

SUMMARIZING STRATEGIES FOR NEWCOMERS: EXPLICIT STRATEGY
INSTRUCTION IN AN AMERICAN HISTORY CLASS

by

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A Capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in English as a Second Language

Hamline University

Saint Paul, Minnesota

August 2010

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ACKNOWLEDGEMENTS

To Brad- thank you for your patience, understanding, and love throughout this process. You always encourage me to do my best; I am so grateful that I found you.

To my family-thank you for enduring my complaints, tears, and joy, as I went through this process. I love you all.

To Mary South- your knowledge and guidance was an incredible support in our strategy adventure. I am so blessed to have worked with you.

To my capstone committee-I appreciate your assurances, support, knowledge, and caring as I journeyed through the capstone process. Thank you all for working with me.

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CHAPTER ONE: INTRODUCTION

Throughout my life, my grandfather has been an important figure to me. During my visits with him I hear adventures from his days in the Civilian Conservation Corps, the days of streetcars, the Great Depression, working on the SOO Rail Line, and his experiences in World War II. His memory is impeccable at the age of 93. As I began traveling as a young adult his stories became more fascinating, especially those of his days in the war. He told me about experiences as a sergeant in the U.S. Army in places like the Solomon Islands and the island of Luzon in the Philippines. The stories are not sorrowful, but often comical; pranks played on other soldiers, a flying priest and his prized pot-bellied pig, and the horrible food. After I told my grandfather I was moving to Japan to teach English, he showed me some photographs he found while in the war. My grandfather explained that he took the photographs from a Japanese soldier's pack on the island of Luzon in the Philippines at the end of the war. The Japanese had fled and left all of their belongings behind; the photographs left behind were precious memories of a soldier. On the backs of these photographs was writing, mostly in Japanese, with a few names written in English.

A year later these photographs would take on new meaning for me. I went to see my grandfather in Arizona after spending nine months in Japan. This time my grandfather suggested that I take the photographs back with me; although it would be a

long shot, maybe I could find where they came from. “I hope we can find relatives so they can have peace of mind about their brother” (W. Tomascak, personal communication, August, 2006).

I thought the idea was far-fetched, but I had the perfect team to work on this puzzle in Japan. I taught a group of adults every Tuesday morning as part of the town’s community education program. I showed them the photographs and they devoured the information, talking excitedly in Japanese. Names, dates and places emerged from the backs of the photographs. My students’ excitement spread as I began to ask myself further questions about the photographs. Who are these people? How are they related? Are these soldiers still alive? What did my students think about the war? How different was my grandfather from this soldier?

After six months of researching, a relative of one of the soldiers was located in Kyoto, Japan. The Japanese government asked that we return the photographs to the relative, so two of my students and I embarked on a quick trip to Kyoto in order to return them to the older sister of a soldier who had died in the war. I was nervous about the meeting, but knew it was the right thing to do. My students and I met the older sister of the soldier, her granddaughter, and great-grandson in a bustling hotel lobby in Kyoto. We performed polite greetings in Japanese, and briefly went over how we all came to be at this moment. I couldn’t believe I was seeing this woman sixty years later than she appeared in a family photo. I gave her the original photos of her brother and other family photos that my grandfather found. I explained a little about my grandfather and the different places he went during the war. The older sister told us about her family in the

photos and that her brother was an airplane mechanic in the war. I asked her what kind of person her brother was; tears welled up in her eyes. She could not express words to answer me; she did not need to. After a short lunch, we departed ways. I thought of my grandfather's experiences in war, his wife and child at home. I thought about this young Japanese soldier and his family waiting for him in Japan. The lives of these soldiers were amazing, yet rarely a part of history that we learn about in school.

Although I have had the opportunity to experience history through my grandfather's stories, it is often difficult to see the significance of historical events and how we can relate to these events in the past. Students in social studies classes often question, "Why do I have to learn this?" "What does this have to do with anything?" "Who cares about these old people!" American history can be difficult for students to understand. The events in history textbooks themselves can be difficult to make sense of as well as understand how they relate to other historical events. Combine these complexities with students who are beginning language learners who have never studied American history before; it can be a challenging task.

In this chapter I introduce the urgency of secondary education for newcomer ELLs as well as challenges that these students face. I introduce the literacy skills necessary for success in history classes. Not only do students need to understand the content within textbooks, but they must understand the relationships between historical events and demonstrate this understanding through writing. I will also explore learning strategies for writing summaries.

Challenges for ELL Newcomers in High School

Students who come to high school as newcomers to this country have an uphill battle to graduate in the allotted time. These students are navigating new systems of classes, schedules, and cultural differences in education. In order to prepare students for the demands of mainstream high school classes, there is little time to waste, and students must be aware of the expectations of success in American high schools.

Students who enter American high schools come from a variety of backgrounds. Some come from educational backgrounds that are very competitive; these students come with high literacy abilities in their native languages which benefit them when they begin to learn English. Other students come from limited or interrupted educational experiences which require them to learn skills that their peers have more than likely already acquired in elementary or middle school. In addition, there is often no evidence of transcripts, or transcripts are translated at a slow pace if at all by school districts which lead to difficulties in placement and can affect student attitudes (Short & Fitzsimmons, 2007). This is magnified by the lack of English and the inability of students to communicate their previous educational experiences. Expectations in American school can be very different from student experiences in their native countries. American teachers need to be clear about the expectations for success in classes and students need practice and repetition in specific skills that will allow them to be successful. Teaching and learning styles may differ between teacher and students; these differences can also cause conflict in the classroom.

In my school, newcomers are defined as students who have been in the country for less than one year. These students can be enrolled in school until they are 21 years old. Many newcomers have a limited time to earn credits required for graduation. Although many of the students are proactive on their quest to graduate and seek out help to register for the appropriate classes, the process can be made more complicated if students have to repeat courses because of failure, or because courses do not transfer from their native countries. All of these factors contribute to a challenging experience for newcomer ELLs in American high schools. It also challenges teachers in understanding the literacy levels of students, previous educational experiences, and the most effective ways to teach them.

Literacy and Social Studies

Students who arrive in the United States in their adolescence get immersed into high schools or other programs where they learn content and language simultaneously. It is often difficult for teachers to get clear understandings of their students' experiences and abilities based on limited information such as a language proficiency test. Additionally, students are coming to the U.S. for a variety of reasons with anxieties and concerns about what school will be like. One of the required courses for newcomers in my school is an American history course which is a baseline for further study of U.S. government courses and world history. American history can be difficult for newcomers as they have little background knowledge of certain events like the American Revolution or slavery in America. Students are required to not only know the facts and dates of

events, but must explain, interpret, and evaluate them (Schleppegrell, 2005). Not only are reading comprehension skills essential for understanding the content, but writing skills like note-taking, summarizing information, and persuasive writing are integral in social studies courses. Newcomers need extensive modeling and practice in these skills in order to prepare them for the demands of mainstream courses.

Language Strategies for Social Studies

ELLs not only need English to communicate in their daily lives, but they need to know the academic language and content that will prepare them to succeed in high school classes. It is a disservice not to build this academic language from the beginning of their English language learning experience. Many researchers advise that teaching language alongside content will most benefit English language learners (Echevarria, Short & Powers, 2006; Schleppegrell, 2005; Schleppegrell & Achugar, 2003; Short, 1995). Short and Fitzsimmons (2007) state that specific research based strategies could assist adolescents in reading and writing. Education classes encourage teachers to teach learning strategies to help students comprehend content material. Although there are numerous strategies available to teach, should teachers be effective in teaching all strategies well? Is this manageable for teachers? How do teachers go about teaching strategies? I will explore these concerns in this study.

I will implement an explicit strategy instruction framework in order to teach learning strategies. I will incorporate teaching plans and reflective teaching logs in the process. This study will focus on two learning strategies in a history class: the

metacognitive strategy of selective attention, and the cognitive strategy of graphic organizers. Through explicit strategy instruction, I will guide participant in the use of the selective attention strategy with logical connectors in the task of summarizing and then reflect on the process. I will also use graphic organizers, which can help ELLs understand the organization of historical events and can be an effective strategy when students are explicitly taught how to use them (Armbruster, Anderson & Ostertag, 1987; Tang, 1989, 1991).

Role of the Researcher

I taught newcomers at a large Midwestern suburban high school for one school year. As a new teacher, I was very impressed with the school culture of high expectations for all ELLs regardless of language ability. Students were proactive in their education and sought out information and assistance to further their educational goals. All newcomers were required to take American history in their first year which was four terms of study. I taught newcomers in a sheltered class with a textbook appropriate for students with beginning level English. In order to help these students meet their goals, I was particularly interested in teaching students the strategies that would serve them in ESL classes as well as mainstream classes where language support is not always available.

Background of the Researcher

As a teacher and traveler I am interested in history and how the events of the past continue to affect people today. It is not only important to know basic facts and events in history, but to go deeper and see how events relate to each other, what they mean, and how they continue to impact people today. Through my education classes I have learned that teaching strategies is effective for ELLs, but I still have questions about what strategies to teach and how to go about teaching them. I hesitate to teach certain strategies because I do not have a good framework to follow to incorporate them into lessons. I am biased in thinking graphic organizers can aid in learning because I myself am a visual learner. I often use organizers myself to understand information that is not clear in text. I try to incorporate graphic organizers as often as I can to help learners comprehend content material.

The Research Questions

My questions come from an interest in using strategies that will encourage newcomers to do tasks that will be required of them in mainstream classes. I will focus on using language learning strategies in a history class that may be applicable in other content classes. Does reflective explicit instruction in the use of connectors help students summarize historical events? Does the use of connectors with graphic organizers help students summarize historical events? Do students perceive the use of graphic organizers to support the use of logical connectors as useful in history and other academic courses?

Summary

In this chapter, I discussed the urgency of ESL newcomer education in American high schools as well as challenges newcomers face. I stated some of the demands of social studies and the importance of teaching ELLs language learning strategies. I shared my role as researcher as well as my biases in the study, and why I believe this research is important. Reading about World War II and listening to my grandfather's stories has helped me have a deeper understanding of events, yet I continue to put pieces together of this historical puzzle. I hope through this study that students will begin to make meaning of American history and how it impacts American people and ideas today.

Chapter Overviews

In this chapter, I introduced the concepts of newcomer education in secondary schools and learning strategies for newcomers to summarize American history. I introduced my role as researcher, my assumptions and biases. In chapter Two, I provide a review of the literature relevant to newcomer ELLs, the demands of social studies courses, and research on the use of graphic organizers and logical connectors. Chapter Three includes a description of the research design and methodology that guides my study. Chapter Four presents the results and findings of this study. In chapter Five, I discuss the limitations of the study, implications for educators and suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

This study is designed to explore the effectiveness of teaching learning strategies to newcomer English Language Learners in a sheltered American history course. Does reflective explicit instruction in the use of connectors help students summarize historical events? Does the use of connectors with graphic organizers help students summarize historical events? Do students perceive the use of graphic organizers to support the use of logical connectors as useful in history and other academic courses? The purpose of this study is to see if teaching metacognitive and cognitive strategies can help newcomers summarize information in a high school American history course. I wonder if teaching learning strategies can help students be successful in a cognitively demanding task like summarizing. If students are able to meet the demands in history class, is it possible for them to transfer strategy use to other classes.

This chapter provides an overview of challenges for newcomer ELLs in high schools, concerns in ELL literacy issues, and studies that incorporate explicit language strategy instruction. I will address the complexities of social studies classes and review the balance of language and content in instructional approaches with ELLs. I will also examine the use of metacognitive and cognitive learning strategies.

Adolescent English Language Learners

Challenges for Adolescent English Language Learners

Defining ELLs is not always an easy task, as definitions differ by districts across the country. Some districts define ELLs as those who qualify for services while others define them as those students who actually receive service. Districts also differ in the measures used for identifying ELLs. Some districts use U.S. census information, parent information on district or state forms such as home-language questionnaires, or direct measures such as language proficiency tests (Short & Fitzsimmons, 2007). The lack of consensus in identifying learners can have negative impacts in issues regarding ELLs and hinders schools from providing appropriate services to support ELLs. 43% of adolescents who enter U.S. secondary schools have a two-fold challenge of learning content and language simultaneously (Short & Fitzsimmons, 2007). ELLs require five to seven years of instruction in order to gain academic language necessary to perform at the same level of native-speaking peers (Collier, 1987). Time is not on the side of most ELLs to graduate in the traditional four year high school model.

Adolescent English Language Learner Literacy

There is little research on literacy development of adolescent ELLs (Short & Fitzsimmons, 2007; Valdes, 1999). The National Reading Panel reviewed 450 studies on adolescent literacy issues and found only 17 of them focused on ELLs. The National Literacy Panel reviewed 309 studies of learners acquiring literacy in other languages and found that fewer than 10% of the studies looked at classroom instruction in grades 6-12 (Short & Fitzsimmons, 2007). In addition, the National Reading Panel found little

research has been done with adolescent newcomer ELLs. More research needs to be done with newcomer ELLs as well as more research with more proficient bilingual writers to see how they go about the writing process and how evaluating their writing could assist other ELL writers (Valdes, 1999). In order to help newcomers accelerate their learning of content and language, more longitudinal research is needed to understand how newcomers can progress through teaching and learning and how information can be shared about programs that benefit newcomers. Specific studies in identifying strategies that work best with ELLs also need to be shared with others in ELL education (Short & Fitzsimmons, 2007).

