Are English Language Learners being misclassified as students with special needs?

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ABSTRACT

Classifying English Language Learners as students with disabilities has been a growing problem within urban schools. Although there are different processes to go through in order to classify a student with special needs or to get English Language Learning services, some teachers continue to believe that students are not in the correct placement. Two English as a second language teachers, two general education teachers, one special education teacher and one psychologist in an urban setting participated in this study that looked to examine their views on English Language Learners and how the teachers run their classrooms. Findings indicate that the way teachers set up their schedules and the way teachers view the definition of English Language Learners may affect student behavior in the classroom. Therefore,
INTRODUCTION

The purpose of this study is to examine if English Language Learners are being wrongly classified as students with disabilities. The study will document a teacher’s perspective on a bilingual classroom and determine how one acquires language, how one is considered for special education services and how one is considered to be an English Language Learner. The desired outcome is to help teachers at Sunshine School become aware of the effects that assessments and other aspects of learning have on the success of students; especially when they are wrongly classified as a result.

A number of studies have been conducted about English Language Learners and their classifications. This is a crucial topic to study because research shows that English Language Learners can possibly be classified wrongly as special education students. There seem to be many students in bilingual programs. Many of these students from the bilingual program may end up in special education programs. Why are English Language Learners being put into special education classrooms? Are they really students with disabilities or are they students who have not succeeded on assessments or are acting out in class because they “just don't get it”? If these questions are answered it may help teachers in the future to classify English Language Learners more appropriately.

Klingner and Harry, research special education referrals, stated that “educators often misinterpret English Language Learner’s lack of full proficiency in English as low intelligence or as a learning disability.” This is not only an issue for those schools conducted within Klingner and Harry’s studies, but may be the same problem in urban schools in the Rochester area. Macswan and Rolstad, special education researchers, believe that poor language tests account partly for English Language Learners disproportionate representation in special education. Their previous research indicates
that English Language Learners identified in both languages have relatively high rates of identification in special education.

This is a significant issue for study because in order for students to succeed in education they need the right tools and services to guide them. Even the majority of English Language Learners with disabilities tend to receive special education services in segregated contexts. This can bring a problem into some classrooms because students aren’t being taught state curriculum and are being forced away from the general population of learners (which could help their learning). These decisions need to be addressed to determine whether or not the students are getting what they need to succeed. Segregating these students isn’t necessarily going to help them. How is one determined to be an English Language Learner? How is one considered a student with disabilities? These things need to be looked at before making placement decisions. Once a student is labeled as a special education student it is difficult to release that label, so let’s make sure it is the appropriate thing. Therefore we need to address the issue of “Our English Language Learners being misclassified as students with disabilities?”
LITERATURE REVIEW

The number of ELL students has increased within schools around the nation (Artiles, Hardin, Roach-Scott, Peisner-Feinberg, 2007). The number of school aged children who spoke a language other than English at home grew from 3.8 million to 9.9 million between 1979 and 2003 (Mays, 2008). Now, 43% of the nation’s teachers had at least one ELL student in their classrooms (Klinger, Artiles & Barletta, 2006).

Some of these English Language Learners are misunderstood for people with disabilities, according to Artiles & Harry 2006. A learning disability is a disorder that affects academic functioning (Artiles & Harry, 2006). When students do not adequately respond to the second tier of intervention, they either qualify for special education or for an evaluation for possible placement in special education. Language acquisition can be easily misunderstood as learning disabilities (Artiles & Harry, 2006) which results in this evaluation. Many researchers have determined this misunderstanding within their research (Klinger, Artiles, Barletta, Harry, Hardin, Roach-Scott & Peisner-Feinberg). Klinger, Artiles & Barletta discovered in their studies that some ELL students are being placed in special education; particularly those ELLS considered lacking proficiency in their first and second language. Harry, Artiles and Abedi, 2006, have determined within their research that educators often misinterpret ELLs lack of full proficiency in English as low intelligence. Language factors that affect the performance of ELLs may also influence the performance of students with learning disabilities and this is why there is this misinterpretation. The language factors that affect performance can make ELL students with lower levels of English particularly vulnerable to misclassification (Klinger and Artiles, 2006). According to Klinger, Artiles and Barletta, the most common
misclassification among ELLs into special education is learning disabilities. The second most common is speech and language impairment (Klinger, Artiles & Barletta, 2006). Many researchers agree that there is a growing concern about these inappropriate referrals of ELLs to special education (Klinger, Artiles, Harry & Abedi, 2006-2007).

