرعية، أو عن تعاطي مواد غير شرعية، أو عينتم وقوع للعنف.

ماذا لو كان لدى استفسارات؟

لأي معلومات إضافية يرجى الإتصال بيوسف مسلم على 1400-827-313. وإن كان لديكم اسئلة أو استفسارات عن حقوقكم كأعضاء فالبحث، يمكنكم الإتصال برئيس مؤسسة مجلس المراجعة على 1628-577-313.

هل يجب علي أن اشارك فالبحث؟

لا يفرض عليكم أن تشاركوا في البحث، كما يمكنكم أن تنسحبوا من المشاركة في أي وقت تريدون. يرجى أن تناقشوا قراركم مع ذويكم أو مع الباحث. لن يغضب أحد إذا قررتم أن تنسحبوا من المشاركة.

CONTINUED APPENDIX D   الموافقة على المشاركة في البحث الدراسي

التوقيع أدناه يشير انكم قد قرأتم المعلومات الملحقة عن البحث، وحصلتم على فرصة للإستفسار عن أي ملاحظة تساعدكم خلال البحث. توقيعكم يمنحكم ألحق بتغيير رأيكم والانسحاب من البحث. بتوقيع وثيقة القبول، لن تتنازلوا عن حقوقكم الشرعية. سيتفور لكم نسخة من هذه الوثيقة.

_____   _____

التاريخ   توقيع المشترك

                                           _____

                                           طبع إسم المشترك

_____   _____

التاريخ   توقيع الموضح لهذه الوثيقة

                                           _____

                                           طبع إسم الموضح لهذه الوثيقة

APPENDIX E

Formal Interview Questions for Research

Circle one:

Age   14   15   16

Grade 9   10   11

Language(s) spoken at home (circle all that apply):

English   Arabic   Spanish   Other

Language(s) you speak (circle all that apply):

English   Arabic   Spanish   Other

1. What have you liked about the language arts class?

2. What have you learned from you language arts class?

3. What different ways did you learn in the language arts class?

4. Have you read, talked or written about things that are similar to stories or work you did at home?

5. Could you self-identify with any of the characters or themes in "To Kill a Mockingbird" or "Julius Caesar"?

6. Can you think of ways that the instruction addressed your cultural background?

7. How has your vocabulary increased?

8. Were the reading selections hard for you? Why/why not?

9. How did the instruction meet your needs based on your strengths in the English language?

APPENDIX E CONTINUED

10. If you could change one thing about your language arts class, what would it be? Why?

How?

APPENDIX F

Survey Questions for Research

Circle one:

Age   14   15   16

Grade 9   10   11

Language(s) spoken at home (circle all that apply):

English   Arabic   Spanish   Other

Language(s) you speak (circle all that apply):

English   Arabic   Spanish   Other

Please read each question and rank the question 1 through 4. Only mark one ranking per question.

1 – Disagree
2 – Somewhat Agree
3 – Agree
 1. I feel that what I have learned in my language arts class helps me in other classes such as

    social studies, science, etc.

                    1   2   3

 2. I use what I learn in my language arts class outside of school such as at work, home,

    communicating with others, etc.

                    1   2   3

 3. I feel that using Graphicorganizers in my language arts class help me understand the

    content.

                    1   2   3

 4. I feel that using 6+1 Traits in my language arts class helps me with my writing.

1   2   3

APPENDIX F CONTINUED

5. The way the information is presented in my language arts class helps me understand the

 content.

   1   2   3

6. I know when my language arts teacher uses different ways of teaching to help me

 understand what I am supposed to be learning.

   1   2   3

7. I feel that what I am learning in my language arts class is similar to my culture.

   1   2   3

8. I feel that my language arts class takes my needs as a language learner into consideration.

   1   2   3

9. I feel like my language arts class is hard.

   1   2   3

10. I feel that it is important for a student's culture to be addressed in a language arts class.

   1   2   3

11. I feel that my vocabulary improved in my language arts class.

   1   2   3

12. I feel that there should be more literature like "Julius Caesar".

      1   2   3

APPENDIX F CONTINUED

13. I feel that there should be more literature like "To Kill a Mockingbird".

      1   2   3

14. I feel that my language arts class helps my skills in the English language.

      1   2   3

APPENDIX G

Balancing Viewpoints

1. Write down a one-sided and specific argument about this topic:

Wars have been in the world. War has been considered to be important issue which has some controversies. Although some people claim war is necessary and inevitable, there are others who argue war is unnecessary because it has contributed to the growing abuse of human rights and has led to drastic outcomes. Do you think war creates more problems than it resolves conflicts?

(Claim) War …………….

PASS YOUR PAPER TO THE NEXT GROUP!
2. Now write a **counter-argument or opposing viewpoint** (but, however, even though, yet, on the other hand, etc.)
   Yet, (However,…) others argue war is……………..

PASS YOUR PAPER TO THE NEXT GROUP!

3. Now **rebut the counter-argument** to support the FIRST statement (**RESTATE YOUR ORIGINAL CLAIM).** Tell why the opposing argument is flawed. (You could start with still, overall, on the whole, etc.)

Overall, war (Restate your claim using new words…..)

GIVE THE PAPER BACK TO THE ORIGINAL WRITERS. TRY TO DEVELOP A REASONABLE, BALANCED PARAGRAPH FROM THESE IDEAS.

APPENDIX H

Reading the Articles on War

-We started reading and discussing the article on " Tough Homecoming for War Veterans" where we spent time annotating the article using meta-cognition through the use of meta-cognitive bookmark.