Adolescent English Language Learner Writing Studies

Valdes (1999) studied the writing of three Latino students who entered secondary school as newcomers in order to see the needs and competencies of students with little English. Valdes described the writing instruction delivered by the ESL teacher and the writing development of newcomers in order to assess areas of need and offer suggestions to non-ESL teachers of composition. Valdes found that after two years of education, these students, regardless of writing ability at the beginning of the study, were able to produce descriptive, explanatory, and narrative writing tasks. Valdes also found that students could thoughtfully organize their writing when they first produced the information orally. This suggests that an oral preview before writing helped these students write material required in different academic subjects. Valdes found that a process writing approach with direct instruction helped ELLs organize their writing in as they would be required to do in mainstream courses. Student capabilities also depended

on factors such as academic background, family support, and individual determination. Valdes suggests that ELLs still need teacher support when they enter mainstream classes; she offered a framework for diagnosing ELL writing that could help both ESL and non-ESL teachers place students. Valdes proposes more research on the effects of different types of writing for ELLs, as well as research on how frustration with writing can interfere with ELL learning.

In their case study of four ELLs in a middle school mainstream world history course, Bunch, Lotan, Valdes and Cohen (2005) found that students who were previously labeled ‘academic underachievers’ could meet teacher expectations through writing tasks in content courses when teachers modeled parts of a five paragraph persuasive essay by showing examples of good thesis statements. Teachers collaborated with students to create introductory paragraphs and provided expectations of a final product through a rubric. Teachers noticed the progression in writing development of these students throughout the year. At the beginning of the year, students received sentence starters to help them write, while at the end of the year students were able to write their own sentences and paragraphs without teacher prompts. As a recommendation from their study, Bunch et al. (2005) advise that teachers include rigor in their expectations of ELLs while giving students explicit criteria for success in completing tasks.

These two studies offer positive outcomes for teachers working with newcomers and students labeled ‘academic underachievers.’ Through teacher guidance and instruction, beginning and struggling ELLs can write for academic purposes. I will look

at further studies that use explicit strategy instruction as a way to teach language learning strategies to ELLs.

Strategies and Strategy Instruction

Many studies have looked at the types of strategies ELLs use for learning English (Cohen, 1998; Macaro, 2001; O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo, 1985a). Oxford (1990) defines language learning strategies as “actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). O'Malley and Chamot (1987) and Chamot and O'Malley (1991) categorize language learning strategies into three types: cognitive, metacognitive, and social/affective strategies. This study will look at the metacognitive strategy of selective attention and the cognitive strategy of graphic organizers. Selective attention is when learners pay attention to specific linguistic markers in text. Chamot and O'Malley (1996) argue that the use of metacognitive strategies can help ELLs regulate their learning while the use of cognitive strategies can help ELLs achieve and gain self confidence in their learning.

Explicit Strategy Instruction Definition

Explicit instruction includes the declarative, procedural, and conditional knowledge of a strategy. Declarative knowledge is the knowledge of what a strategy or skill is called. Procedural knowledge is the knowledge of how to use a particular strategy. The conditional knowledge is the knowledge of when to use a strategy and knowing why

a particular strategy is used (Dole, 2000; Lipson & Wixson, 2008; Pressley & Woloshyn, 1995; Schunk, 2000).

Studies on Explicit Strategy Instruction with ELLs

Fewer studies have been done on the effects of teacher implementation of explicit strategy instruction with ELLs and the impact on their learning. I examined the results of three studies on the effects of explicit strategy instruction for specific language tasks with ELLs.

O'Malley, Chamot, Stewner-Manzanares, Russo and Kupper (1985b) did an experimental study with intermediate proficiency high school ELLs on whether strategy instruction improved learning on vocabulary, listening, and speaking tasks. Students received strategy instruction in metacognitive, cognitive and social/affective strategies for 50 minutes for eight days. Teachers used multiple strategies with specific tasks in a natural teaching setting so that the results could be immediately applied to the classroom. The results indicated that explicit strategy instruction was effective for students based on pre and post test activities for speaking tasks. Students were able to improve speaking through a functional planning strategy and a cooperative evaluation strategy where students reflected on their learning. Results of the listening task were mixed. O'Malley et al. (1985b) concluded that the strategy of selective attention was not effective in gaining understanding of strategy use in listening tasks. Difficulty of the task also led to the inability to transfer the strategy to more difficult tasks. As a result of their findings, O'Malley et al. (1985b), suggest further studies be done on refining strategy training as well as targeting specific strategies for specific language tasks.

Kern (1989) found that intermediate-level French learners who received explicit strategy instruction in word analysis, sentence analysis, and discourse analysis were able to comprehend French texts and infer unknown word meanings. Strategy instruction was particularly helpful for learners who scored low on pre-tests. The results of this study showed that student who began the study with writing difficulties improved their writing with the help of strategy instruction. Kern found that strategy instruction did not work as well for those who scored higher on the pre-tests. Kern questions if the results indicated that higher performing students may already have the necessary strategies to perform writing tasks well and do not necessarily benefit from the strategy instruction. From the results, Kern suggests that when students do not need to focus on aspects of word meaning and sentence comprehension that they may be able to devote their energy to higher-order processing of the text as a whole.

The Oxford Writing Strategies Project, an intervention study of writing strategies of 14 and 15 year old low-intermediate level French learners, examined the effects of implementing writing strategies with foreign language learners (Macaro, 2001). Strategy instruction included brainstorming activities, attention to tense-aspect, resource use, content monitoring and collaborative monitoring. Results showed that students who received strategy instruction reduced verb phrase error, used dictionaries more selectively, and reported their work as less sloppy than prior to the study. Students also relied less on teacher assistance in their writing. Macaro (2001) advises that explicitly teaching strategies can help students be less dependent on using learned chunks of language and apply their knowledge of writing in French on a narrative writing task. This study

indicates a way to move beginning to intermediate foreign language students into a more advanced level of writing proficiency by incorporating writing strategies in writing tasks.

Although these studies do not clearly state the procedure used for explicit strategy teaching, Dole (2000) and O'Malley and Chamot (1990) refer to the model of Pearson and Dole (1987) and Pearson and Gallagher (1983) and as an effective model for strategy instruction. For the purpose of this study, I will use the reading comprehension strategies model based on Pearson and colleagues to teach the metacognitive strategy of selective attention with logical connectors.

Explicit Strategy Instruction Model

Explicit strategy instruction (Pearson & Gallagher, 1983; Pearson & Dole, 1987) has four components: explanation, modeling, guided practice, and application. The teacher uses direct explanation to show students the cognitive processes involved in a specific task and answers what, when, where, and why of the strategy. In modeling, teachers use think-aloud processes to show the when, where, and how of the strategy. In guided practice, teachers guide students in strategy use. The teacher's role is that of a coach, guiding the students and giving feedback. In application, students take ownership of the process and apply the strategy on their own. Pearson and Gallagher (1983) refer to the transfer of learning as a transfer of responsibility from teacher to participants. Although mastery of the strategy may not occur, Dole (2000) and Almasi (2003) argue that there is room for student interpretation of reading texts based on individual background knowledge and innate abilities to use other strategies. Although this

framework was designed for teaching reading comprehension strategies, I adapted the framework for teaching writing strategies for this study.

Social Studies Demands

Success in social studies classes demands knowledge of abstract concepts and academic language functions as well as cognitive strategies such as summarizing, classifying, note-taking, inferring, and using resources. Short (1994) analyzed social studies text books and found that they require higher-order thinking skills, comprehension of content-specific graphics such as timelines, maps and graphs, as well as understanding connections between abstract historical concepts. Complex writing tasks are required that use appropriate language functions including writing reports, summaries, forming and defending arguments, and analyzing relationships. Students are required to meet many expectations in interpreting text and responding to text throughout history courses. Zwiers (2008) proposes that the interpretation of historical events requires a deeper understanding on the part of students that goes beyond simply knowing dates and facts. Teachers must help students understand how historical material is organized and presented in order to understand historical concepts.

There has been much research on linguistic analysis of social studies texts and the need to explicitly teach linguistic features to ELLs in history, specifically in reading and writing about history (Achugar & Schleppegrell, 2005; Martin, 2002; Schleppegrell & Achugar, 2003; Schleppegrell, 2005; Short, 1994, 1995). A functional language analysis

framework will be looked at in regards to text analysis and the need to develop advanced literacy with ELLs.

Functional Language Analysis

Systemic functional linguistics is a theory that examines how language is used in spoken and written forms to make meaning in different discourses (Halliday, 1994). Three aspects of language are examined in this theory: experiential meaning, interpersonal meaning, and textual meaning. In regards to textual meaning, Halliday (1994) argues the importance of showing learners how and why a text means something. Functional language analysis is a way to understand the textual meaning of language by looking at how authors use language in writing texts (Schleppegrell & Achugar, 2003; Schleppegrell, Achugar & Oteiza, 2004; Schleppegrell & Colombi, 2002; Schleppegrell, 2005). Helping learners understand how authors use language can help them make meaning of the text. In order to move ELLs into advanced literacy, teachers must be responsible for teaching different discourses such as science and social studies to students (Halliday, 1994; Schleppegrell & Columbi, 2002). Although writers of social studies texts use some chronology to organize historical material, events and concepts are often organized in particular ways to illustrate arguments. Learners can more easily understand the material if they are aware of the language used to present arguments.

Studies have used functional linguistic analysis based on Halliday's systemic functional linguistics to analyze middle school and secondary history texts in order to look for problems posed by the texts for ELLs, and to scaffold activities for ELLs' comprehension of texts (Butt, Fahey, Feez, Spinks & Yallop, 2000; Schleppegrell &

Achugar, 2003; Schleppegrell, Achugar & Oteiza, 2004). The California History-Social Science project is one study that analyzed the challenges that texts pose for ELLs.

Results and suggestions from the researchers on this project will be examined.

California History-Social Science Project Results and Proposals

The California History-Social Science Project spanned three years working with teachers to provide tools for ELLs and low-literacy students to access grade-level content through academic language. One goal of the California History-Social Science was to identify the language challenges for middle school and secondary school ELLs and low-literacy students. A second goal was to provide teachers with strategies to scaffold reading and writing activities. Data collection was done through observations in a mainstream history class with four intermediate and advanced ELLs and other students considered low-literacy students, textbook analysis, and student interviews. Through text analysis, Schleppegrell, Achugar and Oteiza (2004) found that history texts listed events chronologically, but with few details, and presented abstract concepts and actors. Texts used noun phrases to depict concepts such as the Missouri Compromise and Reconstruction which require extensive background knowledge of events and ideologies. Through student interviews, Schleppegrell et al. (2004) found that students thought events were difficult to follow, authors did not explain details, and history was boring.

The second goal of the project was to provide strategies for teachers to use with students to make texts more accessible. Schleppegrell and Achugar (2003) and Schleppegrell et al. (2004) propose specific strategies for teachers to use with students to understand how language is used to make meaning of history. Teachers can create

linguistic activities asking wh-questions. For example, identifying events-*what*, identifying participants-*who is involved* and points of view, identifying *when* and *where*, and identifying the way information is organized, *why* and *how*. One strategy is to analyze the agent, action and receiver of an action in a sentence in order to understand the power in relationships between people in historical events (Schleppegrell, 2005). A related strategy is to categorize verbs into action verbs, thinking-feeling verbs, and relating verbs which can help students understand that verbs fall into different categories and have different meanings based on their use (Schleppegrell & Achugar, 2003).

Another reading strategy is to analyze how authors organize information in a text. *When* and *why* events occur are two major ways in which textbooks are organized. Students need to understand the verbs and connectors that are used to show the chronology of events, or *when*, and causal relationships of events, or *why*. Schleppegrell et al. (2004) argue that although explicit connectors such as *because* and *so* are sometimes used in texts to relate material, verbs are also used to show causal relationships. For example, *grew*, *organized*, *admitted*, *established* and *resulted in* are used in textbooks to show relationships between people and concepts. These verbs are less clear than logical connectors to understand relationships and ideas.

Furthermore, connectors are used extensively in history texts, but are not always used precisely. Schleppegrell et al. (2004) found examples of how the connector, *then*, is used to show both causal and temporal relationships in a history text. *These states then became caught in a struggle between the president and Congress when Congress refused to seat the states' representatives* (Appelby, Brinkley & McPherson, 2000, p.496). In

this case *then* is used to show causality. In the following example, *then* is used to organize events in time. *Congress voted to deny seats to representatives from any state reconstructed under Lincoln's plan. Then Congress began to create its own plan* (Appelby, et al., 2000, p.496).

Students can use their knowledge of connectors to understand the organization of the text, but teachers and students must also analyze how authors use connectors to show multiple relationships such as the previous example of *then* (Schleppegrell et al., 2004). Zwiers (2008) and Achugar and Schleppegrell (2005) advise that teachers and students collectively analyze text and develop strategies to uncover implicit relationships moving beyond accounting and explaining historical texts to interpreting and evaluating them. Achugar and Schleppegrell (2005) and Martin (2002) also argue that in order for ELLs to understand grade-level content while learning language, students must learn beyond the explicit linguistic cues such as logical connectors, to understand more implicit causal relationships such as the author's interpretation of events, which are often used in mainstream history textbooks

In order to scaffold expository writing activities for ELLs and low literacy students, Schleppegrell (2005) analyzed eleventh grade students' history essays. Schleppegrell (2005) found that L2 students were able to write historical accounts and explanation of events, but had difficulty writing historical arguments. Table 2.1 is a summary of the different genres of history and specific linguistic features of each genre. The table shows three genres: historical account, historical argument, and historical argument. Schleppegrell (2005) argues that teachers themselves need to recognize the

linguistic features prevalent in each genre. Teachers need to explicitly teach the differences in genres, and the language needed to communicate through writing in each genre. Newcomer language learners can begin with historical accounts before moving into more complex historical explanations and arguments.

