

Abstract

The growth of participation in eLearning is exponential. The flexible schedule and the student centered approach that online learning is branded as is also regarded as a virtual learning community designed to engage English speakers. English Learners (ELs) are faced with virtual learning challenges. This paper explores the likelihood of student achievement by ELs participating in online learning. The participants in this exploratory and descriptive report are three experts in ESOL pedagogy and provide insight on the effective learning strategies necessary for student achievement for face-to-face and that which should be expected for an online learning model. Online high school courses for credit towards graduation are available to all Georgia students. This report concludes that ELs participating in online learning are at a disadvantage. Additional research is needed to identify effective eLearning environments for ELs.

Keywords: English Learners, eLearning, language acquisition, technology, assessment

eLearning & English Learners

The English Learner (EL) student population has increased in size at a rate faster than any other student population in public schools. The U.S. Department of Education reported in their 2010 Education Policy Brief that the total K–12 EL population in 2009 was nearly five million students, and 10% of the student population in public schools. By the mid 2030s it is estimated that the EL public student population will increase from 10% to 40% in the United States. In the state of Georgia, according to the Georgia Education Agency, there were 86,755 English Learners enrolled in Georgia public schools in the 2009-2010 school year (see Table 1). In 2010 there were a total of 1,666,685 students enrolled in Georgia schools in 206 school districts.

Table 1

State Statistics: EL Student Population

Year	Number of ELs	Proportion of ELs	Change since 99-00	Change since 04-05
1999-2000	44,393	3.1%	---	---
2004-2005	60,334	3.9%	+35.9%	---
2009-2010	86,755	5.2%	+95.4%	+43.8%

Note: State Statistics, from National Clearing House for English Language Acquisition (2011).

Pedagogical strategies necessary to engage ELs in face-to-face learning, according to research by Jack Richard (2006), have undergone significant and effective changes since the first Bilingual Education Act (reauthorized in 1974, 1978, and again in 1994) to what is the effective English for Speakers of Other Languages (ESOL) program practices in today's US classrooms.

However, more effective tools are needed if the high school graduation rate for ELs is expected to increase (Ortiz & Pagan, 2009). In Georgia 32% of ELs are graduating (see Table 2).

Table 2

School Graduation Rates

State	All Students	Children with Disabilities	Limited English Proficient	Economically disadvantaged
Georgia	67%	30%	32%	59%

Note: School graduation rate, US Department of Education (2010-2011).

Online learning and credit-recovery online programs are growing options for US students who have fallen behind in high school (Watson & Gemin, 2008). More research is needed to determine if online learning is a feasible option for ELs behind in high school. Stated in a recent article by Mark Edmundson (2012), the problem with online education is the “one size” fits all approach. He stated that online courses are more of a “monologue and not a real dialogue” and a “sterile” experience. The communication between the instructor and student is limited in online classes, but highly motivated students can learn online (Edmundson, 2012). According to “Best Practices in Online Teaching Strategies” (2009), the virtual classroom is different from the traditional classroom in that it replaces the in-person, face-to-face-teacher and verbal communication with that of digital media. Also stated, it is this difference that “makes it easier” for students to “feel as if the instructor is not participating” in the learning process. This can cause students to be passive participants and less successful in learning.

Supporters of online education (Watson & Gemin, 2008) and credit-recovery programs lay claim that the individualized pace of online content eliminates the culture of failure that can be associated with credit-recovery classes. Online education allows students to complete familiar content quickly, and the flexible and self-paced nature of online participation lacks the social stigma associated with attending summer classes for credit recovery. Online courses are viewed as advantageous for students with mobility issues, and those who have to relocate from one school to another can stay with the same online class even after changing schools (Watson & Gemin, 2008).

Roblyer (2009) stated that educational leadership was concerned that increasing student achievement in math and science is needed to maintain global competitiveness and that online classes are a necessary tool. Kim and Bonk (2006) warned that as institutions of higher education continue to embrace and debate online learning, it is important to envision where the field is headed. And Ryan (2003) voiced that Institutions are expanding use of instructional technology tools and working towards approaches that create positive changes to increase student success.

Rationale

In July 2012, legislation was passed, Senate Bill 289, to provide online access to all students in the state of Georgia. The legislation directed the State Board of Education to maximize the number of students who use digital learning in some capacity to complete high school course work. Districts must allow students to take online courses even if the face-to-face classes are is offered at the students local School. Students can enroll in online classes available via the Georgia Virtual School and other vendor eLearning programs. Classes with student participation during the school day schedule do not require a payment. Students participating in

online classes taken outside of the regular school day require a tuition payment. The legislation requires that online learning be provided for students in grades three and up.

More research is needed to determine if eLearning is a feasible option for ELs. The common academic description, provided by World-Class Instructional; Design and Assessment (WIDA), for an EL is a student that has a first language other than English and needs the services of language acquisition to achieve in English academia. Federal and state policy identifies criteria, assessments, and the responsibilities of school districts to adhere to and facilitate services for ELs. The No Child Left Behind (NCLB) education policy initiated that all states identify English Learners (ELs) and assess their English proficiency levels.

In Georgia, ELs are assessed for language achievement and proficiency in reading, writing, listening, and speaking. These assessments are framed by WIDA, ACCESS (Assessing Comprehension and Communication in English State-to-State) for English Language Learners and WAPT (WIDA-ACCESS Placement Test). WAPT is the initial “screener” administered to ELs new to Georgia. This test is administered upon a student’s initial enrollment in a school. WRAT (WIDA Wide-Range Achievement Test) is the initial math screener used to determine math abilities. Additional assessment includes Audio-Lingual, Scholastic Reading Inventory and Scholastic Lexile Inventory. All students, including ELs, from the third grade and up take subject content tests, mainly the Criterion-Referenced Competency Tests (CRCT) for English language arts, mathematics, social studies, and science. Research shows the language acquisition process is a slow journey.

The Research Review (2007) reaffirms that it commonly takes up to six or seven years to establish full academic fluency in a second language. English can be more difficult for some students to acquire, depending on the *linguistic distance* of the first language from English. Students with a first language that is not anabatic will likely need more time to obtain proficiency, and the number of instructional hours per year will have different results depending on the first language and the student's language aptitude. This difficulty in achieving a proficient English language skill-set is compounded for ELs that are refugee students and are typically older upon entering an English for Speakers of Other Languages (ESOL) program. These ELs typically make up a student body from an economically disadvantaged circumstance that can further the delay of English language acquisition. For many ELs, gaining the required academic high school credits to graduate before reaching the ineligible age of 21 years old, while simultaneously learning English, makes the learning process a great challenge.

DeKalb County has long claimed to be the most language diverse county in the state of Georgia, and the DeKalb County School System Handbook for ELL Studies (2010-2011) states that it is one of the largest refugee destinations in the county. The district has taken a unique approach to language acquisition academia. Several district facilities have Intensive Language programs and serve large EL populations; however the International Student Center is a facility with a 100% EL student population. The center is home to two language acquisition programs, instructional programs. The Intensive English program serves 3th to 12th graders. A remediation middle-school program serves 7th and 8th graders. Depending on the language assessment scores (students with scores below 2.0 on the W-APT) are placed in the intensive program and typically test-out of the intensive language program in a few months. The middle school program is

modeled for students with fewer than seven years of formal schooling (and at least 13 years of age or older). These middle school students are enrolled in intensive Language Arts and remedial studies in math, science, social studies and health. The most commonly spoken first languages of the center's student body are Chin, Karen, Nepali, Burmese, Arabic, Ewe, Swahili, French, and Spanish. I am a ESOL sheltered content instructor and faculty member of the International Student Center, this report is part advocacy for online education and part voice calling for more research and support for eLearning curriculum that addresses the needs of English Learners.

Methodology

Participants

There are three contributing participants for this investigation of ELs and eLearning. Each participant holds a doctorate, two participants have doctorate degree in education and one participant has a doctorate in psychology. Each of the three participants has a minimum of 10 years of practice in education, and each with a minimum of six years in experience in ESOL. All three participants have Georgia teaching certifications. All three participants are American and English speakers. One participant is white and bi-lingual with a second language, Spanish. All three participants have extensive experience in instruction for very diverse international student bodies, with experience in all ESOL model programs. All the participants are women. Two black participants are instructors at the International Student Center and we know of each other (professionally). However we are not instructors in the same department and there is little association between us due to the nature of our instruction schedules.

Data collection

The raw data collected for this investigation comes from the three face-to-face interviews. Each of the three interviews was similar in nature and defines a one-on-one event. The interview questions were loosely scripted. Each interview was roughly 45 minutes in length and the audio of each session was recorded. All three interviews occurred within a few days of each other, and each participant was asked the same questions with some minor dialogue differences in the three conversations. The questions permitted the reflection on their expertise and ESOL program practices. Their descriptive responses reflected the current situation and practices impacting ELs and their student achievement.

The interview responses were recorded and then transcribed to a Word document. These documents were analyzed using a code approach via an Atlas interface/software program. The following questions were asked of each participant.

- Tell me a little bit about your experiences teaching English Learners.
- What are your thoughts regarding online instruction in general at the P-12 level? For ELs at the P-12 level?
- What do you consider effective face-to-face instruction for English Learners?
- Prompt: Is there a particular framework you find most beneficial?
- Prompt: Are there particular components that you would consider most critical?
- Given the proliferation of online instruction at all levels, what are your thoughts about providing effective instruction to ELs in that environment?
- What would you consider essential instructional/pedagogical approaches for ELs in that environment?

- What benefits do you see online instruction providing to improve academic outcomes for EL?
- What challenges may be experienced by ELs in this learning environment?
- Are there particular classes/courses that would be best suited to deliver to ELs in an online format (and why)?
- Is there anything else you would like to share on this topic that I may not have asked?

Data Analysis

The raw data for this report was collected using an audio recorder. The audio recording of each participant-interview was transcribed to a Word document shortly after each discussion. The transcribed text documents were then inserted into the Atlas software interface program. The transcribed text of each interview was then combined as a compilation for a hermeneutic product. Using the Atlas analysis coding program, the narrative responses from each of the three interviews were combed through using an open coding application for narrative responses. With the exception of the demographic data of the participants, the majority of the narrative responses were coded and grouped into several the following small themes:

- access to equipment
- effective face-to-face instructions
- expectations of teachers
- subject content
- online content instruction
- computer access limitations
- comprehension and assessments
- problem ELs face in school

These small themes were combed through and then combined using a narrative matching process that enabled a second finding pattern. The combining task resulted into four matching common

themes. The four themes are presented here are: *Instructional Practices In Class, Online Practices, Student eLearning Needs, and Teachers needs (in order to assist ELs and eLearning participation)*. These themes are descriptive narrative groups. These groups revealed some insight and strongly suggested the theoretical state stated in the findings.

Findings

In order for online learning to be more beneficial for English Learners, appropriate preparations for online student achievement needs to be established. Currently there are no defined eLearning models to serve ELs in virtual classrooms. Without the type of support found in traditional class instruction for ELs extended to online classes, online participation in high school courses is not advantageous for ELs. Many students lack a history of computer usage and do not have basic computer skills. Some of these same students are required to take online benchmark assessments.