-Frontloading vocabulary took place prior after using hovering over text technique (T chart) Nice To know and Need To Know

-We used circle maps for all the academic vocabulary that needed to be emphasized throughout the unit on war

-We also analyzed how the information was organized by using graphic organizers to identify cause-effect relationship through the use of multi-flow map

-We identified author's tone

-Then we introduced intertextuality where students worked on brainstorming

-I introduced the article on "Afghan girl who lost…." But students were given two different articles on same topic based on their lexile level.

-Vocabulary was frontloaded in the same way like the previous article

-Circle map

- A double-bubble thinking map was introduced where we brainstormed common universal themes and talked about differences in tone and text structure

Big Idea Journal Response Book : Intertextuality Writing assignment on War

- Writing took place where students were asked to write a meta-cognitive reflection in the Big Idea Journal Book (idea adopted from Penny Kittle's book: *Read and Write beside them*)

-, we have 22 common themes in class

-There is a web graphic organizer that encompasses all the themes and it is posted all the time.

-Our motto is "Trust the writer inside of you, just write" Penny Kittle's words

-So each student will chooses a universal theme that speaks to him/ her based on the reading of the articles and they have to write a meta-cognitive response where they have to make connections.

APPENDIX H CONTINUED

I model for my students all the time and I gave most struggling writers a detailed template to follow (it is uploaded in the folder writer's workshop: Teacher's assignment on intertextuality..)

- Then I collect the writers' notebooks and I give them procedural feedback (Jeff Wilhelm's approach which is constructive feedback and I share things with students and make connections too).
- - Students will read back their entries and are mainly encouraged to read the feedback

Argumentative Writing: Balancing Viewpoint Activity

Then I introduced argumentative writing on the topic War (in writer's workshop folder) and we went over basic terms

-I modeled for them the writing of a claim

- I invited them to get engaged in the Balancing viewpoint activity where robin round writing motivates collaboration. They worked in groups.

- I kept on offering scaffolding and modeling .

- I gave students sentence starters and transitions (signal words) to start the claim, counterargument, and even for the response (rebuttal)

-- Students wrote back and forth for each other

-They had to use the writing symbols too

-A rubric on Ideas was given to students after it was explicitly shown to them how to score their writing

SOAPS strategy was also modeled and used to analyze writer's craft after reading the artilces

I will add more details . I am trying to remember the whole lesson procedure

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ABSTRACT

LITERACY INSTRUCTION IN HIGH SCHOOL: EXAMINING THE PERCEPTION OF BILINGUAL AND MONOLINGUAL STUDENTS OF MIDDLE EASTERN ORIGIN

by

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MAY 2015

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Degree: Doctor of Philosophy

With the growing need to close the gap in instruction for all students there needs to be more of an emphasis on instructional strategies that assist students to achieve in literacy and a focus on their perceptions of the instruction. There is a specific need to support English language learners as they are the fastest growing subgroup in U.S. schools. Moreover, there needs to be a focus on professional development for teachers to support English language learners, multicultural students and all other students that struggle with literacy.

The purpose of the research study was to examine the instructional practices used by one secondary literacy teacher.   The secondary purpose of the proposed research was to understand the perceptions of students of Middle Eastern descent regarding the literacy instruction that they were exposed to and utilized in class.   The research study was to identify how instructional strategies affected literacy instruction for secondary emergent ELL and English only students in a high school classroom. The research was of qualitative designed in the form of microethnography.

The two research questions that were used in the research study were:

- What are the instructional practices used by a secondary mainstream tenth grade language arts teacher of a non-ELL class with multilingual and multicultural students?

- The secondary research question was what are the students' perceptions of the literacy instruction?

The primary finding through the research was that students across language proficiency levels were able to draw from textual connections through the use of sociocultural relevant texts that were supported with instructional strategies assisting with metacognition. Through metacognition, students were able to self-regulate their instruction to support their literacy skills. This cyclical process allowed for higher order reasoning skills to be the focus of the instruction instead of simple tasks to learn vocabulary and comprehension.

The sub-findings through the research focused on the students' ability to transfer that knowledge and skill set at a high-order of thinking. Based on the perception data, the students identified that their metacognition allowed them to derive inferences based on their cultural experiences. Additionally, the students identified specific instructional strategies that assisted them to build confidence in their learning and to transfer that learning across content and outside of school.

AUTOBIOGRAPHICAL STATEMENT

As a second generation Arab-American and an educator, I have always looked for the means to support immigrant students that have been displaced due to war and whose families have come to the United States to give their children a chance at a brighter future. I started my career as an educator in 1998 as an Instructional Technician for the Dearborn Public Schools. Upon the completion of a Bachelor of Science Degree from Wayne State University, I attained my first teaching experience as a Language Arts and History teacher in the Dearborn Public Schools.

In 2006 I became the Coordinator of Compensatory and Bilingual Education for the Dearborn Public Schools. As Coordinator my direct role was to develop a team that would oversee the development and implementation of programs across the district to support at-risk students. In 2008 I became the Principal of River Oaks Elementary School which is also part of the Dearborn Public Schools. In 2010 I then became the principal of Fordson High School in Dearborn. Fordson High School is the eleventh largest high school in the State of Michigan with an ELL population of 52%.

Based on my professional experiences I felt that research was needed to focus on literacy instruction for secondary students. Additionally, with so much research in the field of ELL instruction and limited work on high schools and students of Middle Eastern origin, I felt that this research is important to the field. My experiences as an educator, specifically with students from ELL backgrounds has given me a new insight on education and the need to focus on all elements of the students' education. These elements must include the students' perceptions of their instruction in relationship to their sociocultural experiences.