Table 2.1

History Genres

Genre	What it does	Question it answers	Linguistic Features
Historical account	Establishes the sequence of events with causal reasoning about why things happened	Why did it happen? (analyze)	Temporal ordering through adverbs, prepositional phrases, and conjunctions
Historical explanation	Defines and evaluates; explains and interprets the factors that led to, or the consequences of, historical events	What brought this about? <i>Or</i> what was the result of this? (explain and interpret)	Description using being and having processes and stating attributes; variety of tenses used. Consequential relationships constructed in conjunctions and other causal resources.
Historical argument	Promotes a position on or interpretations of events	What is your judgment of what happened (evaluate)	Modality and other resources to present claims as possibilities or necessities and construct and present the author's judgment.

Note. Tables developed from "Helping content area teacher work with academic language: Promoting English language learners' literacy in history," by M. J. Schleppegrell, 2005, Final report to the UC Linguistic Minority Research Institute, p.5 and p.7.

Approaches to Teaching Language and Content

Schleppegrell and colleagues offer many strategies for teachers and students to use to understand different history genres. The demand seems overwhelming for teachers and students; integrating the content of history, understanding the linguistic features in each genre, and demonstrating understanding in classroom tasks. Instructional approaches such as Cognitive Academic Language Learning Approach (CALLA) (O'Malley & Chamot, 1987, 1991) and Sheltered Instruction Observation Protocol (SIOP) (Echeverria, Vogt & Short, 2000) emphasize the importance of including both content and language objectives in lessons. Short (2002) expanded these models through the Language-Content-Task framework. Short (2002) created the framework to equally emphasize three parts in instruction: language, content, and tasks. In a study of middle school sheltered social studies classrooms with ELLs, two social studies teachers and two ESL teachers' oral interaction with students was analyzed to see how teachers addressed language, content, and tasks in lessons. Results showed that all four teachers focused more on content and tasks than language development in their oral interactions. Short (2002) advises that teachers create tasks that incorporate language skills in order to provide ways for teachers to manage all three components in a lesson.

In their connections model, Bigelow, Ranney and Dahlman (2006) responded to current content based instruction models and conversations with teachers on the difficulties of incorporating language in teaching content. They suggest that content, language functions, and language structures be closely linked together in the planning process for ELLs. Each feature is connected together by the use of learning strategies to

form a triangle. They argue that language strategies should explicitly be taught in order for students to move between content, language functions, and language structures.

Bigelow et al. (2006) argue that this model ensures more of a balance between teaching language and content rather than focusing heavily on one component. The flexibility with this model is that the teacher can choose the point of entry into the lesson, content, language function, or structure. This model helps students make form-meaning connections with the academic content (Bigelow et al., 2006).

It is clear from the implementation of these two models that teaching language must not be forgotten in the content classroom. Both models advise teachers on how to implement language into content without being a burden on teacher workload. I will look at how language strategies can be used to help students in the task of summarizing in an American history class.

Strategies for Summarizing

Summarizing with English Language Learners

Summarizing is a difficult skill for ELLs. Students need to differentiate between important information and supporting details in a text, and further summarize the important information into their own words in writing. In a review of 19 studies on summary writing with 3-12 grade students, Graham and Hebert (2010) found positive effects for teaching strategies with writing instruction, although only one study (Amuchie, 1983) looked specifically at summarizing with ELLs. More research needs to be done on teaching summarizing to ELLs, and how to evaluate ELLs who already have this ability

in their native language. This study will examine two strategies for summarizing historical information: the metacognitive strategy of selective attention and the cognitive strategy of graphic organizers.

Metacognitive Strategy-Selective Attention

Chamot (1987a, 1987b) has developed specific strategies for teachers to use in the content areas. One strategy is selective attention, or paying attention to specific linguistic markers that define key relationships or connect concepts. Selective attention can be used with logical connectors, which are lexical expressions that show a relationship between two or more sentences. Students can pay attention to logical connectors in text to understand the connections between clauses in text and subsequently use them in their own writing. Identifying and using logical connectors is particularly difficult for ELLs. Students must understand the semantic and syntactic functions of logical connectors and understand when to use formal and informal connectors (Celce-Murcia & Larsen-Freeman, 1983; Goldman & Murray, 1992).

Goldman and Murray (1992) propose that knowing form and function of connectors is important for text comprehension. In their research, Goldman and Murray (1992) completed three experiments where students had to read an expository text and complete a passage with a connector from a multiple choice selection. The results of the experiments showed that ESL university students answered fewer cloze slots correctly than English speaking university students. Students in both groups used additive and causal connectors more correctly than adversative and sequential connectors. Goldman and Murray (1992) conclude that errors were made because students could not understand

the relationship between clauses in the reading. They recommend further research on understanding of inter-sentential meaning with logical connectors to understand relationships between sentences in text.

Cognitive Strategy-Graphic Organizers

Graphic organizers are defined as tools to represent text relationships visually, to outline text structures, concepts, and relationships between concepts (Guthrie, 2003). Graphic organizers are useful for summarizing information and are particularly useful in content areas such as social studies and science. In social studies, graphic organizers can be used to organize information by sequencing events, to compare and contrast ideas and events, to depict cause and effect relationships, and to illustrate problem and solution relationships in events. Studies of graphic organizer use with native English speakers in social studies courses will be reviewed as well as studies of graphic organizer use with ELLs.

Native English Speakers and Graphic Organizers

Armbruster, Anderson and Ostertag (1987) researched the effects of teacher modeling by selecting and organizing social studies information using a problem-solution frame, or box, to organize information through summary writing. Native English speakers in four fifth-grade classrooms who received explicit instruction in how to use frames as organizers and how to write summaries had 50% better recall on writing a summary from a problem-solution reading task in comparison to students who did not receive the instruction. Students were able to extract the main points using a problem-

solution frame that included a box for students to write the problem, an arrow pointing to a box labeled, action, and an arrow pointing to a box labeled results.

Another study by Armbruster, Anderson and Meyer (1991) looked at the effects of using frames, which they define as “visual representations of the organization of important ideas in information texts” (p. 397) to supplement the social studies textbook in comparison to using activities in the teacher’s edition. Students involved in the study were 164 fourth and 201 fifth graders in four rounds of instruction. Results showed that using the strategy of framing was more effective for fifth graders, with an 11% higher recognition on recall tests. Armbruster et al. (1991) suggest that framing helped students select the most important ideas and organize the information so they could see relationships between ideas and texts. By identifying the connections between relationships, students could recall more of the information. The fifth graders may have recalled more information than the fourth graders because of the difference in cognitive development; completing the frames required higher order thinking skills that fourth graders may not have yet acquired.

ELLs and Graphic Organizers

Jiang and Grabe (2007) found in their review of research on graphic organizers that there is a necessity for more research with explicit instruction on how to use graphic organizers with L2 students, particularly with expository text. Graphic organizers need to be easy enough to use and frequently used for students to become familiar with them. They should also align closely with the structure of the text. Jiang and Grabe (2007) say that most of the research done with graphic organizers has been with L1 readers, with the

exception of Tang's research (1989, 1991a, 1991b). There is a clear lack of research on the instruction on the use of graphic organizers by ELLs.

Tang (1989, 1991a) did an ethnographic study of ELLs in two multicultural seventh grade classrooms, of which 80% of the students were ELLs. Students perceived graphic organizers as decorative and, given a choice, they chose information presented in text form, rather than information presented in graphic form. Students that received explicit guidance in using a graphic to represent information were more likely to use the graphics to facilitate their learning. In a follow-up study, Tang (1991b) found that after explicit instruction of a history passage using a graphic organizer to classify the information, students were able to recall and represent a similar graphic on a different reading passage. Tang (1991b) interviewed students about their perceptions of using graphics in their social studies course. Students reflected that the organizers helped them recall the information and they were likely to apply this strategy in another content course. Some students who did not like graphic organizers said that although information was organized in a short, clear way that was easy to look at, they preferred the written text form because they were often assessed through their writing skills. It is clear through Tang's (1989, 1991a, 1991b) studies that graphic organizers can help ELLs understand content material, yet further research should be done with ELLs and graphic organizers.

Gap in Research

Newcomers have difficulties entering secondary schools and gaining academic and language proficiency in order to graduate from high school. We have seen from

studies from Valdes (1999) and Bunch et al. (2005) that beginning and struggling ELLs can write for academic purposes, yet more research is needed to understand literacy and newcomers in secondary schools. Although O'Malley and Chamot (1987) and Chamot and O'Malley (1991, 1996) argue that teachers need to teach cognitive and metacognitive strategies to ELLs, there has been little research on incorporating specific frameworks to teach strategies. Analysis of social studies texts by Schleppegrell and colleagues from the past twenty years has shown that students need to be taught the language specific to history in order to meet reading and writing demands of history. But with the demands of teaching, teachers may not always devote the necessary time for language teaching (Short, 2002; Bigelow et al., 2006). Studies with newcomers need to be done to examine how beginning English writers can use metacognitive and cognitive strategies to summarize historical information. Expanding on Tang's work (1989, 1991a, 1991b) may help teachers better understand how graphic organizers can help ELLs.

Summary

In this chapter I explored literacy issues related to adolescent newcomer ELLs, the need for explicit language strategy instruction, and the academic and linguistic demands of social studies courses. I also examined the importance of teaching metacognitive and cognitive strategies to ELLs for a task like summarizing historical information. In chapter three I outline the methods and techniques that will give me sufficient data to help me find answers to my research questions

CHAPTER THREE: METHODOLOGY

Newcomer ELLs have many adaptations to make in attending American high schools. Understanding educational expectations is imperative as students look towards graduation. In order for students to graduate, they must meet all requirements including earning credits in a variety of courses. American History is a basis for further advanced courses, such as American Government, U.S. History, Economics and Law. Some challenges for newcomers are not having extensive background knowledge of American history from the American perspective, and failing to understand and meet the expectations of social studies courses like writing papers, giving speeches and summarizing information. The purpose of this study is to examine if learning strategies can help students summarize content material in an American history course.

This study is designed to explore the use of metacognitive and cognitive learning strategies learning strategies with newcomer ELLs. Developing effective learning strategies is important for newcomers to understand content and language expectations of school. Successful language learners develop strategies to understand content and language. In order to help all ELLs be successful, language and content learning strategies should be explicitly taught. This study aims to answer the following questions: Does reflective explicit instruction in the use of connectors help students summarize historical events? Does the use of connectors with graphic organizers help students

summarize historical events? Do students perceive the use of graphic organizers to support the use of logical connectors as useful in history and other academic courses?

This chapter describes the methodology used in this study. First, the research paradigm is presented along with a description of the case study method and overview of the study. Second, the data collection protocols are presented including the participants, the location and setting of the study, and the data collection techniques. Third, the data analysis is presented followed by the verification of the data and ethics.

Research Paradigm: Qualitative Study

I used qualitative methods to collect and analyze my data in this study. A qualitative method allowed me to collect data over time and to analyze the data to look for emerging theory (Merriam, 2001). I am curious to find out how the process of explicit strategy instruction can benefit participants' learning. In order to get a clear picture of what is happening in the classroom, I will look at teacher plans and reflections in conjunction with participant work. By using qualitative research, I can understand what occurred in my classroom in contrast to a quantitative method that depends upon prediction and testing hypothesis through statistical methods (Merriam, 2001). Another benefit to qualitative research is that as a researcher, I could adapt my techniques as the data emerged throughout the study and make changes to help the participants.

In this study, I gathered participant work in which they used the strategies of selective attention with logical connectors and graphic organizers to summarize historical events. I used scripted lesson plans and reflections to see if I followed through with

intended lesson plans. I also administered an initial survey and post chapter surveys to gather data on participant perceptions of the use of strategies. I used a case study methodology for this study.

Case study is a type of qualitative research that seeks to understand what is happening in a particular case (Merriam, 2001; McKay, 2006). McKay (2006) says that choosing a case study methodology is largely based on the belief by the researcher of the importance of the role of context in the research question. I believe newcomers in a secondary program who have little prior knowledge of American history present a specific case because they are at the beginning of their language and content learning in an American history class. Learning in an American history class will be a basis for future learning in history and other classes. In this context, I wondered if newcomer ELLs could use strategies for summarizing in an American history course. I was also interested if participants perceived learning strategies as helpful and if they saw the transferability of strategies to other content areas. Three students in my American history class are my participants in the case. These participants began at the beginning of the school year. I gathered data over a period of four chapters, or three months, in order to have sufficient data to analyze. Case study methodology aligned well with my goal of using explicit strategy instruction over a period of time to focus on the process of strategy use for summarizing, rather than implementing the strategy only once or twice (Merriam, 2001).

Overview

Prior to the study, I created a calendar to map out when I administered surveys and when I implemented explicit strategy instruction (see Appendix A). At the beginning of the study, I gave an initial survey to get data on participant perceptions of summarizing and using organizers. This survey was used to collect data on participant perceptions of the strategy use (see Appendix B). After the initial survey was completed, we began the explicit strategy instruction. For the strategy instruction, I decided to script lesson plans in how to use the metacognitive strategy of selective attention with logical connectors to write summaries. I created a logical connector matrix to use as a resource for writing summaries (see Appendix C). Participants would write summaries on a chain of events graphic organizer (see Appendix D).