Computers are a large expense for schools and there are some limitations in the use of school technology. Computer Labs frequently double as classrooms are not available for the convenience of student use beyond designated class times. Needed upgrades for classroom student computers may not be scheduled due to budget restraints and further limit the number of operating computers available to students during school hours.

Instructional online content can also be costly. Popular eLearning subscriptions programs such as StarFall.com, BrainPop.com, and RorettaStone.com are familiar online instructional content and provide higher learning and critical learning experiences are an annual expense to schools and can be very costly. Unlike the use of purchased textbooks, online subscriptions are elected to be renewed; subscription renewals depend on a district's budget.

Economic concerns are not limited to the school building's budget. The majority of refugees face financial hardships and technology use for these students is limited to in-school use. Teachers are held responsible for laptops and iPads that are checked out to a classroom for student use. If computers are stolen from a classroom the teacher is liable. The expense can deter some teachers from checking out available computers.

Instructional Practices In Class

The intensive language instructional practices that encourage language acquisition in traditional classroom settings rely heavily on non-verbal communication methods. Students' facial expressions are seen as clues as to whether there is understanding. And teachers depend heavily on pictures, images, and artifacts to physically point out definitions, directions, and terminology. The communication in the classroom is as much non-verbal as it is verbal, and this shared communication is a give and take process. Students look at the body language of the teachers for clues and guidance. The verbal language in ESOL instruction is frequently repeated and for special emphasis of words enunciation is intentionally provided slowly. Learning in the ESOL classroom is said to be an *experience* of hands-on activities, a part of the recalling-experience that is necessary for ELs who are learning content and the English language simultaneously.

Online Instruction Practices

Online language curriculum, such as RosettaStone.com, is structured to differentiate the learning experience depending on the level of comprehension of the participant. However, the participant differentiation is not common for online learning tools and a much needed component for ELs to gain content understanding and knowledge. Some online content curriculum, such as

Starfall.com and BrainPop.com, has content subjects such as Social Studies and Science that target ELs and provide some differentiated instruction as hybrid classroom uses. Online content courses for high school curriculum credits are viewed by teachers as having insufficient differentiation. Computers are seen as an alluring learning component by students and most students show an eagerness to engage in computer technology and multi-media curriculum, however, expectations of students' computer skills and time management skills are at a void.

Student eLearning Needs

- Frequent exposure and engagement in online Learning experiences with current 21st century technology
- Computer training indicative of their skill-set, enabling students to transmit asynchronous and synchronous communications, navigate a curriculum interface, and format appropriate digital documents and files.
- Assessment of practicality of student's participation in online benchmark assessments , such as SchoolNet and Online Assessment
- Integrated instruction that further develops critical thinking, such as analysis of real world information for problem solving tasks, cross key curriculum subjects, such as Language Arts, Reading, Math, Social Studies, Science
- Identify access for student computer use beyond the school day, such as public libraries, recreation facilities and religious affiliations

These actions were reflected on as the means to advance needed computer skills required for online course work participation, and to better ELs for the path of successful completion of required high school credits in a timely manner.

Teachers needs (in order to assist ELs and eLearning participation)

- Availability of appropriate and effective technology resources and tools as they plan for and achieve the Georgia Performance Standards (GPS), and curriculum standards through the SIOP sheltered instruction models, with language proficiency, and technology integration
- Differentiated learning web base tools that are analytical for specific needs of ELs, along with communication resources that further engage students in rigorous and authentic learning and collaboration in the community, and beyond to a global level
- Network and hardware support that permits appropriate supervision of online etiquette, school rules, and technology uses of resources, hardware and software , and that ensures safe, reliable, secure technology systematic procedures
- Flexible professional learning opportunities for technology use and integration made available through peer-learning and collaborations, online courses, and district personnel

These actions were reflected on as the means to provide the subject content knowledge and the needed computer skills to students, while preparing them for eLearning participation, along with bettering their opportunities of completing required high school credits in a timely manner.

Conclusion/Reflection

It is clear that eLearning is framed for English Speakers and not English Learners, however it is not clear what components of an eLearning model are most effective and are the needed ESOL learning principles. The multiple learning profiles of EL students' dictates a need for more than one approach to support online learning. Online models should be compatible with the effective face-to-face methods that support the learning experiences ELs are entitled to by law. These findings point to a need for evaluative research on student achievement of ELs and eLearning.

The appropriate provisions for online learning environments for ELs are not indicated by research. ELs' student achievement and online learning is suggested here to be headed into two very different directions. Without further research and an appropriate intervention to correct the current practices, the digital divide is likely to widen and place public education beyond the reach of the new arrivals to America that are non-English speakers. Is it possible for ELs to have similar success via eLearning as English speakers? How can my pedagogy practice be made most appropriate and effective for my EL students? These questions warrant additional research on the subject of ELs and their participation in eLearning environments.

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Appendix A Codes-Quotations List

The coded quotations are the narrative responses provided by three participants. Each participant was interviewed in a similar face-to-face manner using the same interview questions for discussion. The coded data was applied using the Atlas coding software, along with a theme matching method for analysis.

Codes-quotations list

Code: A benefit of Online Learning for students {4-0}

P 2: InterviewDr0.docx - 2:58 [Well it's all about the test a..] (75:75) (Super)

Codes: [A benefit of Online Learning for students]
No memos

Well it's all about the test and if you wanted to score high then it's really good to use technology giving surfing in on the net finding good programs for the students to use I think it's beneficial to help them for example for my practice

P 2: InterviewDr0.docx - 2:57 [had gone on to do all of this,..] (87:87) (Super)

Codes: [A benefit of Online Learning for students]
No memos

had gone on to do all of this, different groups and I've got this person on this computer doing this, and this one doing that, the different things on each computer, and I had this book doing that, but I think that if you are willing to put the time in it is better for the students. It is best.

P 3: InterviewDr1.docx - 3:40 [I know in this county we have ..] (12:12) (Super)

Codes: [A benefit of Online Learning for students]
No memos

I know in this county we have programs like DOLA. Dekalb Online Learning Academy and they are they work a lot with students who may not have been very focused and then suddenly they learn they have a few credits and they try to play catch-up.

P 3: InterviewDr1.docx - 3:41 [but I would like to see it int..] (12:12) (Super)

Codes: [A benefit of Online Learning for students]
No memos

but I would like to see it integrated throughout a general school path where if I want to take one class online I can.

Code: Access to technology concerns {4-0}

P 2: InterviewDr0.docx - 2:21 [I know that we could probably ..] (79:79) (Super)

Codes: [Access to technology concerns - Family: Access]

No memos

I know that we could probably check them out, but it's a little cumbersome for the teachers to check it out, check it

P 2: InterviewDr0.docx - 2:24 [You have to sign up and there ..] (79:79) (Super)

Codes: [Access to technology concerns - Family: Access]

No memos

You have to sign up and there are people that want to come in to the classes in the media center and that kind of thing.

P 4: InterviewDr2.rtf - 4:24 [I have concerns about equity i..] (7:7) (Super)

Codes: [Access to technology concerns - Family: Access]

No memos

I have concerns about equity issues because it's the people who have money have access to the kind of computers and technology that too easily be able to complete an online course if you don't have a high enough broadband if you don't have access to a computer 24 hours a day

P 4: InterviewDr2.rtf - 4:25 [and you can only use it in the..] (7:7) (Super)

Codes: [Access to technology concerns - Family: Access]

No memos

and you can only use it in the library or something so you're really limiting access to people only don't have resources said that's one of my biggest concerns about online education in general fo

Code: Benefit of Online Learning for the Teacher {2-0}

P 2: InterviewDr0.docx - 2:59 [you can come up with a test an..] (71:71) (Super)

Codes: [Benefit of Online Learning for the Teacher]

No memos

you can come up with a test and for that particular child you can find a good... the questions will relate to

P 2: InterviewDr0.docx - 2:18 [The Georgia online assessment ..] (71:71) (Super)

Codes: [Benefit of Online Learning for the Teacher] [How online accommodations are produced] [Possible accommodations online for ELs]

No memos

The Georgia online assessment where you can come up with a test and for that particular child

you can find a good... the questions will relate to.

Code: Classroom tools that are favorable for EL instruction {1-0}

P 2: InterviewDr0.docx - 2:50 [. I do know that our books on ..] (63:63) (Super)

Codes: [Classroom tools that are favorable for EL instruction]

No memos

. I do know that our books on a higher level than they are so sometimes I do use the textbook but not as much because it's a higher level than they are.

Code: Concerns about Online Learning {12-0}

P 2: InterviewDr0.docx - 2:17 [Sometimes our leadership... I le..] (55:55) (Super)

Codes: [Concerns about Online Learning]

No memos

Sometimes our leadership... I leave that up to our group...

P 2: InterviewDr0.docx - 2:27 [I think that if you are willin..] (87:87) (Super)

Codes: [Concerns about Online Learning]

No memos

I think that if you are willing to put the time in it is better for the students. It is best.

P 2: InterviewDr0.docx - 2:56 [I hate to say it, but are bogg..] (87:87) (Super)

Codes: [Concerns about Online Learning] [Reasons Teachers do not include Online Learning instruction] [Reasons Teachers don not include Online Learning instruction]

No memos

I hate to say it, but are bogged down with different things, with paperwork this or that but it's really important for us to take that time. And I have been trying so hard... then all of a sudden a little snowball came up recently... and getting this certain paperwork out... leaning back a little bit...

P 3: InterviewDr1.docx - 3:9 [we are trying to push the enve..] (12:12) (Super)

Codes: [Concerns about Online Learning]

No memos

we are trying to push the envelope a little bit to get people on board to see how that could be beneficial for EL students.

P 3: InterviewDr1.docx - 3:10 [he older ones that are timing ..] (16:16) (Super)

Codes: [Concerns about Online Learning]

No memos

he older ones that are timing out and having to go to alternative school and because they

come in the middle of the year or because they are playing catch-up... because they have to learn much about the cultural aspects of America at the same time while they are learning content a lot of our teachers are overwhelmed to be quite honest and don't necessarily think they have to time to give the type of that those students need... but I think it's something if we could build something where the ESOL teachers are working with the special ed teachers and online programs we could go that much more successful.

P 3: InterviewDr1.docx - 3:27 [I think it would be an excelle..] (50:50) (Super)

Codes: [Concerns about Online Learning]
No memos

I think it would be an excellent opportunity for providing instruction for EL's. I think we could find a way to do it with the language support and content. I think there is a way to do it. I think it's an excellent idea and I will be willing to promote and support anything that would help us to move in to that direction.