The explicit strategy instruction was used for three days for one history chapter from the *ACCESS Series for American History* text. This text was appropriate for beginning level ELLs. Each chapter is laid out with a big idea topic which previewed the main points of the chapter and a complementary summary at the end of each chapter. Essentially the previews and summaries were almost identical paragraphs, although the summaries provided a few more details of what was presented in the chapter. Headings are highlighted in red print while subheadings are highlighted in blue print. Timelines, maps, pictures, and graphs are used to show the main concepts of the chapters. There are typically six pages of text in a chapter. Two pages of text were summarized on each of the three days of strategy instruction. There are typically two to four subheadings in two pages of text. On one day, participants read two pages of the chapter in conjunction with

a comprehension activity. On the following day, I used Pearson and colleagues' framework to teach the metacognitive strategy of logical connectors. Prior to the strategy instruction, I scripted my lesson plan. I wrote down what I would say during the lesson on the left side of my lesson plan/reflective log (see Appendix E). Next to the direct explanation section I wrote down information that would answer the questions: what strategy we used, why we used it, and when we used the strategy. Next to the modeling section I wrote down a summary of the first section of the pages we would summarize that day. I modeled where and when I used the strategy and how I used the strategy. Next to the guided practice section, both teacher and participants would co-construct the summary. I wrote down when and where we would use the strategy, but did not write down how we used the strategy, as that would be done by both teacher and participants. Next to the application section, I wrote down the name of the strategy, when and where we would use the strategy, but did not write down how the strategy would be used. At this point, participants would construct the summary individually.

On the day of strategy instruction, I gave the direct explanation of the strategy using my scripted lesson plan. Under the first subheading I used one or two paragraphs to model the strategy. The next paragraph or paragraphs were used for the guided practice. The following paragraphs were used for participant application. The explicit strategy instruction process was repeated two more times within each chapter for a total of three times per chapter (see Appendix A). After I taught the lesson, I reflected on the process of strategy instruction and participant responses during the lesson in order to compare the lesson plan with actual classroom practice. I wrote down my reflections on

the right side of the T-chart, next to the scripted lesson plan (see Appendix E). After each chapter, I administered a post chapter survey to collect data on participant perceptions of the strategy use for that particular chapter (see Appendix F). I administered a total of four post chapter surveys in this study.

Pilot Study

I did a pilot study in order to see how I would manage the explicit strategy instruction and if there were any problems that I needed to attend to before I began the study. It proved to be very helpful. The history class worked with many different types of organizers in various comprehension activities prior to the study. As a class, we agreed that the chain of events organizer was easy to use for summarizing events in the chapters. Therefore, I chose to use the sequencing organizer in this study because the participants felt comfortable using it (see Appendix D). In the pilot study, I did two practice trials of the explicit strategy instruction. In my first trial, I scripted my lesson plan for the explicit strategy instruction and found that I needed to further develop my logical connector matrix and be more organized (see Appendix C). I created a more detailed logical connector matrix with visuals, sentence position of connectors, and example sentences so participants could see the connector in context (see Appendix G). In the second trial, participants highlighted the connectors in example sentences and created original sentences with connectors.

Reflecting on the lesson was difficult immediately after the first trial. I had to ensure that I had uninterrupted time after my two classes to reflect within two hours of

the strategy instruction. After the second trial, reflecting was easier and I was able to record more specific things I had noticed during the lesson.

Data Collection

Participants

The participants in my case study were three ELL newcomers in a sheltered American History course (see Table 3.1). These participants were my entire class until the third and fourth terms when our class size doubled. Since these three participants started at the beginning of the school year, they had some experience using graphic organizers as well as some experience summarizing events. The Idea Language Proficiency Test (IPT) was administered prior to their enrollment in high school at the district's Welcome Center. The results of the tests indicated limited English abilities for all three participants. All participants had prior formal schooling and are literate in their native languages. They had taken history courses in their native countries although the number of courses and types of courses varied with each participant. The Mexican participants had taken a U.S. History course in Mexico.

Although the language proficiency scores reported all participants in the oral category as non-English speakers, they have progressed in their oral abilities since the test was administered. The reading and writing levels had also progressed since the test was administered. Names were changed to protect participants' identities.

Table 3.1

Participants' Pseudonyms and Characteristics

Participants	Alice	Juan	Fernando
Country	Vietnam	Mexico	Peru
Native Language	Vietnamese	Spanish	Spanish
Age	17	17	16
Prior High School Education	2.25 years in Vietnam	2 years in Mexico	1 year in Peru
Prior History Courses	Vietnamese Government Global History	Mexican Government Mexican History U.S. History Global History	Peruvian History
Language Proficiency Scores from IPT Test	Oral: Non-English Speaker Reading: Non-English Reader Writing: Non-English Writer	Oral: Non-English Speaker Reading: Limited English Speaker Writing: Limited English Writer	Oral: Non-English Speaker Reading: Limited English Reader Writing: Limited English Writer

Location/Setting

The study took place at a large suburban high school in the Midwest over a period of three months. During this study, the student population was approximately 2,900 participants. The ELL population was approximately 160 students, three of which were newcomers. The ESL model incorporates sheltered instruction as well as immersion in this school. ELLs take English classes, as well as United States History and Government

classes in a sheltered classroom. Team teaching depends upon available resources; this year teaming was done for a physical science and a statistics class. A content teacher and ELL teacher jointly provide instruction in these two classes. In addition, three English-speaking only para-professionals provide services in mainstream and newcomer courses for ELLs. Some of the mainstream courses include: algebra, geometry, biology, chemistry, and honors algebra. Newcomers are required to take English I and American History as sheltered courses. Dependent upon mathematical skills based on a pre-test or students' transcripts, newcomers were either placed in a sheltered pre-algebra course or participated in mainstream math courses. Pre-algebra is the only course with mixed level language ability.

Data Collection Technique 1: Lesson Plan/Teacher Log-Reflection

This data collection technique was used to collect data to answer research question 1: Does reflective explicit instruction in the use of connectors help students summarize historical events? I followed Freeman's (1998) five step procedure for collecting data (see Appendix H). A T-chart was used to record the lesson plan incorporating the explicit strategy instruction of selective attention. The first column of the chart has four components of explicit strategy instruction according to Pearson and colleagues: direct explanation, modeling, guided practice, and application (Pearson & Gallagher, 1983; Pearson & Dole, 1987). In the next column labeled teacher plan, I scripted lessons and later reflected on the lessons in the third column labeled, teacher log/reflection (see Appendix E). The teaching log was a record of my reflection of what actually happened

during the strategy instruction. I wrote down what happened in my instruction as well as student responses to instruction.

Data Collection Technique 2: Participant Graphic Organizers/Logical Connector Matrix 2

This data collection was used to collect data to answer research question 2: Does the use of graphic organizers with connectors help students summarize historical events? I used a chain of events graphic organizer as a cognitive strategy for summarizing historical events in each history chapter (see Appendix D). Tang (1991b) says that using the same graphic organizer can help students become more comfortable if they use it consistently. In her analysis of social studies texts, Short (1994) found that sequencing and cause and effect were the most common structures in the texts. The textbook I used was *ACCESS Series for American History*, a text appropriate for beginning level ELLs. I found in my analysis of this textbook that chronology and cause and effect were the most common text structures in the text. As a result of the analysis, I found the chain of events graphic organizer reflected the text structure best. In addition, the layout of the graphic organizer is very clear and easy for newcomers to use. The graphic organizer has four rectangular boxes with arrows pointing down between the boxes. Participants wrote summaries in the boxes from top to bottom according to the sequence of the text.

Participants also used Logical Connector Matrix 2 as a guide to choose appropriate logical connectors to incorporate in their own summaries (see Appendix G). Matrix 2 has four categories of connectors: additive, contrastive, causal and temporal. Matrix 2 was used in conjunction with the graphic organizers to summarize historical information.

Data Collection Technique 3: Initial Survey/Post Chapter Survey

This data collection technique was used to collect data to answer research question 3: Do students perceive the use of graphic organizers as useful in history and other academic courses? Through observations of my participants, I found that they were able to communicate their ideas and feelings better through writing than speaking; therefore, I collected data through an initial survey and four post chapter surveys completed at the end of each chapter. I asked participants five questions in the initial survey about their perceptions of summarizing information. I asked four questions in the post chapter survey about participant perceptions of using graphic organizers with connectors to summarize information in the chapter, using the strategies for test preparation, and strategy transfer to other classes. The questions were discussed prior to the study to clarify misunderstandings. I reorganized the questions that Tang (1989) used in her study and adapted them for my study (see Appendixes B and F).

Data Analysis

Data Analysis Technique 1 Lesson Plans/ Teacher logs

I analyzed teacher lesson plans and reflective teaching logs to see if I followed through or diverged from the explicit strategy instruction plan that I had prepared prior to the lesson. Freeman (1998) argues that analyzing the lesson plans and logs together are more effective than doing each by itself. Having the lesson plans and logs together helped me maneuver back and forth between my plan and what actually happened in the lesson. This helped me analyze where participants were meeting objectives and where

problems occurred. It also helped me find specific places where I could reflect on how and why something happened. If it was problematic, I could make changes for the following lessons. If it was an area of success, I could emulate that in future lessons. I found common themes that emerged from both the teacher lesson plans and reflective logs, such as teacher organization, student frustration, error correction, and expansion of the strategy. This analysis technique helped me answer research question 1: Does reflective explicit instruction in the use of connectors help students summarize historical events?

Data Analysis Technique #2: Participant Graphic Organizers and Logical Connector

Matrix 2

I analyzed completed graphic organizers by participants in conjunction with the explicit strategy instruction. I examined how participants used the organizers to write their summaries. I looked at the logical connectors that participants used in their summaries by comparing their work with Logical Connector Matrix 2. I used the Constant-Comparative Method (Merriam, 2001) to compare participant samples over time as well as between participants to look for similarities and differences. I color coded participants work according to which logical connector they used in their summaries to help me find common themes. This analysis technique helped me answer research question 2: Does the use of graphic organizers with connectors help students summarize historical events?

Data Analysis Technique #3-Pre-Survey and Chapter Surveys

I compared participant responses in the initial survey and post chapter surveys to look for themes. I compared the post chapter surveys within participant work to see if changes occurred in student perceptions over time in the study. I also looked at post chapter surveys between participants over time for themes. I color coded themes within participant work and across participant work (Merriam, 2001). I hypothesized that participants would find the learning strategies helpful for writing historical summaries. This analysis technique helped me answer research question 3: Do students perceive the use of graphic organizers as useful in history and other academic courses?

Verification of Data

I collected data in three ways: teacher lesson plans and reflective logs, participants' graphic organizers, and initial surveys and post chapter surveys. I collected data in three ways to ensure that I had both my own perspective of what was happening as well as participants' perspectives. I felt this would give me a more well-rounded view of what was happening in the study. I asked a co-worker to assist me in looking for any themes that emerged from the data. I asked follow-up questions to clarify participant responses in the initial survey and post chapter surveys.

Ethics

This study used the following protocols to protect participants and their rights. Before the study began, documents were translated and sent to families explaining the

purpose of the study. Families had the choice to sign the form for their child to participate or choose not to participate. I gave participants an overview of the project and what I hoped to gain. I gave pseudonyms for all participants on initial surveys and post chapter surveys as well as graphic organizers so these documents could not be connected back to the actual participants. In the teacher logs, I went back and crossed out names of participants and replaced them with a pseudonym. I did not discuss the study in terms of what specific participants did in order to keep identities private.

Conclusion

In this chapter I described the case study method that I used for this study. The research method was compatible with my small group of participants and sought to answer questions about teaching learning strategies for summarizing to newcomer ELLs. I listed the data techniques and the data analysis. The next chapter represents the results and analysis of my study.

CHAPTER FOUR: RESULTS

This study took place over a period of three months. I used a variety of data collection techniques to get answers to my questions. I collected scripted teaching plans and logs that reflected the lessons that I taught. I collected participant work using graphic organizers, an initial survey, and four chapter surveys from each participant. Through my data collection and analysis, I hoped to find the answers to the following questions: Does reflective explicit instruction in the use of connectors help participants summarize historical events? Does the use of graphic organizers with connectors help participants summarize historical events? Do students perceive the use of graphic organizers to support the use of logical connectors as useful in history and other academic courses?

I organized my results and analysis under each of my three research questions. For research question 1: explicit strategy instruction of logical connectors, I looked over my teacher lesson plans and reflected on teaching logs to see what happened during instruction and how it impacted participant summaries. For research question 2: graphic organizers with logical connectors, I examined participant work in graphic organizers to see how successfully they used logical connectors in their summaries. For research question 3: student perceptions, I looked at participant responses from the initial survey and post chapter surveys to see how participants perceived the use of learning strategies

in history class and other classes.

Research Question One: Explicit Strategy Instruction of Logical Connectors

I looked over my teacher lesson plans and reflected on teaching logs to see what happened during instruction and how it impacted participant summaries. I collected the data to answer the question: Does reflective explicit instruction in the use of connectors help participants summarize historical events?

Teaching Plans and Reflective Logs

As a part of my data collection I wrote up a scripted lesson plan for teaching connectors for each cycle of strategy instruction. I completed eleven cycles in the study. After each strategy cycle I reflected on what happened during the lesson in a log. Then I looked at participant work to see how instruction impacted their summaries. I looked for themes that occurred during the eleven cycles.