P 3: InterviewDr1.docx - 3:29 [we could increase our graduati..] (59:59) (Super)

Codes: [Concerns about Online Learning]
No memos

we could increase our graduation rate so wonderfully. Again the children who come to our school especially. Are already have a lot of challenges in one of those challenges these graduating before they turn or getting into turning a senior at before turning 21

P 3: InterviewDr1.docx - 3:37 [I think that this program or p..] (71:71) (Super)

Codes: [Concerns about Online Learning]
No memos

I think that this program or pursuing online learning for English learners would be an excellent tool. To help them move closer to their graduation goal,

P 3: InterviewDr1.docx - 3:47 [I guess in a way it could be m..] (23:23) (Super)

Codes: [Concerns about Online Learning]
No memos

I guess in a way it could be mentoring wor

P 4: IntevieDr2.rtf - 4:6 [concerns about equity issues b..] (7:7) (Super)

Codes: [Concerns about Online Learning] [Equity]
No memos

concerns about equity issues because it's the people who have money have access to the kind of computers and technology that too easily be able to complete an online course if you don't have a high enough broadband if you don't have access to a computer 24 hours a day and you can only use it in the library or something so you're really limiting access to people only don't have resources

P 4: IntevieDr2.rtf - 4:17 [you can't figure out ways of m..] (27:27) (Super)

Codes: [Concerns about Online Learning] [How online accomodations are produced]

No memos

you can't figure out ways of making those accommodations a lot of by the seat of your pants because you just see it and you don't but what you do online if you are not getting the feedback stood at that they are succeeding.

P 4: InterviewDr2.rtf - 4:27 [so as far as I know even nothi..] (9:9) (Super)

Codes: [Concerns about Online Learning]

No memos

so as far as I know even nothing or almost nothing for you haven't checked I can't say nothing about how do you teach language simultaneous Lee online so I don't know I would be interested in knowing what other countries are doing are any other options were online initiatives that include English learners

Code: Effective f2f instruction for EI (talking and writing) {22-0}

P 2: InterviewDr0.docx - 2:8 [One thing that I do, is speaki..] (31:31) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]

No memos

One thing that I do, is speaking slowly and clearly, and repeating what I say

P 2: InterviewDr0.docx - 2:9 [saying what you are telling th..] (31:31) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]

No memos

saying what you are telling them a different way. Looking at the clues...

P 2: InterviewDr0.docx - 2:10 [looking at them, looking at the..] (31:31) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]

No memos

ooking at them, looking at their faces to see if they have questions or do they look like they understand. Or are they looking like they don't

P 2: InterviewDr0.docx - 2:11 [With the SIOP strategies it he..] (34:34) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]

No memos

With the SIOP strategies it helps to engage the students and to work so that we can better help

P 2: InterviewDr0.docx - 2:12 [peaking clearly, I can't say t..] (34:34) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]

No memos

peaking clearly, I can't say that enough. Enunciating your words.

P 2: InterviewDr0.docx - 2:13 [also breaking down the task is..] (34:34) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

also breaking down the task is very important

P 2: InterviewDr0.docx - 2:14 [grouping the students into gro..] (34:34) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

grouping the students into groups

P 2: InterviewDr0.docx - 2:15 [. I think that the flexible gr..] (39:39) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

. I think that the flexible grouping is really important because... a lot of students learn differently as well as with our ESL students and I think it's important to get them into groups

P 2: InterviewDr0.docx - 2:28 [putting your hands on it, that..] (11:11) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

putting your hands on it, that helps to learn and brings the lesson into focus for them.

P 2: InterviewDr0.docx - 2:29 [nd then tomorrow when we have ..] (15:15) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

nd then tomorrow when we have our quiz, we're going to have a millionaire quiz, and it is kind of the contest. I explained the words, they have homework on it.

P 2: InterviewDr0.docx - 2:41 [Or are they looking like they ..] (31:31) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

Or are they looking like they don't, so I might have to change, change the wording, using simpler language,

P 2: InterviewDr0.docx - 2:42 [breaking it down into pieces, ..] (31:31) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

breaking it down into pieces, and basically stressing that. To speak slowly so that they can sometimes take it from my language and break it down to looking at their language

P 2: InterviewDr0.docx - 2:44 [breaking them into groups is l..] (39:39) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

breaking them into groups is like this is very important gets them back on track and they can get with the mainstream.

P 2: InterviewDr0.docx - 2:45 [maybe a hands-on activity like..] (47:47) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

maybe a hands-on activity like that one with the clay. Making the regions a cardboard paper. With the clay, first they had to use a blank map.

P 2: InterviewDr0.docx - 2:46 [They will be doing the same ac..] (47:47) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

They will be doing the same activity the same curriculum that we are doing say that we are talking about regions, the same thing that may be in a simpler way.

P 2: InterviewDr0.docx - 2:47 [I might have them working at t..] (47:47) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

I might have them working at this table over here with the globes, with some atlases, and I'll be working with them, or on the computer, over here working on another program that might be just a little more simpler, and they can break it down with maps and globes

P 2: InterviewDr0.docx - 2:51 [A lot of them may be you know ..] (63:63) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

A lot of them may be you know forth this or even lower than that and the books are eighth-grade level so I kind a stairway from the textbooks but they've got good pictures in their so the pictures are great the pictures

P 3: InterviewDr1.docx - 3:22 [I have to be very aware of the..] (35:35) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

I have to be very aware of their differences and how those differences play into the culture of the current classroom and I try to be familiar with all different types of works

P 3: InterviewDr1.docx - 3:23 [being engaging allow the child..] (39:39) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

being engaging allow the child to experience the language making your classroom and experience so that there are lot of opportunities to use the language

P 3: InterviewDr1.docx - 3:24 [providing opportunities for th..] (39:39) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

providing opportunities for them to experience it in listening speaking here in writing so

engaging classroom.

P 3: InterviewDr1.docx - 3:25 [using things that are engaging..] (46:46) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)]
No memos

using things that are engaging

P 3: InterviewDr1.docx - 3:51 [not just the child listening t..] (39:39) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)] [Reasons ESOL instruction has issues]
No memos

not just the child listening to me writing down things on paper and memorizing them

Code: Equity {2-0}

P 2: InterviewDr0.docx - 2:55 [If you are willing as a teache..] (87:87) (Super)

Codes: [Equity] [Equity of Educators]
No memos

If you are willing as a teacher, willing to invest the time then it would be good for the students but often times teachers,

P 4: InterviewDr2.rtf - 4:6 [concerns about equity issues b..] (7:7) (Super)

Codes: [Concerns about Online Learning] [Equity]
No memos

concerns about equity issues because it's the people who have money have access to the kind of computers and technology that too easily be able to complete an online course if you don't have a high enough broadband if you don't have access to a computer 24 hours a day and you can only use it in the library or something so you're really limiting access to people only don't have resources

Code: Equity of Educators {1-0}

P 2: InterviewDr0.docx - 2:55 [If you are willing as a teache..] (87:87) (Super)

Codes: [Equity] [Equity of Educators]
No memos

If you are willing as a teacher, willing to invest the time then it would be good for the students but often times teachers,

Code: Expectations of teachers teaching EL's {5-0}

P 2: InterviewDr0.docx - 2:43 [Because they still have their ..] (31:31) (Super)

Codes: [Expectations of teachers teaching EL's]
No memos

Because they still have their language that they can transfer it over, so that they can understand it

P 3: InterviewDr1.docx - 3:49 [Every year we get a new set of..] (35:35) (Super)

Codes: [Expectations of teachers teaching EL's]
No memos

Every year we get a new set of students. Every year the students are different and I have to be very aware of their differences and how those differences play into the culture of the current classroom

P 3: InterviewDr1.docx - 3:54 [teaching EL's it's like it's l..] (46:46) (Super)

Codes: [Expectations of teachers teaching EL's]
No memos

teaching EL's it's like it's like your sponge you know you come to a new place your learning a new language and when you're in the place where the language is dominated and a different languages. Dominate you have no choice you just pick up on things naturally

P 4: InterviewDr2.rtf - 4:28 [you have to have a specific po..] (19:19) (Super)

Codes: [Expectations of teachers teaching EL's]
No memos

you have to have a specific population in your school for that to even be possible.

P 4: InterviewDr2.rtf - 4:31 [Five years minimum and many ki..] (41:41) (Super)

Codes: [Expectations of teachers teaching EL's]
No memos

Five years minimum and many kids down it takes 10 years to develop efficiency.

Code: Experience outside of Georgia {2-0}

P 3: InterviewDr1.docx - 3:4 [Washington DC. In Washington D..] (5:5) (Super)

Codes: [Experience outside of Georgia]
No memos

Washington DC. In Washington DC I have a lots a variety of Education experiences, including being the director of day care and working with children. And the DC... it was a hub for lots of international students

P 4: InterviewDr2.rtf - 4:2 [taught at Georgetown Universit..] (5:5) (Super)

Codes: [Experience outside of Georgia]
No memos

taught at Georgetown University at that point it was Georgetown Washington University. And

then I moved abroad lived in Brazil for a little over three years while I was a coordinator and a teacher at a 2000 student financial center. And so basically we acted as the language department for the schools in the area, the private schools. So I taught mostly middle school high school and adult. And e

Code: How online accommodations are produced {9-0}

P 2: InterviewDr0.docx - 2:18 [The Georgia online assessment ..] (71:71) (Super)

Codes: [Benefit of Online Learning for the Teacher] [How online accommodations are produced] [Possible accommodations online for ELs]

No memos

The Georgia online assessment where you can come up with a test and for that particular child you can find a good... the questions will relate to.

P 3: InterviewDr1.docx - 3:34 [I think that with each child y..] (67:67) (Super)

Codes: [How online accommodations are produced]

No memos

I think that with each child you should probably select what their strengths are. First. So that as they are learning to use the technology they can kind of use it with something that they are a little bit good at at first and then as they transition the more difficult things they already got the feel of the technology under their belt before they go into the things that they find to be more challenging.

P 3: InterviewDr1.docx - 3:44 [the principal and the principa..] (20:20) (Super)

Codes: [How online accommodations are produced]

No memos

the principal and the principal helped him to get a tuition waiver and take three online classes in the summer and all I provided was language support for the young man and he was very successful in all of his classes.

P 4: InterviewDr2.rtf - 4:13 [o that students would be able ..] (11:11) (Super)

Codes: [How online accommodations are produced]

No memos

o that students would be able to pick and choose which accommodation best meets their language needs at any given time because if they are taking science there needs maybe different than when they are taking social studies so I think you would have to have all language proficiency levels

P 4: InterviewDr2.rtf - 4:29 [I don't know how you would do ..] (33:33) (Super)

Codes: [How online accommodations are produced]

No memos

I don't know how you would do that I guess maybe what you could do is say is they are in a

public school in Georgia and they have the ASSESS, or they've had the WAPT test and so you know basically what proficiency levels they are.

P 4: InterviewDr2.rtf - 4:15 [I'm learning how to put course..] (27:27) (Super)

Codes: [How online accommodations are produced]

No memos

I'm learning how to put courses online and so that's something I'm always thinking about. How, what about the people who are not native English speakers, and what kind of support do you give them.

P 4: InterviewDr2.rtf - 4:17 [you can't figure out ways of m..] (27:27) (Super)

Codes: [Concerns about Online Learning] [How online accommodations are produced]

No memos

you can't figure out ways of making those accommodations a lot of by the seat of your pants because you just see it and you don't but what you do online if you are not getting the feedback stood at that they are succeeding.