Problems. The first, second, and third cycles of explicit strategy instruction brought many challenges. Although I had thought I improved my organizational skills and further developed the logical connector matrix in the pilot study, my instruction lacked the fluidity I had hoped for at the beginning of the study. I realized it would take numerous cycles before we all felt comfortable with the explicit strategy instruction.

In the first cycle of strategy instruction I told the participants what we were doing: summarizing with connectors and graphic organizers. I told them why we were doing the strategy: using logical connectors and graphic organizers can help us understand text

more deeply. I told them why summarizing was important: we can understand the text in our own words which can prepare us for tests in history and other classes. I told them when and where we would summarize that particular day and that summarizing is done after we have worked extensively with the text. Students need to know what they are doing and why they are doing it in order to take ownership of the strategy (Pearson & Dole, 1987; Pearson & Gallagher, 1983).

Modeling the use of the strategy went smoothly. I pointed out the part of the text that I would summarize and the steps to help me summarize. I modeled re-reading the text and looked back in the text for existing connectors. There were no connectors in this text example, so I looked at the two paragraphs to understand the relationship between them. I wrote the following summary: *John C. Calhoun and Daniel had different ideas.* In the guided practice, participants looked closely at the ideas of John Calhoun and Daniel Webster. Participants chose the contrastive connector *in contrast* to use in the summary.

John Calhoun thought states can disobey laws. *In contrast*, Daniel

Webster thought the states must obey all federal laws.

In the application phase, participants applied the strategy to the paragraphed that followed in the text. Participants had problems using connectors independently; time was limited, so we summarized the paragraph together. Participants located the connector, *however*. I guided the participants in the following summary:

People in South Carolina are mad *because* Jackson lowered tariffs *but* sent in troops.

As I looked back at this example, it did not make sense. I gave an example of something positive that President Johnson had done for people living in the South; Johnson lowered tariffs. The second part of the sentence was something negative for the South; Johnson sent in troops. The latter example explains why people in South Carolina were mad, but the former example explains why the South was happy. Time was running out in the class period; I was rushing to finish the instruction and in the process, I had guided participants in writing a sentence that did not make sense. Reflecting on this lesson, I realized I needed to work on the application phase of instruction. I needed to find a way to guide them so they could write their summaries independently. Timing was another issue. I ran out of time doing the instruction. I needed to figure out a better time during the class period to incorporate the strategy instruction in order to make sure that sufficient time was allowed and the process could be done thoroughly.

The second cycle, seven days later, went a little smoother. I was more organized with my materials and felt more prepared to begin instruction. I modeled clearly by sticking closely to my scripted lesson plan. Participants found connectors in the text and we noted a new connector, not on our matrix, *by*, and added it to the list of causal connectors.

By this law (Indian Removal Act), President Jackson paid all of the Native Americans in the East to move.

Participants were able to label the cause and effect clauses in the sentence. In the application process, participants were able to find the connectors in the text, *then* and

later. Fernando did not need prompting to get started. Although he didn't summarize the information with his own words, he was able to use *since* correctly in the summary.

Fernando was quite pleased with his product, or maybe it was finishing before his classmates that made him happy. Alice needed some prompting to get started. She used temporal connectors like the text used. Juan needed the most prompting to get started (see Table 4.1).

Table 4.1

Participants' Summaries for Cycle 2

Cycle	Participant	Summary
2	Fernando	<i>Since</i> nothing helped (suing the government and writing letters) Jackson said they must give up their land.
2	Alice	<i>First</i> , the Cherokee Nation refuse to go, <i>then</i> they sued the state government to let them stay. <i>Finally</i> , the soldiers forced the Cherokee have to move.
2	Juan	<i>First</i> , the Cherokee refused to go, <i>then</i> in 1838, the next president ordered troops to remove the Cherokee.

Usually Alice and Juan finish tasks before Fernando, and I sensed some frustration from Juan. I took that opportunity to talk about the strategy instruction. I said that it would take time and lots of practice to get used to summarizing and to get used to working with the matrix and organizers. Staying organized with the materials would be crucial. I told them that I, too, was having difficulties staying organized and that it was

alright to struggle somewhat. I emphasized the frequency in which they would need to summarize throughout their high school career and that we would practice it at length in history class. I hoped I wasn't leading them down a path of frustration. Was I conveying the message that it would be a work in progress for all of us?

I thought things were on the upswing after the first two cycles of strategy instruction. Four days later, in our third cycle of strategy instruction, we moved into a new chapter and summarized our first two pages. I continued to struggle with organization at this point. I blamed it on Friday morning but knew I was the only one to blame. I came to realize that the explicit strategy instruction was a process that required many components to be successful. Not only did the process require organization of physical materials, but it also required a mental readiness on my part, as well as the participants. During the modeling phase, I forgot to look for connectors in the text prior to the lesson and stumbled through this part. I calmed myself down by going back to the scripted lesson.

In the guided practice we noted the adverb *unfortunately* which we had studied earlier and knew to mean something that was not positive. Participants concluded that the author talked about bad things about the factories, after the adverb *unfortunately*. Alice said that we had contrasting ideas; good things and bad things about the factories. We began the summary with the good things about factories, participants chose *however* to connect the clause with the bad things about factories. The bad things exceeded the good things and participants wanted to list all of the bad things, while I wanted the

summary to be more succinct. This didn't work very well and took a lot of time to work through.

Factories made things quickly and cheaply, *however*, they were nasty, dangerous, boring places to work with little pay.

Looking back on this, the sentence is awkward and I should have split it into two sentences. Again my timing was a factor; participants were losing focus when strategy instruction took a longer period of time. I had to continue working on my timing and guiding the participants into more succinct summaries.

During the application, participants got stuck again. I noted the adverb *gradually* and discussed its meaning. Participants concluded that *gradually* had something to do with time. After discussing the connector, participants used temporal connectors in their summaries. By clarifying this word, and adding it to the connector matrix, I think it helped participants use a variety of temporal connectors in their summaries. Fernando used temporal connectors. Alice used temporal and additive connectors. Juan used contrastive, additive and temporal connectors in his summary (see Table 4.2).

Table 4.2

Participants' Summaries for Cycle 3

Cycle	Participant	Summary
3	Fernando	<i>At first</i> , some workers went on strike second factory owners fought back <i>in 1842</i> the Massachusetts Supreme Court said that workers had the right to strike.
3	Alice	<i>At first</i> , workers went on strike. <i>After</i> the Supreme Court said that workers had the right to strike. <i>Finally</i> , the Union got better pay and safer jobs for workers.
3	Juan	The Unions went on strike, <i>but</i> was illegal, <i>then</i> they got the right to go on strike and have better <i>and</i> safer jobs

After the first three cycles of strategy instruction, I saw many areas I could improve; organization, timing, attending to participant frustration, and struggling on the spot in the guided practice to come up with succinct summaries. The timing of strategy instruction was challenging and I knew I would figure out how I could work through it. I created more ways to stay organized and made sure all of my tools were ready to go before lessons. I changed when we did the explicit strategy in the lesson. Instead of doing it in the middle or at the end of the class period, I did it at the beginning because it was such a highly demanding task. This helped reduce running out of time or rushing the participants through the process.

I thought about Juan's frustration after the second cycle of strategy instruction. Normally Juan does very well in class and is eager to answer questions. This may have been the first time that he wasn't sure how to perform a task. I think another reason for his frustration was that the entire process was new and that it would take time to get used

to. I vowed to give short pep talks before the following strategy instruction cycles. I gave the pep talks at the beginning of instruction and connected the strategy with other classes that they may need to summarize material for. I found out that Alice was taking a health class and for extra credit she could summarize health articles from the newspaper. I also reviewed previous work to remind everyone of the content we would summarize. By doing this I could mentally prepare for the activity and I hoped the participants could do the same.

I reflected on the third strategy cycle of struggling with the participants to compromise on a summary. I decided that I needed to further anticipate what participants might say in summarizing. I started to write ‘sample summaries’ in my scripted lesson plans to prepare me for times when participants may not know how to begin summarizing. From the fourth cycle onward, I included the sample summaries in the guided practice in my lesson plans. I could not rely on participants input entirely, especially with newcomer language skills, and I could not rely on my own skills to think quickly on my feet. The sample summaries acted as a safety net. They gave me ways to question participants and begin a discussion. If we got stuck in the process, we used the sample summary as a way to begin the process of summarizing. I tried to encourage participants to expand on the sample summary in order to construct one together.

Error correction. While participants worked on the application part, I encouraged them to explain why they used specific connectors in their summaries. For the most part, participants could justify why they chose a particular connector. This told me that they had a deep understanding of the text and could show this in their writing. Remarkably,

there were few errors in usage in the study, yet I struggled with how to go about correcting participant error in the application phase. Should I correct mistakes or allow participants to make mistakes?

In the fifth cycle, Fernando used a causal connector, *since*, in his first sentence, and a contrastive connector, *however*, to begin his second sentence (see Table 4.3). I assumed Fernando used *since* because I had used it in the modeling phase of instruction. We used the logical matrix to see how *since* was used in a sentence. I guided Fernando to combine the sentences while erasing the word *however*. I felt it was important to point this out so the next time he tried to use *since* he would understand that he needs both cause and effect and does not need an additional connector. Fernando used *since* correctly later in the study (see cycle 9 in Table 4.3).

Table 4.3

Fernando's Summaries

Cycle	Name	Summary
5	Fernando	<i>Since</i> Elizabeth Cady Staton helped organize a women at the convention. <i>However</i> , they wrote a document like the Declaration of Independence. It said "All men and women are created equal."
7	Fernando	<i>At first</i> , U.S. declared a war on Mexico <i>but</i> Zachary Taylor was leading the U.S. troops, the Americans soon won a big piece of land from Mexico.
9	Fernando	<i>Since</i> the north gets California the south was angry.

In the seventh cycle, Fernando used the contrasting connector *but* in the first sentence. I asked him if the two clauses showed a contrast in information. He answered with, “Is this wrong?” I told him there was a better way to show how the clauses were connected. I tried to show Fernando the connections between the two clauses, but I don’t think he understood. I offered *therefore*, instead of *but*. This is an example of how the language ability of newcomers may hinder the process of understanding their intended meaning. I wasn’t able to get at why he chose *but*. I believe that error correction is important because newcomers need to know that using connectors requires comprehension of the reading passages (Goldman & Murray, 1992). Their understanding of the text is shown through the connectors they use in their writing. If they don’t use them correctly their writing won’t be comprehensible.

Before the sixth instructional cycle, I pondered over how to go about giving feedback and correcting participant work. I looked back at Pearson and Gallagher’s (1983) model of strategy instruction and their concept of “release of responsibility” made more sense to me. The “release of responsibility” is when teachers gradually give over the responsibility of using the strategy to encourage students to use the strategy independently. I was looking for a way to guide the participants without overtly correcting them. When it came time for the application phase I kept the ‘release of responsibility’ on my mind. I focused on my questioning skills, trying to get the participants to examine the text more closely, and released the responsibility of starting the strategy on their own. By giving responsibilities to the participants, I had higher expectations for them to begin their summaries on their own with little prompting from

me. Participants were able to begin the strategy on their own, began to write more succinctly, and continued to use appropriate connectors in their summaries.

With error correction in mind, I went back to the concept that students may not achieve mastery of the strategy (Dole, 2000; Almasi, 2003). Students require different levels of scaffolding based on their interpretation of texts, individual background knowledge and innate abilities to use other strategies (Pearson & Dole, 1983). Fernando may have needed this additional scaffolding while other participants did not. I felt it was necessary to correct improper connector use. I could not overlook the fact that they made mistakes in their writing. I hoped these corrections would provide an example of how to use the connector correctly and participants could learn from this and apply it to future work.

Expanding the strategy. As we moved along in the study, we noticed that there were often few connectors or no connectors in the text. I felt there had to be more steps than the two that we had used; look for connectors in the text and re-read the text. I also wanted to be more focused and have more energy in the process which I hoped would carry over to the participants so they could maintain their focus. Before the seventh cycle, I asked participants to provide ways that we could begin summarizing. They responded, re-read and look for connectors. I reminded them about the notes they took about the text. I wrote these ideas they offered on the board sequentially.

- 1) Re-read the text.
- 2) Look for connectors in the text and write them down.
- 3) Look at notes or organizers about the text.

When we finished one step, we could start on the next one, and continue until we found a way to start summarizing. This encouraged participants to look at their notes again, in a way that they would really have to understand the meaning of them. The notes helped us in particular when we had few connectors in the text to rely on. This step engaged the participants to look through resources and placed more responsibility on them to use the strategies. They had to integrate the text in the book and their notes into a written summary which could prepare them for working with multiple resources. When it came time for the application phase, I heard groans from Fernando. I encouraged them all to follow the steps that we had done in the guided practice. Alice wrote down two connectors, once *again* and *another*, before she began her summary. Juan and Fernando didn't write down any connectors, but they both looked through their notes.

By expanding the steps to summarize, participants were held more accountable for their work. They did not need to depend on teacher initiation to start summarizing as they had many resources to use and sequential steps to help them begin their work. Participants continued to use connectors correctly with less questioning and prompting from me. They were not just combining existing chunks of the text together to write their summaries, but using all of the steps to understand the text in deeper ways. Alice summarized:

The Compromise of 1850 let California become a free state. Another ideas of the compromise made a law called the Fugitive Slave Act to please the South.

Alice used the verbs: *let* and *made*, which show causal relationships in her summary. I did not notice this until my reflection after the lesson. An example like this could be a good point to introduce participants to verbs that show causality, and how authors use them to show causal relationships. Schleppegrell, Achugar & Oteiza, (2005) argue that teaching students these verbs is essential for them to have a deeper understand about history.

The final chapter. It's been three weeks since our last strategy instruction. Nevertheless we jumped back into the process and began our ninth strategy cycle (see Appendix I). In cycle ten, participants summarized two paragraphs that had a lot of information about the Dred Scott case. Alice used contrastive and temporal connectors. Juan used contrastive and temporal connectors. Fernando used temporal, contrastive and causal connectors (see Appendix J). Each participant used three connectors in their summaries about the Dred Scott decision. They were able to use a combination of connectors in their summaries. This suggests that they understood the complexities of the reading and summarized based on the different relationships.

In the last instructional cycle, participants used a variety of connectors in their summaries. Alice used multiple connectors in her summary including additive, contrastive and temporal. Juan used a temporal and causal connector. Fernando used a causal connector (see Table 4.4).

Table 4.4

Participants' Summaries for Cycle Eleven

Cycle	Participant	Summary
11	Alice	Some Southerners wanted to stay and work with Lincoln, <i>but</i> other refused. <i>In 1861</i> , they found a new nation called the Confederate State of America. U.S. was split into two countries.
11	Juan	<i>Just before</i> Lincoln took office some Southerners refused to stay in the Union, <i>so</i> they voted to secede and join together the Confederate States of America.
11	Fernando	<i>Because</i> Abraham Lincoln was elected the South left the Union.

Research Question One Discussion

Reflecting on my data collection for this question I can say that yes, participants were able to use connectors to summarize events through reflective explicit strategy instruction model of Pearson and colleagues (Pearson & Gallagher, 1983; Pearson & Dole, 1987). I noticed many things happening in my reflections of the teaching plans and reflective logs in regards to participant work. Lack of organization affected the flow of the strategy instruction process and contributed to participant frustration. The combination of teaching plans and reflective logs helped me see these difficulties more clearly and prepare for future lessons to address these issues. Participants gradually took more responsibilities in their learning by following teacher-participant created steps to begin summarizing as well as using different sources including the textbook and their own notes to summarize. Participants attended to errors and used connectors correctly on

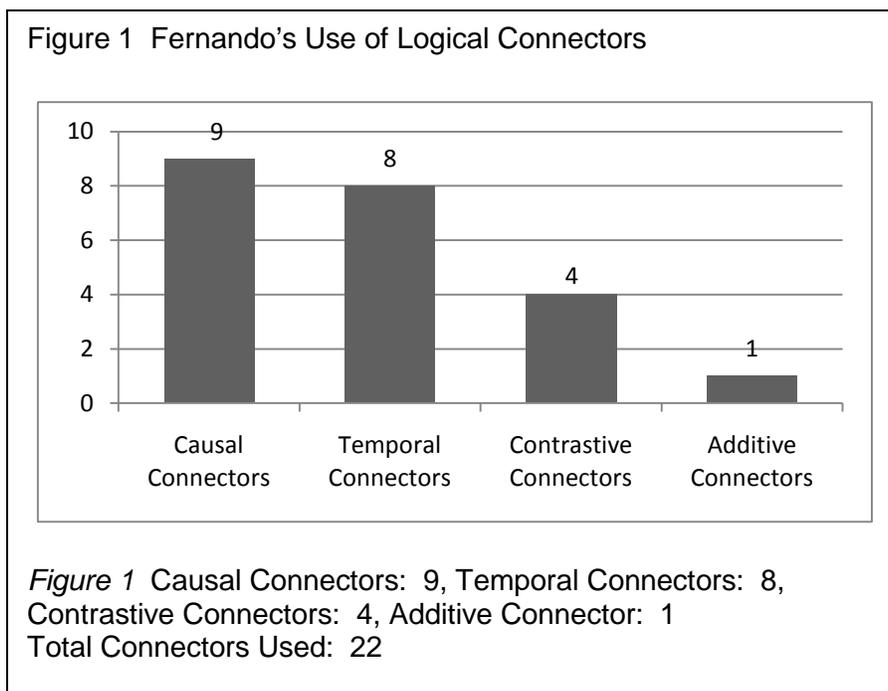
their own; strategy instruction became a task that required both teacher and participant commitment.

Research Question Two: Graphic Organizers with Logical Connectors

I looked at participant graphic organizers and compared the types of logical connectors they used in their respective summaries to Logical Connector Matrix 2 (see Appendix G). I collected this data to answer the question: Does the use of graphic organizers with connectors help participants summarize historical events?

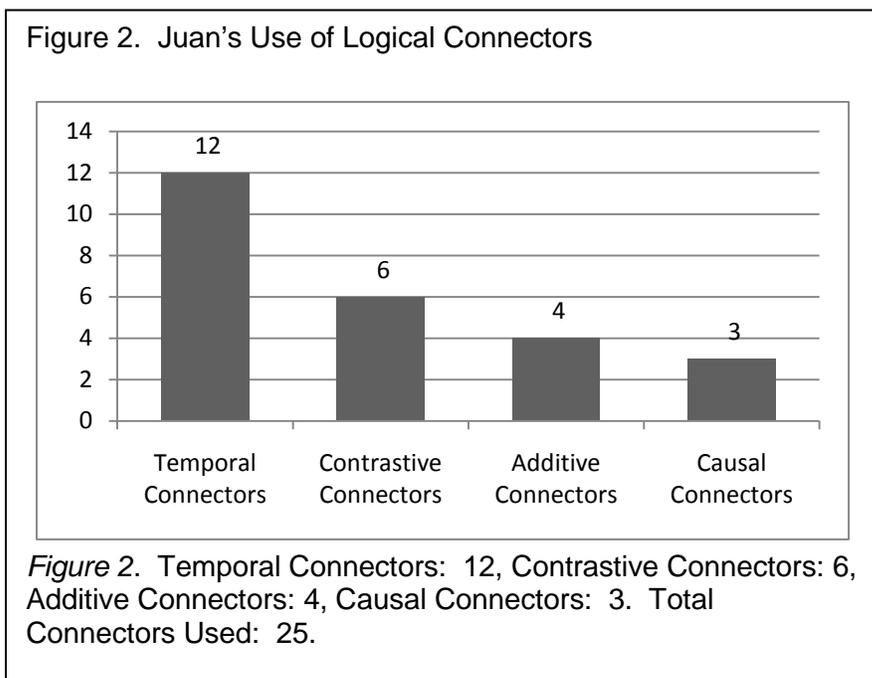
Fernando used a total of twenty-two connectors in his eleven summaries. He used nine causal connectors, eight temporal connectors, four contrastive connectors, and one additive connector (see Figure 1). Fernando was able to integrate all types of connectors in his summaries; this evidence suggests that he understood the text and the usage of connectors to use them in his summaries. Fernando was able to implement connectors used in the modeling phase into his own summary in the application phase in cycle five. Although Fernando needed correction on how to use certain connectors, he was able to use this same connector he struggled with correctly later in the study in cycle nine.

Fernando used causal connectors the most. Fernando used causal connectors in four different summaries to summarize the text when the textbook used mostly temporal connectors. It appears that Fernando was able to see the causal relationships between events and used them in his writing.



In cycle six, Fernando wrote his summary in two different boxes in the graphic organizer. This was fine because the information he wrote in the boxes was in chronological order. He used the organizer in a way that helped him make sense of the information.

Juan used a total of twenty-five connectors in his eleven summaries. He used twelve temporal connectors, six contrastive connectors, four additive connectors and three causal connectors (see Figure 2). Although Juan seemed to struggle at the beginning of the study, he needed little guidance in the application phase over time. Juan used temporal connectors the most in his summaries. He tended to use the same connector type that was in the textbook for writing his summaries. In cycles two and three, Juan used the exact same connector in his summary that was in the textbook.



In the last chapter of the study, Juan used different connectors in his summaries for all three cycles. He used a combination of contrastive and causal connectors while the textbook used mostly temporal connectors. It's possible for Juan that as a way to get started writing summaries, he used the same connectors that he found in the textbook. He might have gained confidence later in the study by using different connectors in his writing. Like Fernando, he may have seen more connections between the events that he was able to show in his summary writing. In cycle six, Juan wrote his summary in two boxes in the organizer. I could tell that he was thinking hard about the summary. He used the third box to begin his summary and re-wrote it in the fourth box. He used the graphic organizer in a way to self-correct his summary. Like Fernando, Juan used the graphic organizer in a way that helped him organize his writing.

Figure 3. Alice's Use of Logical Connectors

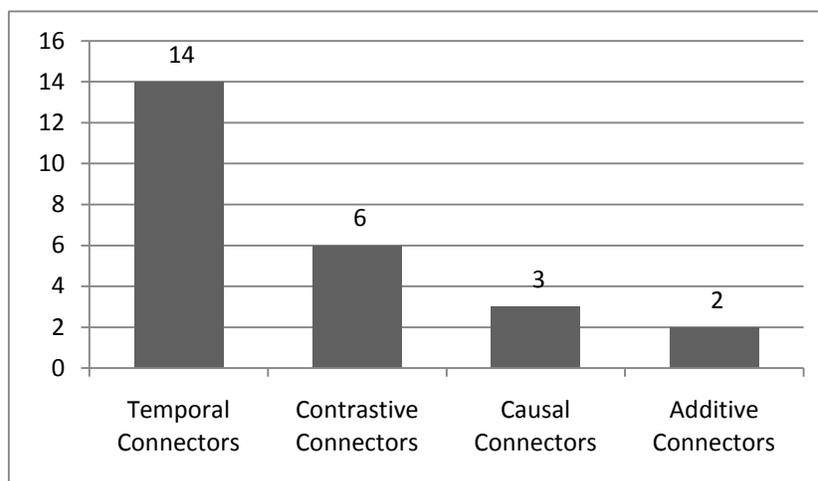


Figure 3. Temporal Connectors: 14, Contrastive Connectors: 6, Causal Connectors: 3, Additive Connectors: 2. Total Connectors Used: 25.

Alice used a total of twenty-five connectors in her eleven summaries. She used fourteen temporal connectors, six contrastive connectors, three causal connectors and two additive connectors (see Figure 3). Like Juan, Alice used temporal connectors the most. Alice often used the same connectors in the text or used a different connector within the same category. For example, if the text used a temporal connector, she would use a different temporal connector in her summary. In cycles three, nine and ten, Alice used three different connectors than the textbook used. It's possible that like Juan, she became more comfortable in the process and expanded her understanding of the text by using different connectors in her summaries. In cycles nine and ten, Alice numbered the boxes in her graphic organizer in chronological order. I assumed numbering the boxes helped

her maintain some organization. She too personalized the graphic organizer to make sense to her.

Students chose connectors from Logical Connector Matrix 2 to use in writing their summaries. Connectors were added to the matrix if we found new ones in the textbook. Students used the matrix throughout the study as an essential guide for summary writing.

As a class in the tenth instructional cycle, we expanded our steps to summarize from three steps to four steps (see page 56).

- 4) Write the connector found in the text above the box in the graphic organizer where the summary would be written.

I hoped step four would act as a reminder to write down the connectors in the text to help them begin their own summary in the application phase. Although participants wrote the connectors above the box on the graphic organizer during the modeling and guided practice phase, participants did not do this in the application phase. It's possible that they did not remember as it was the first day we tried doing it. Remarkably, Alice wrote the connectors: *but, 1861, before, soon* above her summarizing box in cycle 11, the last cycle. It was possible that there was not enough time to practice this fourth step in the study because it was implemented at the end of the study.

Research Question Two Discussion

Participants were able to use successfully use graphic organizers with logical connectors to summarize historical material. Students were able to use Logical Connector Matrix 2 to write historical summaries; this was evident as all participants

incorporated all four types of connectors correctly in their summaries. By using different logical connectors than the textbook used, it might be that they were able to infer further understanding what was not explicitly stated in the text. This may suggest that participants are moving beyond sentence comprehension and moving into intersentential comprehension, where they can understand the relationship of events between larger chunks of text (Goldman & Freeberg, 1992; Schleppegrell & Colombi, 2002). O'Malley et. al (1985a) suggested that more studies be done with specific strategies for specific language tasks; it appears that in this study, participants were successful using the strategy of selective attention with logical connectors and cognitive strategy of graphic organizers in a task like summarizing.

Participants found ways to personalize the organizers to best benefit their learning. Participants used graphic organizers uniquely, numbering their summaries or using the organizer to separate material on their own. This supports what Tang found in her study (1989, 1991a). When participants received explicit guidance in using a graphic to represent information, they were more likely to use graphics to facilitate their learning. This reflected an ownership of using the strategy by personalizing it according to what worked for them.

Research Question Three: Participant Perceptions

The data I collected for this question were participant responses from the initial survey and four post chapter surveys. These surveys asked participants about their perceptions of the metacognitive strategy of selective attention and the cognitive strategy

of graphic organizers. I collected this data to answer the question: Do students perceive the use of graphic organizers to support the use of logical connectors as useful in history and other academic courses?

Initial Survey Questions

The initial survey was administered at the beginning of the study (see Appendixes A and B).

Have you used any organizers to help you understand this information? All of the participants responded, yes. Juan and Fernando responded by drawing a picture of a word wheel. A word wheel is an organizer used for working with vocabulary that includes definitions, synonyms, a sentence using the vocabulary word, and a visual representation. This organizer was used in history class frequently. Alice drew a picture of a word wheel and a sequencing organizer. Both of these organizers had been used in history class. I believe that because participants already had experience using graphic organizers that they would view them as helpful.