P 4: InterviewDr2.rtf - 4:21 [Are they comfortable, yeah, ar..] (45:45) (Super)

Codes: [How online accommodations are produced]

No memos

Are they comfortable, yeah, are they comfortable do they have the technical capabilities to have conversations. I mean chat is easy if you are typing, but not necessarily are you going to use correct English. You are going to use *chat English* which is a whole different almost dialect, so do they have to have that capability to have that conversation

P 4: InterviewDr2.rtf - 4:22 [ave you structured the course ..] (45:45) (Super)

Codes: [How online accommodations are produced]

No memos

ave you structured the course so that they have to have conversations, but how are you monitoring whether those conversations are they in their home language.

Code: lack of research on face2face and EL instruction {1-0}

P 4: InterviewDr2.rtf - 4:26 [Four I there is there is not a..] (9:9) (Super)

Codes: [lack of research on face2face and EL instruction]

No memos

Four I there is there is not a lot of research out there on what is effective for English learners in face-to-face contact classes

Code: Level of Education (degree) {1-0}

P 4: InterviewDr2.rtf - 4:5 [Masters in TSOL] (5:5) (Super)

Codes: [Level of Education (degree)]

No memos

Masters in TSOL

Code: Level of Education (degree) of Teachers {1-0}

P 4: InterviewDr2.rtf - 4:3 [Florida and got my PhD in curr..] (5:5) (Super)

Codes: [Level of Education (degree) of Teachers]

No memos

Florida and got my PhD in curriculum in instruction,

Code: Online content used for instruction {4-0}

P 2: InterviewDr0.docx - 2:37 [ou can choose the subject. And..] (19:19) (Super)

Codes: [Online content used for instruction]

No memos

ou can choose the subject. And we choose geography,

P 2: InterviewDr0.docx - 2:38 [we learned about the world and..] (19:19) (Super)

Codes: [Online content used for instruction]

No memos

we learned about the world and we are is Georgia in relationship to the world.

P 2: InterviewDr0.docx - 2:39 [they can look at the video and..] (23:23) (Super)

Codes: [Online content used for instruction]

No memos

they can look at the video and they learn a lesson.

P 2: InterviewDr0.docx - 2:40 [they will have to do the quiz ..] (23:23) (Super)

Codes: [Online content used for instruction]

No memos

they will have to do the quiz again.

Code: Online learning tools {3-0}

P 2: InterviewDr0.docx - 2:34 [best to try to choose programs..] (19:19) (Super)

Codes: [Online learning tools]

No memos

best to try to choose programs that will for example Star Fall or Brain Pop something like that to start off with some of the simpler ones.

P 2: InterviewDr0.docx - 2:35 [online assessment for students..] (19:19) (Super)

Codes: [Online learning tools]

No memos

online assessment for students of higher level would be better for those. So it depends on what, you know,

P 2: InterviewDr0.docx - 2:36 [I have this wonderful website ..] (19:19) (Super)

Codes: [Online learning tools]

No memos

I have this wonderful website called Learning Chocolate.

Code: Opinion of the value of online learning {3-0}

P 3: InterviewDr1.docx - 3:45 [just thinking that for student..] (20:20) (Super)

Codes: [Opinion of the value of online learning]

No memos

just thinking that for students that, as the EL's were already behind that it would be an excellent...

P 3: InterviewDr1.docx - 3:56 [but this is a generation that ..] (63:63) (Super)

Codes: [Opinion of the value of online learning]

No memos

but this is a generation that no matter almost around the world children are kind of native to technology, so I don't think that it would be something that would be difficult to teach, and I think that if we begin to, knowing that that's the direction that were going into

P 3: InterviewDr1.docx - 3:57 [I think that this program or p..] (71:71) (Super)

Codes: [Opinion of the value of online learning]

No memos

I think that this program or pursuing online learning for English learners would be an excellent tool.

Code: Positive attitudes towards online Learning {2-0}

P 2: InterviewDr0.docx - 2:52 [Virtually I think that online ..] (71:71) (Super)

Codes: [Positive attitudes towards online Learning]

No memos

Virtually I think that online assessment... I think that's good.

P 3: InterviewDr1.docx - 3:39 [In general I think online inst..] (12:12) (Super)

Codes: [Positive attitudes towards online Learning]

No memos

In general I think online instruction is just an excellent tool. It not something that's for good for everybody, but I think it would be a wonderful thing if we could learn to integrate it for those that he could be most beneficial

Code: Possible accomodations online for ELs {11-0}

P 2: InterviewDr0.docx - 2:18 [The Georgia online assessment ..] (71:71) (Super)

Codes: [Benefit of Online Learning for the Teacher] [How online accomodations are produced] [Possible accomodations online for ELs]

No memos

The Georgia online assessment where you can come up with a test and for that particular child you can find a good... the questions will relate to.

P 2: InterviewDr0.docx - 2:53 [They design them for each chil..] (71:71) (Super)

Codes: [Possible accomodations online for ELs]

No memos

They design them for each child and sometimes the test are out there already and you can pull those and use those. So you can use those per-pupil you can find those and it might relate to the student that needs the extra help, online.

P 3: InterviewDr1.docx - 3:16 [if we could build something wh..] (16:16) (Super)

Codes: [Possible accomodations online for ELs]

No memos

if we could build something where the ESOL teachers are working with the special ed teachers and online programs we could go that much more successful.

P 3: InterviewDr1.docx - 3:28 [I keep saying that learning sh..] (55:55) (Super)

Codes: [Possible accomodations online for ELs]

No memos

I keep saying that learning should be so engaging I think that with online environment you know there could be a lot of pictures a lot of simulation a lot of an excellent use of technology there's so much technology and I think that we would just have to make the best choices not necessarily again we want things that heavily exposed the children to language but also give them things that they can connect the language to and to make connections to the language so that they understand better and I think that there are so many different types of technology that an online environment it would be very difficult to use those things in order to bring that kind of hands-on engaging strategy on to the online environment

P 3: InterviewDr1.docx - 3:31 [a limited integration of techn..] (63:63) (Super)

Codes: [Possible accommodations online for ELs]
No memos

a limited integration of technology into our regular instruction, I think it will make it an easier task for them to go into online learning.

P 3: InterviewDr1.docx - 3:43 [they could have ESOL teachers ..] (20:20) (Super)

Codes: [Possible accommodations online for ELs]
No memos

they could have ESOL teachers here helping them while they did... a lot of the counselors didn't agreed because they wanted to see what courses they took and didn't think that they thought that they had the right over their school plans

P 3: InterviewDr1.docx - 3:46 [I guess in a way it could be m..] (23:23) (Super)

Codes: [Possible accommodations online for ELs]
No memos

I guess in a way it could be mentoring work. More than anything it was just acclamation to the online environment like where to go... to get syllabus... How to reach a syllabus to make sure you can do this, to pace yourself. If you can ask your instructor questions, you know how to contact the instructor and just like in the classroom if the child needs help with understanding what words mean, where to go to get it and how to help with the actual language.

P 4: InterviewDr2.rtf - 4:18 [here is going to have to be a ..] (33:33) (Super)

Codes: [Possible accommodations online for ELs]
No memos

here is going to have to be a lot of options for them to choose scaffolding

P 4: InterviewDr2.rtf - 4:19 [t's really, you are going to h..] (33:33) (Super)

Codes: [Possible accommodations online for ELs]
No memos

t's really, you are going to have to have a toolbox of Fort each module or each assignment and then you have to have a whole different fullback toolbox of scalp pulling that they are going to be able to have to choose from

P 4: InterviewDr2.rtf - 4:20 [So, if they were like at a two..] (33:33) (Super)

Codes: [Possible accommodations online for ELs]
No memos

So, if they were like at a two you would have to give them scaffolding at a level 1, level 2 and level 3. If they are a level 4 in speaking you would have to give them a level of scaffolding at level 3, 4, and 5. You are really going to have to develop a whole range of scaffolding

P 4: InterviewDr2.rtf - 4:30 [Which means they may take the ..] (33:33) (Super)

Codes: [Possible accommodations online for ELs]
No memos

Which means they may take the lower option so you would then have to have a pathway so for that they would have to go through a couple of different levels so that when you test them you are testing them at the higher levels so that they can't hide so that you see what I mean?

Code: Problems ELs face in education process {12-0}

P 2: InterviewDr0.docx - 2:6 [they have a deficiency in Engl..] (11:11) (Super)

Codes: [Problems ELs face in education process]

No memos

they have a deficiency in English

P 2: InterviewDr0.docx - 2:7 [the online assessment for stud..] (19:19) (Super)

Codes: [Problems ELs face in education process]

No memos

the online assessment for students of higher level would be better for those

P 2: InterviewDr0.docx - 2:16 [because it's difficult for the..] (39:39) (Super)

Codes: [Problems ELs face in education process]

No memos

because it's difficult for them to just listen to it.. and a whole group, and not understand,

P 3: InterviewDr1.docx - 3:11 [they basically wanted to keep ..] (20:20) (Super)

Codes: [Problems ELs face in education process]

No memos

they basically wanted to keep him in 11th grade for another whole year because he needed three classes

P 3: InterviewDr1.docx - 3:12 [at the time was 19. Normally w..] (20:20) (Super)

Codes: [Problems ELs face in education process]

No memos

at the time was 19. Normally when students are 19, they put them in ninth grade. Luckily the student had transcripts and an excellent track record paper trail from his country and a lot of his credits were recorded and they placed him in the 11th grade. Now although he was in 11th grade, student, when he left the international student center returned to his home school they were ready to move him back.

P 3: InterviewDr1.docx - 3:13 [lot of our international come ..] (16:16) (Super)

Codes: [Problems ELs face in education process]

No memos

lot of our international come and they are older they abruptly enroll in high school but normally because of their age

P 3: InterviewDr1.docx - 3:14 [they have to learn much about ..] (16:16) (Super)

Codes: [Problems ELs face in education process]

No memos

they have to learn much about the cultural aspects of America at the same time while they are learning content a lot of our teachers are overwhelmed

P 3: InterviewDr1.docx - 3:15 [and don't necessarily think th..] (16:16) (Super)

Codes: [Problems ELs face in education process]

No memos

and don't necessarily think they have to time to give the type of that those students need...

P 3: InterviewDr1.docx - 3:38 [disband some of the myths abou..] (71:71) (Super)

Codes: [Problems ELs face in education process]

No memos

disband some of the myths about English language learning or learning a second language. Sometimes people mixed up the fact that the students need... are learning English or English proficiency with their mental ability for their mental capacity. And it doesn't mean that they can't learn or that they're not intelligent, some very gifted, but I think once we give them opportunities to show what they can do in different ways I think that we will learn a lot more about our students, probably more than we bargained for.

P 3: InterviewDr1.docx - 3:55 [Again the children who come to..] (59:59) (Super)

Codes: [Problems ELs face in education process]

No memos

Again the children who come to our school especially. Are already have a lot of challenges in one of those challenges these graduating before they turn or getting into turning a senior at before turning 21 and a lot of times in us to provide a good foundation they need at least three years 2 to 3 years or center and then integration into high school we want to get them on a track to online before they get into places where people can't necessarily give them the kind of attention that people need.

P 4: InterviewDr2.rtf - 4:16 [Kids they can come in at zero,..] (27:27) (Super)

Codes: [Problems ELs face in education process]

No memos

Kids they can come in at zero, when the come in to school districts, which DeKalb is one, and they don't have the answers language programs in the schools so they just put them into the classrooms so you can have kids with animal English but they are expected to function this in a general Ed native English speaking class you know face-to-face

P 4: InterviewDr2.rtf - 4:14 [are you making an assumption t..] (23:23) (Super)

Codes: [Problems ELs face in education process]

No memos

are you making an assumption that they had a certain level of language proficiency. And so

you have children who have just come to the United States and may have interrupted schooling and you are giving them a course on the computer with the expectations of a level of competency in English

Code: Reasons ESOL instruction has issues {4-0}

P 3: InterviewDr1.docx - 3:30 [Well you have a lot of differe..] (63:63) (Super)

Codes: [Reasons ESOL instruction has issues]
No memos

Well you have a lot of different types of EL's, you have EL's that come to the country that have experience, education, have some degree of knowledge using technological devices, but then you have a refugee population who may or may not have some experience with technology or computers, so many may have never touched a computer, so in that case it may be difficult to get the training,

P 3: InterviewDr1.docx - 3:50 [therwise I think I will get co..] (35:35) (Super)

Codes: [Reasons ESOL instruction has issues]
No memos

therwise I think I will get comfortable and settled into one model and I never want to do that because I don't think it benefits the children.

P 3: InterviewDr1.docx - 3:51 [not just the child listening t..] (39:39) (Super)

Codes: [Effective f2f instruction for EI (talking and writing)] [Reasons ESOL instruction has issues]
No memos

not just the child listening to me writing down things on paper and memorizing them

P 4: IntevieDr2.rtf - 4:7 [is there is not a lot of resea..] (9:9) (Super)

Codes: [Reasons ESOL instruction has issues]
No memos

is there is not a lot of research out there on what is effective for English learners in face-to-face contact classes so as far as I know even nothing or almost nothing for you haven't checked I can't say nothing about how do you teach language simultaneous Lee online so

Code: Reasons Language (2nd) can be online subject for ELs {1-0}

P 3: InterviewDr1.docx - 3:35 [It included foreign language b..] (67:67) (Super)

Codes: [Reasons Language (2nd) can be online subject for ELs]
No memos

It included foreign language because although they are learning English to be honest a lot of students already come knowing more than one language. There are abilities to pick up on languages is not necessarily a problem that is something that needs to be considered so

sometimes they want to know, learn other languages like Spanish or anything, and they can and they can get high school credit for those things.

Code: Reasons Math is favored as an online ESOL Subject {1-0}

P 4: InterviewDr2.rtf - 4:32 [I guess also math there would ..] (47:47) (Super)

Codes: [Reasons Math is favored as an online ESOL Subject] [What subjects are thought to be best suited for online]

No memos

I guess also math there would also be an argument for math in that you have so many things on web like account Academy for example so there are so many online resources that they can use that have visuals in them.

Code: Reasons Math is not favored as an online ESOL subject {3-0}

P 3: InterviewDr1.docx - 3:32 [I think that it would be good ..] (67:67) (Super)

Codes: [Reasons Math is not favored as an online ESOL subject]

No memos

I think that it would be good to start with math. Math would be a good one to start with. One because numbers kind of go across the bow lines and they can learn within East all instructor they are helping them with the language I think it may be a little easier to adapt to a mass program first that is if the child has an inclination towards mass.

P 3: InterviewDr1.docx - 3:33 [For a child that has or hates ..] (67:67) (Super)

Codes: [Reasons Math is not favored as an online ESOL subject]

No memos

For a child that has or hates mass that may not be the best thing.

P 4: InterviewDr2.rtf - 4:33 [Reasons a subject should not b..] (47:47) (Super)

Codes: [Reasons Math is not favored as an online ESOL subject]

No memos

But once again is the whole concept of math is a universal language which is not so if they still don't have those language skills then they're still not going to read too well.

Code: Reasons Teachers do not include Online Learning instruction {2-0}

P 2: InterviewDr0.docx - 2:56 [I hate to say it, but are bogged..] (87:87) (Super)

Codes: [Concerns about Online Learning] [Reasons Teachers do not include Online Learning instruction] [Reasons Teachers don not include Online Learning instruction]

No memos

I hate to say it, but are bogged down with different things, with paperwork this or that but it's

really important for us to take that time. And I have been trying so hard... then all of a sudden a little snowball came up recently... and getting this certain paperwork out... leaning back a little bit...

P 2: InterviewDr0.docx - 2:22 [and you know these things are ..] (79:79) (Super)

Codes: [Reasons Teachers do not include Online Learning instruction]
No memos

and you know these things are expensive. You don't want to be always be...One day I was just frantic. One day I ...when... I had gotten... the iPads and I had left the door open. I hope they're all in there and I was really afraid so just basically...

Code: Reasons Teachers do not include Online Learning instruction {2-0}

P 2: InterviewDr0.docx - 2:56 [I hate to say it, but are bogged..] (87:87) (Super)

Codes: [Concerns about Online Learning] [Reasons Teachers do not include Online Learning instruction] [Reasons Teachers do not include Online Learning instruction]
No memos

I hate to say it, but are bogged down with different things, with paperwork this or that but it's really important for us to take that time. And I have been trying so hard... then all of a sudden a little snowball came up recently... and getting this certain paperwork out... leaning back a little bit...

P 2: InterviewDr0.docx - 2:49 [of grade level, we have grade ..] (55:55) (Super)

Codes: [Reasons Teachers do not include Online Learning instruction]
No memos

of grade level, we have grade level meetings, that we discuss it, we discussed the children and their levels and we kind of decide whether...

Code: Subject areas taught {1-0}

P 2: InterviewDr0.docx - 2:3 [intensive English. After that ..] (3:3) (Super)

Codes: [Subject areas taught]
No memos

intensive English. After that I was changed to social studies in the lab department.

Code: Subject areas taught and Teachers' Experience {1-0}

P 4: Intevievr2.rtf - 4:4 [And so basically we acted as t..] (5:5) (Super)

Codes: [Subject areas taught and Teachers' Experience]
No memos

And so basically we acted as the language department for the schools in the area, the private schools. So I taught mostly middle school high school and adult. And every once in a while I would get in elementary class but usually not.

Code: Teachers' Education in ESOL {1-0}

P 2: InterviewDr0.docx - 2:2 [. I received my endorsement fo..] (3:3) (Super)

Codes: [Teachers' Education in ESOL]

No memos

. I received my endorsement for ESOL,

Code: Teachers favor eLearning for students {1-0}

P 2: InterviewDr0.docx - 2:60 [I just want to sum up and say ..] (87:87) (Super)

Codes: [Teachers favor eLearning for students]

No memos

I just want to sum up and say that that I think that technology is very important that online assessment and online... the students being online, as far as technology is concerned, I think that with everything it's a time kind of thi

Code: Teachers with Education in ESOL {2-0}

P 3: InterviewDr1.docx - 3:3 [came to DeKalb County to becom..] (5:5) (Super)

Codes: [Teachers with Education in ESOL]

No memos

came to DeKalb County to become a certified teacher and I began teaching high school and now I'm teaching middle school that was my generalized ESOL path.

P 3: InterviewDr1.docx - 3:48 [so that the students will try ..] (31:31) (Super)

Codes: [Teachers with Education in ESOL]

No memos

so that the students will try to get something similar... so when they get to go, when they are actually integrated into their high schools, a lot of the techniques that we use for pre-K students or first grade or secondary student are the very same techniques that are taken

Code: Teaching Certification {4-0}

P 2: InterviewDr0.docx - 2:4 [I am certified in middle schoo..] (7:7) (Super)

Codes: [Teaching Certification]

No memos

I am certified in middle school

P 2: InterviewDr0.docx - 2:5 [I am certified in middle sch..] (7:7) (Super)

Codes: [Teaching Certification]

No memos

, I am certified in middle school

P 3: InterviewDr1.docx - 3:5 [o DeKalb County to become a ce..] (5:5) (Super)

Codes: [Teaching Certification]

No memos

o DeKalb County to become a certified teacher and I began teaching high school

P 3: InterviewDr1.docx - 3:6 [now I'm teaching middle school..] (5:5) (Super)

Codes: [Teaching Certification]

No memos

now I'm teaching middle school that was my generalized ESOL path.

Code: Teaching experience in ESOL {4-0}

P 2: InterviewDr0.docx - 2:1 [teaching English Learners for ..] (3:3) (Super)

Codes: [Teaching experience in ESOL]

No memos

teaching English Learners for six years at the international school.

P 3: InterviewDr1.docx - 3:1 [informally, it began when I wa..] (5:5) (Super)

Codes: [Teaching experience in ESOL]

No memos

informally, it began when I was in Washington DC. In Washington DC I have a lots a variety of Education experiences, including being the director of day care and working with children. And the DC... it was a hub for lots of international students and so I did work with a lot of international students, and international families there

P 3: InterviewDr1.docx - 3:2 [When I came to Georgia I offic..] (5:5) (Super)

Codes: [Teaching experience in ESOL]

No memos

When I came to Georgia I officially became an ESOL instructor at Gwinnett Technical College

P 4: IntevieDr2.rtf - 4:1 [started teaching in 1993, and ..] (5:5) (Super)

Codes: [Teaching experience in ESOL]

No memos

started teaching in 1993, and I taught refugees

Code: Tool for f2f instruction {5-0}

P 2: InterviewDr0.docx - 2:30 [Yes, I have globes] (15:15) (Super)

Codes: [Tool for f2f instruction]

No memos

Yes, I have globes

P 2: InterviewDr0.docx - 2:31 [And these are raised maps.] (15:15) (Super)

Codes: [Tool for f2f instruction]

No memos

And these are raised maps.

P 2: InterviewDr0.docx - 2:32 [they will have the atlases] (15:15) (Super)

Codes: [Tool for f2f instruction]

No memos

they will have the atlases

P 2: InterviewDr0.docx - 2:33 [over here I have a literacy co..] (15:15) (Super)

Codes: [Tool for f2f instruction]

No memos

over here I have a literacy corner.

P 2: InterviewDr0.docx - 2:48 [They get to see and are shapin..] (49:49) (Super)

Codes: [Tool for f2f instruction]

No memos

They get to see and are shaping the shapes.

Code: what is effective EL instruction {12-0}

P 3: InterviewDr1.docx - 3:17 [Effective face-to-face instruc..] (27:27) (Super)

Codes: [what is effective EL instruction]

No memos

Effective face-to-face instruction is highly engaging

P 3: InterviewDr1.docx - 3:18 [t includes a lot of nonlinguis..] (27:27) (Super)

Codes: [what is effective EL instruction]

No memos

t includes a lot of nonlinguistic representation and lots of colors, lots of things that they can actually do as opposed to writing and exposure to print literature

P 3: InterviewDr1.docx - 3:19 [things that they can see that ..] (27:27) (Super)

Codes: [what is effective EL instruction]

No memos

things that they can see that show how it is supposed to look so that they get comfortable with the language as they do with their first ever native language if they have been exposed to their language.