In what classes have you used organizers? Juan and Fernando circled the prompts for English, history and math, while Alice circled history and English. Their responses showed that they have used organizers in multiple classes. This may suggest that participants understand the different types and purposes for using graphic organizers, and the applicability of them to other content areas.

Are these organizers helpful for you to understand information? Alice responded, “Yes they are helpful because the information is short and more important so it easy for me when I study or remember.” Juan responded, “Yes they are helpful because the

information is more clear I understand better with the organizers.” Fernando responded, “Yes they are helpful because the learning is easy to understand.” The initial survey responses showed that all participants had experience with graphic organizers prior to the study in at least two different classes. Their answers reflected positive experiences with graphic organizers. Alice referred to the ease of remembering the information because of its length. Juan said that his understanding was enhanced by the use of organizers. Fernando said the learning was easier to understand. Participants already had positive experiences with graphic organizers and concluded that they help their learning.

Post Chapter Surveys

Participants completed four post chapter surveys. Each survey was completed after the end of the chapter test (see Appendixes A and F). The post chapter survey has four questions reflecting on the use of graphic organizers and the use of logical connectors.

Did the activity help you summarize the information in the chapter (see Appendix K)? Participants said that the activity (activity meant graphic organizer) helped them summarize information. Alice made a comparison of the summary with text in the book, “made information shorter than and easier than the information in the book.” Her fourth post-survey response, “...I need to read more time and then summarize that help me remember for long time.” I’m not sure what the first part refers to, but my understanding is that working with the summary helped her remember information for a longer period of time. Juan’s response after the first cycle, “... when I’m done with this activity, is easier to understand the whole chapter.” I gathered from his response that the summaries were a

more concise way to understand the material from the entire chapter. Fernando's response was that the material was easier to understand in a summary with the exception of the last cycle: "I can learn things in order to order." It appeared that he could understand the events in the graphic organizer as sequential events.

Did the activity help you use connectors to summarize information? All participants felt confident using logical connectors in their summaries. Alice and Juan checked the sentence, *I could use the connectors to summarize the information*, in each of the four surveys. Fernando checked this sentence three out of four times, with the exception of the last chapter. He checked the sentence, *I could use the connectors a little to summarize information*. After looking back at his work it is difficult to pinpoint why he said this. It is possible he said this because I worked with him on the final summary to be more detailed. He may have felt that he was not able to use a connector, although the details I helped him with were not focused on his connector usage.

How could this activity help you prepare for tests (see Appendix L)? Alice generally found that the activity helped her prepare for tests, "I don't feel confuse before I take a test." In her final response she compared studying with the summaries to the book, "Study with the summarize more easier than study in the book." It appeared that Alice found a real usefulness using the graphic organizers by her detailed reflections. Juan said, "...it's something small and clear to understand that I write by myself or with the help of my teacher." Juan's answers were similar over time although there was no strong link between his responses and test-taking. He did not circle did, or did not, in his response, although his writing suggests that he found them helpful. It is possible that

when he said "...easier to study." that he meant studying for tests. Fernando communicated the ease of studying with the summaries. Similar to Juan, his answers did not reflect a direct link to studying for tests, although his responses suggest that summaries were easy to study in reference to test-taking. It's possible that Alice was able to give examples of her personal study skills to prepare for tests, while Juan and Fernando did not give examples. This may have resulted in the lack of specificity in the answer prompt for this question in eliciting data relevant to test-taking.

Do you think you can use this activity in other classes to help you summarize information (see Appendix M)? Alice said the activity helped her in many courses including math, health, English and art. Alice and Juan wrote the importance of the activity helping them take tests in other classes. Alice said it helped her "...understand the word in class and the word in the chapter we took." "I always study the summarize before the test." Alice was able to transfer the use of the strategies to other classes. Juan said, "...something easy to study for tests." In his first response, Fernando wrote that the activity could help him in English and math. In the second part of the question, Fernando wrote additional courses such as history and biology but didn't give specific examples of how it could help him in English and math. This should have been clarified earlier in the study. Although Fernando said the activity helped him in math during the first cycle, by the last cycle, he emphasized that it did not help him in math. "...help me understand English, social studies, science, health, some others except MATH!" Fernando struggled in math and did not see the applicability of this activity to math class.

Research Question Three Discussion.

Based on the responses from the initial surveys, participants were already familiar with using graphic organizers and said that they were helpful for understanding material. I wanted to see if their perceptions would change over time. Through participants' varied responses in the post chapter surveys, all participants perceived the use of graphic organizers as a useful strategy in history and other classes. This supports Tang's (1991b) findings that when students found graphic organizers helpful, they were likely to apply this strategy to other content classes. Alice was able to give concrete examples in her reflection, yet responses from Juan and Fernando lacked examples which may have been due to the data collection tool. Fernando did not see how graphic organizers could help specifically in math. His response suggests that for him, using graphic organizers can be a useful learning strategy, but not for all content areas. All participants said that they were able to use graphic organizers with the strategy of selective attention with logical connectors in all four post chapter surveys. Based on participants' surveys, graphic organizers enhanced their understanding of historical content and participants indicated that the strategy could help them in other classes.

Conclusion

Does reflective explicit instruction in the use of connectors help participants summarize historical events? Yes, participants were able to successfully write summaries using logical connectors through explicit strategy instruction. Through teacher reflection of the strategy, error correction and expansion of the strategy were addressed;

participants also took more responsibilities for using connectors and using resources to write summaries on their own. Explicit strategy instruction became a task that required commitment on the part of both teacher and participants.

Does the use of graphic organizers with connectors help participants summarize historical events? Yes, participants successfully used graphic organizers with logical connectors to summarize historical material. Participants used all types of connectors in their writing, and often used different connectors than the text used which suggests they had deeper understanding of the text. Participants were able to individually personalize the graphic organizers according to their style of learning.

Do students perceive the use of graphic organizers to support the use of logical connectors as useful in history and other academic courses? Both initial survey responses and post chapter survey responses show that participants had positive experiences with graphic organizers. Participants reported that they were able to use logical connectors in the graphic organizers to help them summarize information in history. Participants also gave examples in their reflections on why graphic organizers were useful in history and other classes, although the classes in which they found them useful differed between participants.

CHAPTER FIVE: CONCLUSION

In this study I attempted to answer the questions: Does reflective explicit instruction in the use of connectors help participants summarize historical events? Does the use of graphic organizers with connectors help participants summarize historical events? Do students perceive the use of graphic organizer to support the use of logical connectors as useful in history and other academic courses? In this chapter I examine the major findings and limitations of this study, as well as implications for teachers and suggestions for future research.

Major Findings

Research Question One: Explicit Strategy Instruction of Logical Connectors

Through collective problem solving by teacher and participants, explicit strategy instruction helped participants summarize historical text. Freeman's steps for data collection (1998) helped me find areas in the strategy instruction that needed improvement (see Appendix H). I was able to address these concerns in subsequent lessons and as a class we were able to create a system of instruction that worked best for all of us. Throughout the study, participants gradually took more responsibility for using connectors and available resources to write summaries on their own. This aligns with Pearson and Gallagher's (1983) notion of 'release of responsibility' where participants

take ownership of the strategy and are able to perform it autonomously. The process required extensive collective input from both teacher and participants.

Research Question Two: Graphic Organizers with Logical Connectors

Participants were able to use graphic organizers with logical connectors to summarize historical material. Participants used different connectors in their summary writing than the text used, which suggests they may have inferred deeper meaning from the text and are beginning to understand the text as a whole (Goldman & Freeberg, 1992; Schleppegrell & Colombi, 2002). Participants were able to individually personalize the graphic organizers according to their style of learning. This coincides with Tang's findings (1989, 1991a) that when participants had guidance in using a graphic, they were more likely to use it on their own.

Research Question Three: Participant Perceptions

Based on detailed participant responses from the initial survey and post chapter surveys, participants said the graphic organizers with connectors helped them summarize events in the chapters by making material more concise and easy to read. Participants also said that graphic organizers were helpful for history class and some other classes. They gave examples for the benefits of using the graphic organizers in such classes as English, art, and health. This supports Tang's (1991b) findings that when participants found graphic organizers helpful, they were likely to apply this strategy to other content classes. Based on participant reflections, participants felt graphic organizers could be applied to other content areas.

Limitations

This study had some limitations. One area was the literacy level of the learners in the case study. Although the participants came from varied backgrounds, all participants were literate in their native language. This may have led to their ability to use the learning strategies to summarize. I cannot say that the same results would be found for learners with low literacy in their native language in a similar study. Furthermore, a case study cannot be applied to other cases as it is particular to the bound group (Merriam, 2001). Therefore, the findings of this study cannot be generalized and applied to other cases.

Another area in this study that needed improvement was my questions in the post chapter surveys. I should have provided sample answers to my questions in order to get more specific responses. For example, Alice gave me more detailed examples of how she could use the activity to help her in other classes, while Juan and Fernando gave me general examples. When participants were asked if the activity helped them prepare for tests, Alice gave detailed examples of how they helped her, yet Juan and Fernando did not give detailed examples. I wanted more detailed examples from participants, which my questions did not reflect. I should have clarified this further at the beginning of the study.

Another limitation of the study was allowing enough time after the lesson to do a reflection. I noticed that when I reflected as soon as possible after the lesson, I remembered more details and wrote down more of my interaction with the participants in the application phase. When school became more hectic at the end of the year, my

reflections were not as detailed. The richer the reflection, the more helpful it was for me to understand how participants progressed through the study.

Implications

Researchers have examined the kinds of strategies that successful language learners use (Cohen, 1998; O'Malley et al., 1990) and many program models have promoted the effectiveness of teaching a variety of learning strategies to help second language learners (Chamot & O'Malley, 1990; Echevarria, Vogt & Short, 2008). There is less research on how to go about teaching these strategies explicitly. There should be more research on how frameworks can help teachers implement strategy instruction. If teachers are told to teach strategies, but not how to teach them, strategy teaching can feel overwhelming. For this study I focused on two strategies over a longer period of time. I felt that in order to implement learning strategies, I needed to start small, with one or two, instead of being overwhelmed with a multitude of them. I did this in order for participants to have sufficient practice and time to become comfortable using the strategies and to be able to use them autonomously. I believe taking the time to implement fewer strategies and practicing the strategies over a longer period of time can help participants see how they can use strategies on their own. When teachers and participants feel a level of comfort, they can move on to other strategies using a similar framework for instruction.

Teaching a difficult skill like summarizing can be done through teaching language in a social studies course. As Short (2002) found in her study, language can often be

forgotten while teaching content. Doing strategy instruction on a consistent basis helped me as a teacher incorporate language instruction into the content course through a task like summarizing. I believe it also helped participants realize that strategy instruction served a real purpose to help them summarize historical information. If participants can see the purpose of strategy use, they may be more active participants in their learning.

Using the teacher plans and reflective logs in combination with the graphic organizers was very helpful to see how the explicit strategy instruction evolved. Looking at participant work, as well as my plans and reflections gave me much more insight than only looking at participant work. If I had strictly depended on the graphic organizer for data, I could not get a sense of why participants made particular choices, or the context of that particular day. The reflections helped me understand my interactions with participants and the contributing factors for that day, for example, participant attitude, teacher attitude, and the complexity of the text. As a teacher, I am always looking for ways to improve my instruction and the teacher reflection provided a simple way to do that. If possible, teachers should do a short reflection after instruction to pinpoint areas of strengths and weaknesses within a particular lesson as a way to further their own learning, and to further student learning. Using the reflection can help teachers prepare future lessons targeting specific areas with learners to help them be successful.

This study also emphasized the important of language teaching in content areas. In order to teach history, content teachers and ESL teachers need to know the language necessary for reading history and writing about history. Functional linguistic analysis can be used to examine participant writing. Schleppegrell and Go (2007) found that

using functional linguistic analysis of student writing provided teachers with ways to analyze and give specific feedback to students on their academic writing. Teachers may be able to help students become more proficient readers and writers by incorporating functional linguistic analysis into lessons.

Further Research

Functional linguistic analysis may help learners become more proficient readers and writers and should be explored in further studies that incorporate ELLs and learning history. The task of summarizing history aligns with the genre of historical account (see page 23). Schleppegrell (2005) argues that students need to move beyond understanding historical accounts to more complex historical explanations and historical arguments as a way to develop advanced literacy in social studies. As newcomers develop their language proficiency, textbooks become more challenging for them. Fang and Schleppegrell (2010) argue that learners need to learn how language is used to communicate meaning in these challenging texts. Teachers and students should engage in functional linguistic analysis in order to get at the meaning of these texts. To understand meaning in textbooks, students need more instruction to understand how cause is depicted in these texts; not only is cause shown through the use of connectors, but also through the use of verbs, prepositions and nominalizations (Schleppegrell & Colombi, 2002; Halliday, 1994). Halliday (1994) says educators need to look at “grammatical metaphor” where words can mean more than one thing. For example, this study used *then* as a temporal connector, but it can also be used to show causal

relationships. These concepts should be addressed by teachers to help students comprehend more advanced texts.

Further studies could be done on student reflections of learned strategies. One that is of particular interest to me is student shared experiences, in particular situations and contexts, or what are referred to as language learning histories (Oxford & Green, 1996). These histories are student reflections of strategies that help them understand language. These histories can span from months or years in the past. Oxford and Green (1996) found that students may have a better view of their learning strategies over a longer period of time rather than immediately after using a strategy. Lower proficiency students can respond to question prompts with short answers. Students can expand their understanding of the types of strategies they use, and how these strategies help them learn. Oxford and Green (1996) say that language learning histories work well in a writing class because the histories act as an authentic task for writing. Not only can teachers get insight into problems students may have, but students can learn from each other from sharing their histories.