P 3: InterviewDr1.docx - 3:20 [Age-appropriate level appropri..] (31:31) (Super)

Codes: [what is effective EL instruction]

No memos

Age-appropriate level appropriate high interests.

P 3: InterviewDr1.docx - 3:21 [lthough the courses do change,..] (31:31) (Super)

Codes: [what is effective EL instruction]

No memos

lthough the courses do change, you will try to set up things that are similar

P 3: InterviewDr1.docx - 3:52 [many techniques from reading a..] (42:42) (Super)

Codes: [what is effective EL instruction]

No memos

many techniques from reading are so important

P 3: InterviewDr1.docx - 3:53 [I have adopted some of the tec..] (42:42) (Super)

Codes: [what is effective EL instruction]

No memos

I have adopted some of the techniques that is reading and integrate those things into the classroom, otherwise it would be difficult because you have to use speaking listening and writing.

P 4: IntevieDr2.rtf - 4:8 [effective instruction as to ha..] (11:11) (Super)

Codes: [what is effective EL instruction]

No memos

effective instruction as to have an interactional piece where they are and are able to talk about content talk about knowledge so that they can ban me and write about it in order to develop their language as well as the knowledge simultaneously.

P 4: IntevieDr2.rtf - 4:9 [there also has to be like How ..] (11:11) (Super)

Codes: [what is effective EL instruction]

No memos

there also has to be like How the scaffolding; the kind of accommodations you have to have in your course accommodations for all language proficiency levels.

P 4: IntevieDr2.rtf - 4:10 [sheltered instruction really i..] (17:17) (Super)

Codes: [what is effective EL instruction]
No memos

sheltered instruction really is the most effective because you all working in both content and language simultaneously SIOP is a form of sheltered instruction.

P 4: InterviewDr2.rtf - 4:11 [the best is the bilingual lang..] (17:17) (Super)

Codes: [what is effective EL instruction]
No memos

the best is the bilingual language programs

P 4: InterviewDr2.rtf - 4:12 [sheltered instruction includes ..] (21:21) (Super)

Codes: [what is effective EL instruction]
No memos

Sheltered instruction includes interaction includes academic language it includes communication skills it includes content scalp pulling for content so I mean sheltered instruction covers it I think.

Code: What subjects are thought to be best suited for online {3-0}

P 2: InterviewDr0.docx - 2:25 [I think that they all can be d..] (83:83) (Super)

Codes: [What subjects are thought to be best suited for online]
No memos

I think that they all can be done. They are all equally best online. I think online for them... I don't think that there's one that's... that's different.

P 4: InterviewDr2.rtf - 4:23 [In some respects language arts..] (47:47) (Super)

Codes: [What subjects are thought to be best suited for online]
No memos

In some respects language arts because if you are and I'm just thinking of middle school and high school if you are reading a specific texts you can provide the movie you can provide other resources for them within English language arts and there are more resources on the web for that.

P 4: InterviewDr2.rtf - 4:32 [I guess also math there would ..] (47:47) (Super)

Codes: [Reasons Math is favored as an online ESOL Subject] [What subjects are thought to be best suited for online]
No memos

I guess also math there would also be an argument for math in that you have so many things on web like account Academy for example so there are so many online resources that they can use that have visuals in them.

Appendix A Transcribed Interview Data

There interviews were provided by three participants. Each interview was recorded. The audio recording of each interview was transcribed. The transcribed data was used for a coded analysis using Atlas software.

Transcribed data from participant:

September 12, 2013

R: Today is Tuesday Sept 17th, 2013, and we are in the office of Dr. 2 and this is an interview for my assignment. Dr. 2, first I would like to know - first I want to thank you for taking the time to speak with me. We are talking about effective strategies that promote student achievement, and online application. These are interview questions that are going to target effective language acquisition practices and methods. And I have some additional questions to ask you about your background and your experience.

Dr.2: OK

R: And again this is purely for course assignment, but I do hope that a lot of what you are going to provide me is going to give me some more concept on my theory.

Can you tell me about experience in teaching English Learners?

Dr.2: started teaching in 1993, and I taught refugees and I did this as a volunteer. And realized I really liked it, so I went back and got my Masters in TSOL. Taught in Montgomery County Public Schools and then moved, taught at Georgetown University at that point it was Georgetown Washington University. And then I moved abroad lived in Brazil for a little over three years while I was a coordinator and a teacher at a 2000 student financial center. And so basically we acted as the language department for the schools in the area, the private schools. So I taught mostly middle school high school and adult. And every once in a while I would get in elementary class but usually not. Then I moved to Gainesville Florida and got my PhD in curriculum in instruction, general ed. and special ed. and taught in Alachua County. Where I taught some English literature in my classroom and then I came here to K issue as an assistant professor of tea S OL.

R: we had a little bit of conversation prior to my official interview per se but again what are your thoughts on online instruction in general for PE to 12th grade and also in general for English learners. From P to 12th grade?

Dr. 2.: That's a really good question because I don't know how sold on it I am I see the value of online I have concerns about equity issues because it's the people who have

money have access to the kind of computers and technology that too easily be able to complete an online course if you don't have a high enough broadband if you don't have access to a computer 24 hours a day and you can only use it in the library or something so you're really limiting access to people only don't have resources said that's one of my biggest concerns about online education in general for P 12.

R: And for EL?

Dr.2.: There... there is not a lot of research out there on what is effective for English learners in face-to-face contact classes, so as far as I know even nothing or almost nothing for online ... haven't checked I can't say nothing, about how do you teach language simultaneously online, so I don't know. I would be interested in knowing what other countries are doing. Are any other options were online initiatives that include English Learners... because pretty much here there's nothing... On the online environment.

R: What do you consider effective for face-to-face instruction for English learners?

Dr. 2: I think effective instruction as to have an interactional piece where they are and are able to talk about content talk about knowledge so that they can ban me and write about it in order to develop their language as well as the knowledge simultaneously. And I guess I guess there also has to be like How the scaffolding; the kind of accommodations you have to have in your course accommodations for all language proficiency levels. So that students would be able to pick and choose which accommodation best meets their language needs at any given time because if they are taking science there needs maybe different than when they are taking social studies so I think you would have to have all language proficiency levels. In their which is that's quite a task.

R.: is there a particular framework that you find most beneficial?

Dr.2.: In face to face or online?

R: Now we are going to be talking about online.

Dr. 2: As me that question again.

R.: and if you would like to rearrange the question I'm okay with that; is there a particular framework that you find most beneficial? I know I went through SIOP and we did a model on listening, reading, writing, and speaking.

Dr.2.: Well sheltered instruction there what little research there is sheltered instruction really is the most effective because you all working in both content and language simultaneously SIOP is a form of sheltered instruction. I mean the best is the bilingual language programs that those are difficult unless you have enough people with two different languages English in another language in the small so sheltered instruction really use the best option for English learners.

R: Are there particular components that you would consider most critical? And you mentioned that bilingual by far is the best, but not all of us not all of us speak more than

two languages.

Dr. 2.: Not only that, you have to have a specific population in your school for that to even be possible.

R.: so anything are there particular components that you would consider most critical? Of the things that we talked about, you mentioned sheltered instruction.

Dr. 2.: Sheltered instruction includes interaction includes academic language it includes communication skills it includes content scalp pulling for content so I mean sheltered instruction covers it I think.

R.: Yes. Given the proliferation of online instruction at all levels what are your thoughts about providing effective instruction to English learners in that environment. And you did give me some feedback on this already and I am particularly interested in how you were talking about the proficiency at different levels. Maybe we can elaborate on that.

Dr. 2.: I guess that's one of my biggest concerns with online learning for English learners is that, I know.... are you making an assumption that they had a certain level of language proficiency. And so you have children who have just come to the United States and may have interrupted schooling and you are giving them a coat a course on the computer with the expectations of a level of competency in English so I don't know how you would do that and it might be interesting to have you even thought about having a conversation with one of our Ed Tech Faculty?

R.: I would love to.

Dr. 2. : Dr. Williams.

R. Yes I know Dr. Joe.

Dr. 2. Yeah. I would try setting up an appointment with her. She doesn't have a background in ESOL. But I know that she's thought about this because we had conversations about it and I'm not really sure you know how you do for... the first time this semester I'm learning how to put courses online and so that's something I'm always thinking about. How, what about the people who are not native English speakers, and what kind of support do you give them. Kids they can come in at zero, when the come in to school districts, which DeKalb is one, and they don't have the answers language programs in the schools so they just put them into the classrooms so you can have kids with animal English but they are expected to function this in a general Ed native English speaking class you know face-to-face you can't figure out ways of making those accommodations a lot of by the seat of your pants because you just see it and you don't but what you do online if you are not getting the feedback stood at that they are succeeding.

R.: so what do you think happens?

Dr.: I don't know.

R. OK.

Dr. 2. I don't know.

R. OK, where are we. What would you consider essential instruction all pedagogical approaches for English learners in the online environment?

Dr. 2.: There is going to have to be a lot of options for them to choose scaffolding so it's... it's really, you are going to have to have a toolbox of Fort each module or each assignment and then you have to have a whole different fallback toolbox of scalp pulling that they are going to be able to have to choose from because I don't know how you would do that I guess maybe what you could do is say is they are in a public school in Georgia and they have the ASSESS, or they've had the WAPT test and so you know basically what proficiency levels they are. So, if they were like at a two you would have to give them scaffolding at a level 1, level 2 and level 3. If they are a level 4 in speaking you would have to give them a level of scaffolding at level 3, 4, and 5. You are really going to have to develop a whole range of scaffolding and have them have options for them to choose. Which means they may take the lower option so you would then have to have a pathway so for that they would have to go through a couple of different levels so that when you test them you are testing them at the higher levels so that they can't hide so that you see what I mean?

R. yes I do. Most of my students are only scoring at one end to. And this is after they have had one year and then we test them.

Dr. 2. In the online environment?

R.: them to this is face-to-face.

Dr. 2. I was going to say face-to-face yeah.

R.: we know that their achievement even a three of four year period they are some there are some that are gifted.

Dr. 2. Yeah.

R.: For proficiency and a second language.

Dr. 2.: Five years minimum and many kids down it takes 10 years to develop efficiency.

R.: but I'm not supposed to talk too much.

Dr.2. I know but I agree with you so yeah.

R. That really answers this question. Dr. 2.: What challenges may be expected by EL in online learning environments?

Dr.2.: Are they comfortable, yeah, are they comfortable do they have the technical capabilities to have conversations. I mean chat is easy if you are typing, but not necessarily are you going to use correct English. You are going to use *chat English* which is a whole different almost dialect, so do they have to have that capability to have that conversation...

have you structured the course so that they have to have conversations, but how are you monitoring whether those conversations are they in their home language. I don't know.

R.: Two more questions. Are there particular class is courses that would be best suited to deliver to EL's in an online format and why?

Dr.2: in a p-12 environment. That's a real good question? In some respects language arts because if you are and I'm just thinking of middle school and high school if you are reading a specific texts you can provide the movie you can provide other resources for them within English language arts and there are more resources on the web for that. And then I guess also math there would also be an argument for math in that you have so many things on web like account Academy for example so there are so many online resources that they can use that have visuals in them. But once again is the whole concept of math is a universal language which is not so if they still don't have those language skills then they're still not going to read too well. I find it an interesting challenges and I don't know what anyone is doing and I would love to know what you find out.

R.: last question. Is there anything else you would like to share on this topic that I may not have asked?

Dr.2.: Not really diet it's really a conundrum. What I recommend that you do is like Florida has their virtual school. And they have been around for a long time so you might want to see if you can get anyone there to talk to you about what they are doing for English learners.

R.: okay fine thank you.

Dr.2. Yeah. I think they would be really good. George virtual people it would be interesting to see what they say because I know they've got English learners and I have no idea what they are doing with them.

R.: okay. Thank you, so much. I really appreciate you.

Dr.2: you are very welcome.

Transcribed data from participant:

Monday, September 16, 2013

R.: This is Dr. 1. Thank you for agreeing to meet with me and to discuss this topic of effective strategies to promote student achievement and online application. The interview questions also target effective language acquisition practices and methods. Additional questions also will be asked to address your background and teaching experiences. The data

being collected is not for generalizable purposes however it is a requirement for a course assignment. The aggregated file, data, are available to you upon your request. Please read the consent form before signing copies and keep one copy for your file. First question, tell me a little about your experience teaching English learners, please.

Dr.1.: Okay. My experience teaching English learners, informally, it began when I was in Washington DC. In Washington DC I have a lots a variety of Education experiences, including being the director of day care and working with children. And the DC... it was a hub for lots of international students and so I did work with a lot of international students, and international families there. When I came to Georgia I officially became an ESOL instructor at Gwinnett Technical College. I was an instructor for adults, very different experience - similar but very different experience. I worked there for about four years and then I came to DeKalb County to become a certified teacher and I began teaching high school and now I'm teaching middle school that was my generalized ESOL path.

R.: Thank you, Thank you very much.

Dr. 1.: You are welcome.

R.: question number two what are your thoughts regarding online instruction in general at P to 12 level, for EL's at the P to 12 level also.

Dr.1.: In general I think online instruction is just an excellent tool. It not something that's for good for everybody, but I think it would be a wonderful thing if we could learn to integrate it for those that he could be most beneficial for and not necessarily for... I know in this county we have programs like DOLA. Dekalb Online Learning Academy and they are they work a lot with students who may not have been very focused and then suddenly they learn they have a few credits and they try to play catch-up. Occasionally it works for the child who wants to do an advanced track and can take classes online as well, but I would like to see it integrated throughout a general school path where if I want to take one class online I can. If I want to take a class face-to-face I can. So options like that, like what we have as adults for our learning. And for P to 12 for EL's ... actually, also not everyone agrees with that so we are trying to push the envelope a little bit to get people on board to see how that could be beneficial for EL students.

R. Why do you think that is, that they are not in agreement, can you elaborate on that a little more?

Dr. 1.: Well-planned a lot of our international come and they are older they abruptly enroll in high school but normally because of their age... especially for the older ones that are timing out and having to go to alternative school and because they come in the middle of the year or because they are playing catch-up... because they have to learn much about the cultural aspects of America at the same time while they are learning content a lot of our teachers are overwhelmed to be quite honest and don't necessarily think they have to time to give the type of that those students need... but I think it's something if we could build something where

the ESOL teachers are working with the special ed teachers and online programs we could go that much more successful.

R.: You reference that, earlier we spoke, we had a conversation on this topic and you gave me a very good example of the success, would you mind sharing that again?

Dr. 1.: Yes I don't mind at all. There was a young man that was in my high school class... at the time was 19. Normally when students are 19, they put them in ninth grade. Luckily the student had transcripts and an excellent track record paper trail from his country and a lot of his credits were recorded and they placed him in the 11th grade. Now although he was in 11th grade, student, when he left the international student center returned to his home school they were ready to move him back. Now let me preface that my student while he was at the international center we tried to start off a pilot where the International Center worked with them, online program. So that they could have ESOL teachers here helping them while they did... a lot of the counselors didn't agree because they wanted to see what courses they took and didn't think that they thought that they had the right over their school plans ...pretty much and so the young man exited out and went back to school and he called me to tell me he was upset. His father was upset because he they basically wanted to keep him in 11th grade for another whole year because he needed three classes so I spoke with the principal and the principal helped him to get a tuition waiver and take three online classes in the summer and all I provided was language support for the young man and he was very successful in all of his classes. He received A's and B's in the classes that just thinking that for students that, as the EL's were already behind that it would be an excellent...

R.: Would you say that the online support that you gave him was like mentoring, call it mentoring?

Dr.1.: I guess in a way it could be mentoring work. More than anything it was just acclamation to the online environment like where to go... to get syllabus... How to reach a syllabus to make sure you can do this, to pace yourself. If you can ask your instructor questions, you know how to contact the instructor and just like in the classroom if the child needs help with understanding what words mean, where to go to get it and how to help with the actual language.

R. Thank you. That was very helpful, especially for me. What do you consider effective face-to-face instruction for English learners?

Dr.1.: Effective face-to-face instruction is highly engaging and while you know you can just throw lecture out the window with the EL's. There are a lot of strategies that we learn in order to ...it includes a lot of nonlinguistic representation and lots of colors, lots of things that they can actually do as opposed to writing and exposure to print literature - things that they can see that show how it is supposed to look so that they get comfortable with the language as they do with their first ever native language if they have been exposed to their language.

R.: Would you say that, that is how it should be from P to 12 ... a continuation of that mythology?

Dr. 1.: Oh sure, although the courses do change, you will try to set up things that are similar... fashion so that the students will try to get something similar... so when they get to go, when they are actually integrated into their high schools, a lot of the techniques that we use for pre-K students or first grade or secondary student are the very same techniques that are taken, an older EL student, a long way just like hands-on things, being able to remember but of course in a more mature fashion. Age-appropriate level appropriate high interests.

R.: ok... than thank you. It is very particular framework you find most beneficial?

Dr. 1.: I am a hard person to ask questions like that because I never like to choose one particular framework or one particular model with anything because I think that as an instructor I am choosing what's more comfortable for you as an instructor. Every year we get a new set of students. Every year the students are different and I have to be very aware of their differences and how those differences play into the culture of the current classroom and I try to be familiar with all different types of works and models so that I can use at the time... I like to draw from all of them so I can use at the time what's best for that particular class at that time for that class... otherwise I think I will get comfortable and settled into one model and I never want to do that because I don't think it benefits the children.

R.: Are there particular components that you would consider most critical?

Dr. 1.: Yes, again as I said nonlinguistic representation is just always being engaging allow the child to experience the language making your classroom and experience so that there are lot of opportunities to use the language not just the child listening to me writing down things on paper and memorizing them most of us when we grew up we had a language all around us and our parents and people around you are saying talking to you picking up on the capillary and elements about a language that you're not even aware as you know that if you asked in English version not an English teacher that they might know the right thing to say and their language that they don't necessarily know the rules so as opposed to heavily sizing the wolves which it again providing opportunities for them to experience it in listening speaking here in writing so engaging classroom.

R. Would you consider yourself, a reading teacher, a writing teacher?

Dr. 1.: You have to be all of those things. Initially I was never trained in reading, but when I realized how much, how many techniques from reading are so important I started to look for techniques, and reading as a reading teacher so while I'm not formally a reading teacher I have adopted some of the techniques that is reading and integrate those things into the classroom, otherwise it would be difficult because you have to use speaking listening and writing.

R.: Question # 6. Given the proliferation of online instruction at all levels what are your

thoughts about providing effective instruction EL's in that environment?

Dr. 1.: I don't want to sound like a broken record but again teaching EL's it's like it's like your sponge you know you come to a new place your learning a new language and when you're in the place where the language is dominated and a different languages. Dominate you have no choice you just pick up on things naturally so I do my best to make it a natural experience but at the same time using things that are engaging just as as humans we can't just pick up on things just because

R.: Let me interrupt for just a second I know you are going to be a little pressed for time and I want to reiterate the question because maybe I didn't emphasize the online instruction at again the question is given the proliferation of online instruction at all levels what are your thoughts about providing effective instruction to EL's embedded in that environment?

Dr.1.: Oh online. I think it would be an excellent opportunity for providing instruction for EL's. I think we could find a way to do it with the language support and content. I think there is a way to do it. I think it's an excellent idea and I will be willing to promote and support anything that would help us to move in to that direction.

R. but would you consider essential instruction pedagogical approaches for EL's in that online environment?

Dr. 1.: Online environment I'd be because learning I keep saying that learning should be so engaging I think that with online environment you know there could be a lot of pictures a lot of simulation a lot of an excellent use of technology there's so much technology and I think that we would just have to make the best choices not necessarily again we want things that heavily exposed the children to language but also give them things that they can connect the language to and to make connections to the language so that they understand better and I think that there are so many different types of technology that an online environment it would be very difficult to use those things in order to bring that kind of hands-on engaging strategy on to the online environment. I hope that answers your question.

R: You're doing great Dr.1. What benefits do you see online instruction providing to improve academic outcomes for EL's

Dr. 1.: Oh I think we could increase our graduation rate so wonderfully. Again the children who come to our school especially. Are already have a lot of challenges in one of those challenges these graduating before they turn or getting into turning a senior at before turning 21 and a lot of times in us to provide a good foundation they need at least three years 2 to 3 years or center and then integration into high school we want to get them on a track to online before they get into places where people can't necessarily give them the kind of attention that people need. Better situation out comes more than anything else.

R.: Number 9. What challenges may be experienced by Eagles and online learning?

Dr. 1.: Well you have a lot of different types of EL's, you have EL's that come to the country that have experience, education, have some degree of knowledge using technological devices, but then you have a refugee population who may or may not have some experience with technology or computers, so many may have never touched a computer, so in that case it may be difficult to get the training, but this is a generation that no matter almost around the world children are kind of native to technology, so I don't think that it would be something that would be difficult to teach, and I think that if we begin to, knowing that that's the direction that were going into if we began to, a limited integration of technology into our regular instruction, I think it will make it an easier task for them to go into online learning.

R.: number 10. Are there particular classes or courses that would best be suited to deliver to EL in an online format and EL?. And as you said earlier there are some variations and subcategories that we can look at when talking about EL's? And let me ask you to address this question for our students and for our center? Because what are you thinking about as far as classes and courses that would be suited for a program that we might implement?

Dr.1.: 41 I think that it would be good to start with math. Math would be a good one to start with. One because numbers kind of go across the bow lines and they can learn within East all instructor they are helping them with the language I think it may be a little easier to adapt to a mass program first that is if the child has an inclination towards mass. For a child that has or hates mass that may not be the best thing. But again I don't ever think that that is the end-all be-all for anyone it all depends on the student. But I think may be social... almost all of the... I think that with each child you should probably select what their strengths are. First. So that as they are learning to use the technology they can kind of use it with something that they are a little bit good at at first and then as they transition the more difficult things they already got the feel of the technology under their belt before they go into the things that they find to be more challenging. If that makes sense. When we started with a student in our pilot program we began with we begin with courses that didn't have end of course exams first just to see how they would do and some of those courses included civic. It included foreign language because although they are learning English to be honest a lot of students already come knowing more than one language. There are abilities to pick up on languages is not necessarily a problem that is something that needs to be considered so sometimes they want to know, learn other languages like Spanish or anything, and they can and they can get high school credit for those things.