Personal Insights

I was amazed at what my newcomers did in this study. I believe that as long as newcomers are supported and have multiple opportunities to practice something, they can take responsibility for their learning at an early stage of their language proficiency and be successful. As Alice said, “Find out what newcomers know; don’t focus on what they don’t know.” Her statement stuck with me and made me realize that although

newcomers face numerous challenges, especially at the secondary level, they are capable of doing highly demanding work. At first I was a little worried about how they would handle a difficult task like summarizing, but after completing the study, I feel that I can continue to maintain high expectations of their work.

Through the struggles in this study, I realize how important organization and persistence are in teaching. I think of myself as an organized teacher, but after this study, I now understand that organization is half the battle. Persistence was the other skill that was important for success. As a class, we used the strategies for three months, although at times we got frustrated, we all came out of the study with better abilities. Students were able to summarize independently using learned strategies. I believe that I can explicitly teach different learning strategies using the framework in this study. I won't be hesitant to teach strategies, particularly if I am not successful in teaching strategies after the first attempt. Although scripting lesson plans and doing reflections took time and organization, I think it helped me see what was happening in my classroom.

I hope to share my knowledge that I learned from this study with colleagues. I hope to communicate that strategy instruction requires an immense amount of time and reflection and that finding a framework to implement the instruction is extremely important for teachers. I also hope to share how I used the chain of events graphic organizer for summaries, and the logical connector matrix with students. I know that having handy tools as a teacher is extremely important, but with the demands of time, teachers are not always able to develop helpful materials. I think the logical connector matrix can help ELLs in any area of writing. I believe it can help students write more

clearly about ideas and concepts. Students are often asked to compare and contrast information or defend arguments or ideas, so I believe the logical connectors can help them become stronger writers.

Conclusion

My grandfather and I were able to put the pieces of the Japanese picture puzzle together and return them to their home. As I continue to read about World War II and listen to my grandfather's stories, the war has gone from a dry, abstract list of events to a real and personal event. My hope with this study was to help students put pieces of American history together to make their own meaning. The puzzle pieces in this study were the learning strategies. Students were able to use learning strategies to make meaning of American history through their own personal summaries. I hope these students will continue to use strategies to make meaning in other classes and to achieve their goals.

APPENDIX A

Calendar for Explicit Strategy Instruction

Appendix A: Calendar Dates for Explicit Strategy Instruction

Pilot Study:

Chapter 8-Moving West

Cycles:

Chapter 9-The Age of Jackson

Chapter 10-A Time of Change

Chapter 11-Two New States

Chapter 12-Seven Years to the Civil War

Moving West	Age of Jackson	Time of Change	Two States	Seven Years to Civil War
Pilot Study				
Trial 1: February 8, 2010	Cycle 1: March 5, 2010	Cycle 3: March 19, 2010	Cycle 6: April 15, 2010	Cycle 9: May 18, 2010
Trial 2: February 11, 2010	Cycle 2: March 12, 2010	Cycle 4: March, 25, 2010	Cycle 7: April 20, 2010	Cycle 10: May 21, 2010
		Cycle 5: March 30, 2010	Cycle 8: April 23, 2010	Cycle 11: May 25, 2010

APPENDIX B

Initial Survey

APPENDIX C

Logical Connector Matrix Version 1

Appendix C: Logical Connector Matrix Version 1

Additive	Adversative	Causal	Sequential
Addition- also and too as similar to be like	Conflict/Contrast but however in contrast unlike while on the other hand yet	Cause/Reason since as because (of) for this reason as a result (of this)	Chronological and Logical next then first, second, third, after that, meanwhile soon finally before, after
		Effect/Result as a result to cause the reason for so because (of this) therefore	

From *The Grammar Book: An ESL/EFL Teacher's Course*, Celce-Murcia and Larsen-Freeman, 1983 and *The Essentials of English*, Hogue, A. Longman: 2003

APPENDIX D

Chain of Events Graphic Organizer

Appendix D: Chain of Events Graphic Organizer

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APPENDIX E

Lesson Plan and Teaching Log

Appendix E: Lesson Plan and Teaching Log

Date	Teacher Plan	Teacher Log/Reflection
Strategy:		
Direct Explanation What? Why? When? Teacher		
Modeling-Think Aloud How? When? Where? Teacher-Participants		
Guided Practice How? When? Where? Coaching/Feedback Participants-Teacher		
Application Ownership of the what, why, how, when and where of strategy Participants-Participants		

APPENDIX F

Post Chapter Survey

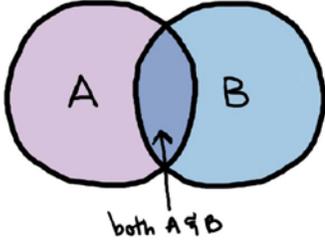
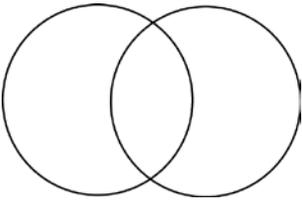
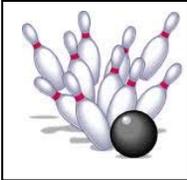
Appendix F: Post Chapter Survey

Participants	
Date	
Did the activity help you summarize the information in the chapter?	<p>Circle one and explain why.</p> <p>Yes a little No</p> <p>The activity <u>helped me/helped me a little/didn't help</u> me summarize information</p> <p>because _____</p>
Did the activity help you use connectors to summarize information?	<p>Put a check next to the sentence.</p> <p>_____ I could use the connectors to summarize information.</p> <p>_____ I could use the connectors a little to summarize information.</p> <p>_____ I could not use the connectors to summarize information</p>
Do you think you can use this activity in other classes to help you summarize information?	<p>Circle one and explain why.</p> <p>Yes Maybe No</p> <p>I <u>can/I can maybe/I can not</u> use the activity in _____</p> <p>class to help me understand</p> <p>_____</p>
How could this activity help you prepare for tests?	<p>This activity can/ can't help me prepare for chapter tests because</p> <p>_____</p> <p>_____</p>

APPENDIX G

Logical Connector Matrix Version 2

Appendix G: Logical Matrix Version 2

For similar information			For different (conflict/contrast) information		For cause and effect relationships	For information in chronological order	
<p>VENN DIAGRAM!</p> 					<p>cause → effect</p> 	<p>1-2-3-4-5-6-7-8</p> 	
Beginning	Middle	End	Beginning	Middle		Beginning	Middle
<p>Besides In addition to... Like Also, In addition, Both...and ...</p>	<p>and similar to</p>	<p>too. also. as well.</p>	<p>While Unlike However, In contrast, On the other hand, Although</p>	<p>,while ,yet ,although ,but ;however,</p>	<p>(Cause). <u>Therefore</u>, (effect.) (Cause); <u>therefore</u>, (effect.) (Cause). <u>So</u>, (effect.) (Cause); <u>so</u>, (effect.) <u>Because</u> (cause), (effect.) <u>Since</u> (cause), effect. <u>As a result of</u> (cause), (effect). (Effect) <u>since</u> (cause). (Effect) <u>because</u> (cause).</p>	<p>First, Second, Third, Next, Then, Later, Before After Finally,</p>	<p>before after</p>

APPENDIX H

Data Collection: Lesson Plan and Reflective Log

Appendix H: Data Collection: Lesson Plan and Reflective Log (Freeman, 1998)

- 1) Write the lesson plans.
- 2) Leave space for personal notes.
- 3) Teach.
- 4) During class, note participants behaviors, problems, outcomes, last minute changes.
- 5) Review notes and lesson plans and write a log that shows most obvious points from the lesson.
- 6) Reference the log to the lesson plans; what was planned and what actually occurred.

APPENDIX I

Participants' Summaries for Cycle Nine

Appendix I: Participants' Summaries for Cycle Nine

Cycle	Participant	Summary
9	Alice	The South liked the Kansas-Nebraska Act <i>because</i> they get more slave states. <i>However</i> , the North (were) angry because they thought the South get more power by this law.
9	Juan	The South liked the Kansas-Nebraska Act. Some Northerners liked the law, <i>while</i> some others were outraged because slavery would expand.
9	Fernando	The South liked the Kansas-Nebraska Act. <i>In contrast</i> , the Northerners were outraged <i>because</i> they don't want slavery expand more and more.

APPENDIX J

Participants' Summaries for Cycle Ten

Appendix J: Participants Summaries for Cycle Ten

Cycle	Participant	Summary
10	Alice	Dred Scott sued to be free <i>but</i> the Supreme Court decided no, Scott wasn't free. <i>By 1857</i> , the Supreme Court ruled against Scott wherever a slave goes, they are still a slave.
10	Juan	Dred Scott was a slave who went to a free state to live. <i>Then</i> , his master took him back. He wanted to be free, <i>but</i> the Supreme Court said, "NO." <i>And now</i> slave owners can take their property anywhere.
10	Fernando	<i>In 1857</i> , the Supreme Court ruled against Scott it said a slave was not a citizen <i>and</i> had, "no rights which the white man was bound to respect." <i>However</i> , the Dred Scott decision said that the constitution protected slavery <i>because</i> of this the Missouri compromise was unconstitutional slave owners could take their property anywhere.

APPENDIX K

Participants' Reflections: Strategy and Chapters

Appendix K: Participants' Reflections: Strategies and Chapters

Did the activity help you summarize the information in the chapter?

Name	3/15/10	3/30/10	5/3/10	6/9/10
Alice	Yes, activity helped me summarize the information because it made information shorter than and easier than the information in the book	Yes, activity helped me summarize information because it helped me understand and remember the information	Yes, the activity helped me summarize the information because I can find almost information for the test with this activity.	Yes, the activity helped me summarize me information because I need to read more time and then summarize that help me remember for long time.
Juan	Yes, the activity helped me summarize the information because when I'm done with this activity, is easier to understand the whole chapter.	Yes, the activity helped me summarize the information because is easy and I can understand.	Yes, the activity helped me summarize the information because I understand better the whole chapter with a small text.	Yes, the activity helped me summarize the information because is easy to understand the whole lesson or chapter.
Fernando	Yes, <u>did not circle helped me</u> because with this activity is easy to understand	Yes, <u>did not circle helped me</u> because easier to understand and they could give me a lot of information	Yes, <u>did not circle helped me</u> because easy to understand.	Yes, <u>did not circle helped me</u> because I can learn thing in order to order (<u>chronological</u>)

APPENDIX L

Participants' Reflections: Strategy and Tests

Appendix L: Participants' Reflections: Strategy and Tests

How could this activity help you prepare for tests?

Name	3/15/10	3/30/10	5/3/10	6/9/10
Alice	This activity can help me prepare for tests because I can summarize the information and I don't feel confuse before I take a test	This activity can help me prepare for tests because it summary the information.	This activity can help me prepare for tests because have enough information, easy way for study and remember.	This activity can help me prepare for tests because I can summarize all the information and study with that one. Study with the summarize more easier than study in the book.
Juan	This activity <u><i>did not circle either can/can't</i></u> help me prepare for tests because It's something small and clear to understand that I write by myself or with the help of my teacher.	This activity <u><i>did not circle either can/can't</i></u> help me prepare for tests because the information is clear and in small paragraphs.	This activity <u><i>did not circle either can/can't</i></u> help me prepare for tests because is easier to study.	This activity <u><i>did not circle either can/can't</i></u> can help me prepare for tests because the information in it is clear and easy to understand.
Fernando	This activity can help me prepare for tests because is more easy to study with this activities.	This activity <u><i>did not circle either can/can't</i></u> help me prepare for tests because more easy to study.	This activity <u><i>did not circle either can/can't</i></u> help me prepare for tests because easy to study.	This activity <u><i>did not circle either can/can't</i></u> help me prepare for tests because this activity can help me because it would be easy to understand.

APPENDIX M

Participants' Reflections: Strategy Transfer

APPENDIX M: Participants' Reflections: Strategy Transfer

Do you think you can use this activity in other classes to help you summarize information?

Name	3/15/10	3/30/10	5/3/10	6/9/10
Alice	Yes <u><i>no choice was circled</i></u> use the activity in math class, health class to help me understand the word in class and the word in the chapter we took.	Yes <u><i>no choice was circled</i></u> use the activity in English class to help me understand easier.	Yes I can use the activity in English class, health class to help me understand the book I read and I always study this summarize information before I take a test.	Yes <u><i>no choice was circled</i></u> use the activity in English and art class to help me understand when I take a test I need to summarize the information and I also used this activity.
Juan	Yes <u><i>no connector is circled</i></u> use the activity in English class to help me understand better the lessons of the chapter It's something easy to study for tests.	Yes <u><i>no connector is circled</i></u> use the activity in English class to help me understand the chapters.	Yes <u><i>no connector is circled</i></u> use the activity in English class to help me understand better things in the chapter and get ready for a test or quiz.	Yes <u><i>no connector is circled</i></u> use the activity in English class to help me understand a chapter and be ready for tests.
Fernando	Yes <u><i>no connector is circled</i></u> use the activity in English and math class to help me understand more better the English or math.	Yes <u><i>no connector is circled</i></u> use the activity in history class to help me understand English, math.	Maybe <u><i>no connector is circled</i></u> use the activity in English class to help me understand American history, English biology, history	Yes <u><i>no connector is circled</i></u> use the activity in English, History, other classes, not Math! class to help me understand English, Social studies, science, health, some other classes except MATH!

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