R.: OK. Last question. Thank you so much. Is there anything else you would like to share on this topic that I may not have asked?

Dr. 1.: Just in general I think that, one, working with EL's - it's a wonderful experience. I think that this program or pursuing online learning for English learners would be an excellent tool. To help them move closer to their graduation goal, but also to disband some of the myths about English language learning or learning a second language. Sometimes people

mixed up the fact that the students need... are learning English or English proficiency with their mental ability for their mental capacity. And it doesn't mean that they can't learn or that they're not intelligent, some very gifted, but I think once we give them opportunities to show what they can do in different ways I think that we will learn a lot more about our students, probably more than we bargained for.

R. Thank you so much... Again this information is for a course assignment. And the aggregation of the data will be shared with you to ensure I have accurately recorded the information.

Dr. 1.: Thank you.

Transcribed data from participant:

R.: Thank you for agreeing to meet with me to discuss this topic, effective strategies that promote student achievement and online application. The interview questions also target effective language acquisition practices and methods. Additional questions may be asked regarding your background and experience. The data being collected is not for generalizable purposes however it is required for a course assignment, and the aggregated findings are available to you upon your request. Please read the consent form before signing both copies, keep one copy for your file. First question, tell me a little about your experience teaching English Learners.

Dr.0.: Well I've been teaching English Learners for six years at the international school. Prior to ESOL I was teaching regular ed. So this was my first job teaching ESOL. I received my endorsement for ESOL, so I did not teach... my prior experience was not with ESOL it was regular Ed. So this was my first job for ESOL and I've been teaching... my first year I taught third grade and that was intensive English. After that I was changed to social studies in the lab department.

R.: do you like social studies best?

Dr. 0.: Yes, I am certified in middle school so third grade I was kind of out of compliance, so that's one reason why I was change to middle school.

R.: I don't know if I've ever told you this before but I really am impressed with your classroom you have a lot of hands-on manipulatives.

Dr.0. : You have to do that. You have to do that with social studies. And with the ESOL because you, they have a deficiency in English. And it helps to learn. You know you are doing it, putting your hands on it, that helps to learn and brings the lesson into focus for

them.

R.: Geography is not always something that's tangible and I'm just saying this because I want to remind myself why did why did I want to speak with you, and it's because I wanted to learn about learning a subject that you just can't wrap your arms around. You have so many things that are hands-on can you describe some of the things in your room that are very hands-on for your students?

Dr. 0.: Yes, I have globes, and then tomorrow when we have our quiz, we're going to have a millionaire quiz, and it is kind of the contest. I explained the words, they have hom work on it. Friday they have this test. And after that we will work on maps and globes. We have nine globes. And these are raised maps. And you will see some of their work in the media center next week. We are learning about the Georgia region. And tomorrow it will be the first time that they use them, so this will start off tomorrow, and they will have the atlases. And over here I have a literacy corner. So they are going to have their globes, the raised maps and the atlases. And other maps in the back, back there, so beautiful maps.

R.: This is a wonderful face-to-face environment. I just have to tell you there are a lot of colors, lots of color pencils, lots of bright colors of cups lots, of posters, lots of books. It is a very pleasant environment...to walk into your classroom. When we look at online learning what are your thoughts regarding online instruction in general and for ELs.?

Dr.0. : It depends on their level, it's so much more... if they have the language down, but it they are depleted then it's best to try to choose programs that will for example Star Fall or Brain Pop something like that to start off with some of the simpler ones. But the online assessment for students of higher level would be better for those. So it depends on what, you know, where their level of language is. As far as what I choose for them to work on and I have this wonderful website called Learning Chocolate. And it's great because... of course you can choose the subject. And we choose geography, and they can go in and like we first started off with Georgia and we learned about the world and we are is Georgia in relationship to the world.

R.: and it's called learning chocolate?

Dr. 0.: Yes, learning chocolate.com. And basically they... it comes with compass rules, and they have a lesson on, compass rules and they can look at the video and they learn a lesson. The... if the score is a 5, 5 that's great. But if they have something like 2, or 3 then then they will have to do the quiz again.

R.: The question... what do you consider effective face-to-face instructed instruction for English learners? If you had to tell the new teachers that you work with something that they needed to know about face-to-face instruction for English learners which are effective tools or methods mostly?

Dr.0.: Do you mean like hands-on or cooperative grouping?

R.: In your opinion, what would you tell the parents of the and students in the classroom... the English learners, what you you want to share with others that is important for face-to-face instruction for English learners?

Dr.0.: One thing that I do, is speaking slowly and clearly, and repeating what I say, and, not just repeating that... is being said, saying what you are telling them a different way. Looking at the clues... looking at them, looking at their faces to see if they have questions or do they look like they understand. Or are they looking like they don't, so I might have to change, change the wording, using simpler language, breaking it down into pieces, and basically stressing that. To speak slowly so that they can sometimes take it from my language and break it down to looking at their language... looking at signs to make sure that they did it. Because they still have their language that they can transfer it over, so that they can understand it. So speaking slowly is really important.

R.: Question # 4, is there a particular framework you find most beneficial? I guess when I say framework I I can give you an example, like I just went through my add-on... we did several things under SIOP. Lots of lessons that required speaking, writing, reading and listening.

Dr.0.: With the SIOP strategies it helps to engage the students and to work so that we can better help them.. Speaking clearly, I can't say that enough. Enunciating your words. It really helps a lot, also breaking down the task is very important. A lot in my lesson plans, I take off the speaking and writing, reading, and listening, to making sure that...that mostly a variety... views of technology and grouping the students into groups ,after taking testing... pre and post tests, making sure that those are encouraging and address their needs.

R.:

Of the things you just mentioned, pre and posttest, speaking slowly... which is most critical?

Dr.0. I think that the flexible grouping is really important because... a lot of students learn differently as well as with our ESL students and I think it's important to get them into groups... where they can perform their best because it's difficult for them to just listen to it.. and a whole group, and not understand, I think that breaking them into groups is like this is very important gets them back on track and they can get with the mainstream.

R.: I have seen you break down your students into groups, you do that a lot, probably one of the best teachers at doing that...

Dr.0. Oh come on now...

R.: Give us an example, just a quick example of you having them in a group, what activity might they be doing?

Dr. 0.: They will be doing the same activity the same curriculum that we are doing say that

we are talking about regions, the same thing that may be in a simpler way. I might have them working at this table over here with the globes, with some atlases, and I'll be working with them, or on the computer, over here working on another program that might be just a little more simpler, and they can break it down with maps and globes... maybe some hands-on activities, such as, actually... the globes are hands on, maybe a hands-on activity like that one with the clay. Making the regions a cardboard paper. With the clay, first they had to use a blank map. They were asked to tell me about the region and what is a region... it relates to parts and whole. Have you ever had pizza before, usually you don't eat the whole pizza. If it's a large pizza you share it with someone, and that's part of a whole. Ok, then ... we took a cardboard, they had to make the map of Georgia write their... label their regions and then... in other word the fall line, the fault line, Okefenokee Swamp... different rivers, rivers that were important...

R. : That's really good.... They get to see and are shaping the shapes.

Dr.0.: Yes... and then they put the clay on there. And the most important thing is to make a P...

R.: Wonderful... let's see we are on the sixth question, given the proliferation of online instruction at all levels what are your thoughts about providing effective instruction to EL's in that , online, environment?

Dr.0.: Sometimes our leadership... I leave that up to our group... of grade level, we have grade level meetings, that we discuss it, we discussed the children and their levels and we kind of decide whether... what you think, you bring your thoughts in, he brings his thoughts in, then his thoughts in and we kind of work together on that and come to a consensus and then go from there...

R.: What would you consider essential instructional pedagogical approaches for English learners in online environments?

Dr. 0.: As in social studies?

R.: In general.

Dr. 0.: Okay. I do know that our books on a higher level than they are so sometimes I do use the textbook but not as much because it's a higher level then they are. A lot of them may be you know forth this or even lower than that and the books are eighth-grade level so I kind a stairway from the textbooks but they've got good pictures in their so the pictures are great the pictures show thousand words so but I do try to go into my I go and pull out some resources and I make copies from those black line.

R.: What are the things that you find online the most helpful for your English learners?

D.: Oh I'm sorry I kind of went away from that did.

R.: That's okay.

Dr.0.: Okay. One good thing I do and I didn't mention this that we have to... textbooks, we do have this, so this is not online but it's CD-ROM and I do use this, on my bulletin board, that's not online but it's still technology. So I do use the CD-ROM so you want to put that down. The book is on CD and I can put that on the whiteboard and use that. Virtually I think that online assessment... I think that's good. The Georgia online assessment where you can come up with a test and for that particular child you can find a good... the questions will relate to. They design them for each child and sometimes the test are out there already and you can pull those and use those. So you can use those per-pupil you can find those and it might relate to the student that needs the extra help, online.

R.: What benefits do you see online instruction provided to improve academic outcomes for English learners?

Dr.0.: Well it's all about the test and if you wanted to score high then it's really good to use technology giving surfing in on the net finding good programs for the students to use I think it's beneficial to help them for example for my pretests and posttest after you've done a pretest and you think they need some more help I think you can get on there and surf the net and find something that would help them. So I think it would be very beneficial.

R.: What challenges may be experienced by English learners in online learning environments?

Dr.0.: Well for one thing the classroom has only four computers and I guess the number of computers maybe... I know that we could probably check them out, but it's a little cumbersome for the teachers to check it out, check it, and you know these things are expensive. You don't want to be always be... One day I was just frantic. One day I... when... I had gotten... the iPads and I had left the door open. I hope they're all in there and I was really afraid so just basically... not having enough computers in the classrooms and or being responsible for checking them in checking them out... You have to sign up and there are people that want to come in to the classes in the media center and that kind of thing.

R.: Yes I understand I only have two student computers in my classroom. Last two questions are there particular classes courses that would be best suited to deliver to English learners in an online format and why? Such as to think that math might be better than social studies or that science is best something like that.

Dr.0.: You know I really I never thought about that. I don't know. I don't think that there is one in particular, I think that they all can be done. They are all equally best online. I think online for them... I don't think that there's one that's... that's different.

R.: Is there anything else you would like to share on this topic that I may not have asked?

Dr.0.: I just want to sum up and say that that I think that technology is very important that online assessment and online... the students being online, as far as technology is concerned, I think that with everything it's a time kind of thing. If you are willing as a teacher, willing to invest the time then it would be good for the students but often times teachers, I hate to say it, but are bogged down with different things, with paperwork this or that but it's really important for us to take that time. And I have been trying so hard... then all of a sudden a little snowball came up recently... and getting this certain paperwork out... leaning back a little bit... I was just straight... had gone on to do all of this, different groups and I've got this person on this computer doing this, and this one doing that, the different things on each computer, and I had this book doing that, but I think that if you are willing to put the time in it is better for the students. It is best.

R.: Thank you for your time.

Dr.0.: Thank you too.