Some teachers hesitate to refer ELL students to special education because they cannot determine if their reading difficulty is due to second language acquisition or LD (Klinger, Artiles & Barletta, 2006), which may also be a growing issue. Many teachers result in testing students to determine the correct classification of ELL students (Klinger, Artiles & Barletta, 2006). Also, IDEA legislation requires that all students be included in national and state assessments (Klinger, Artiles & Barletta, 2006). Yet, assessments in English are constructed for native English speakers, not for students who have a native language other than English (Abedi, 2006). The field has not developed a test of language proficiency that can adequately determine when a child with a primary language other than English is ready to be tested in only English (Harry & Klinger, 2006). Most students are pushed towards testing, based on poor academic performance or behavioral issues that have indicated a need for special education. Language assessment policy and poor language tests partly account for ELLs disproportionate representation in special education (Macswan & Rolstad, 2006). Many researchers recommend that changes in language tests occur (Macswan, Hardin, Roach-Scott, & Peisner-Feinberg 2006-2007).

English Language Learners face many barriers that hinder academic success (Mays, 2008). It is critical that educators discern between second language acquisition and special needs (Artiles & Klinger, 2006). If this is not done these students may continue to be misclassified, which may negatively affect their success (Artiles & Klinger, 2006).
Along with researchers such as Klinger and Harry 2006, I believe that something needs to be done to correctly determine whether an ELL student is struggling due to language acquisition or due to having special needs. I have decided to do my own research in an urban setting to determine for myself what is occurring with this issue in local urban schools.

A number of studies have been conducted about English Language Learners and their classifications. Some of the studies on English Language Learners have been conducted by Hardin, Roach-Scott, Peisner-Feinberg, Klinger, Harry & Barletta 2006-2007. This is a crucial topic to study because research shows that English Language Learners can possibly be classified wrongly as special education students. There seem to be are many students in bilingual programs. According to Klinger and Harry 2006, many of these students from the bilingual program may end up in special education programs.

Why are English Language Learners being put into special education classrooms? Are they really students with disabilities or are they students who have not succeeded on assessments or are acting out in class because they “just don’t get it”? If these questions are answered it may help teachers in the future to classify English Language Learners more appropriately.

Klingner and Harry 2006, research special education referrals, stated that “educators often misinterpret English Language Learner’s lack of full proficiency in English as low intelligence or as a learning disability.” This is not only an issue for those schools conducted within Klinger and Harry’s studies, but may be the same problem in urban schools in the Rochester area. Macswan and Rolstad 2006, special education researchers, believe that poor language tests account partly for English Language Learners disproportionate representation in special education. Their previous research
indicates that English Language Learners identified in both languages have relatively high rates of identification in special education.

ELL’s being misclassified is a significant issue for study because in order for students to succeed in education they need the right tools and services to guide them. Even the majority of English Language Learners with disabilities tend to receive special education services in segregated contexts. Segregation can bring a problem into some classrooms because students aren’t being taught state curriculum and are being forced away from the general population of learners (which could help their learning). The placement decisions need to be addressed to determine whether or not the students are getting what they need to succeed. Segregating these students isn’t necessarily going to help them. How is one determined to be an English Language Learner? How is one considered a student with disabilities? These things need to be looked at before making placement decisions. Once a student is labeled as a special education student it is difficult to release that label, so let’s make sure it is the appropriate thing.

English Language Learners (ELL) are viewed as individuals who speak a language other than English (Artiles, Hardin & Peisner-Feinberg, 2007, p. 39). Mays defines English Language Learners as either a person born outside of the United States whose native language is not English, an individual who comes from an environment in which English is not dominant, or a person who is an American Indian or Alaskan native from environments in which languages other than English affect their English proficiency levels (Mays, 2008, p. 415).

The topic of English Language Learners refers to the sociocultural theory. The sociocultural theory is involved with literacy events, literacy practices and literacy performances (Kucer, 2005, p. 197). This theory is based on using text for specific
purposes within specific communities, ELL being one of these communities. The sociocultural theory relates to Kucer’s definition because within secondary discourses people are using literacy for different purposes at different times. For example, someone may go to church and use the Bible or go to the grocery store and look at the advertisement. The sociocultural theory is set in social contexts while using literacy for a purpose, just as ELL would be using literacy in their own context.

The sociocultural theory supports acquisition through environmental factors. English Language Learners may acquire language through environmental factors, which is why it may be difficult to determine the actual barriers that they are facing. English Language Learners learned their first language through environmental factors and do the same to learn English. This acquisition process isn’t necessarily an easy one. Yet, people misunderstand the real barriers behind English Language Learners, such as the environmental factors.

As seen in Kucer and Meier’s readings it is common to agree with the sociocultural theory of learning. We need to understand literacy as a critical social practice and its potential for change, which also goes along with critical literacy. Within this theory it is agreed that learning should be done in collaboration and group learning. We need to foster a community of learners through group work. Students learn better when they can bounce ideas off of each other. This also affects the way the classroom is set up and the relationships among peers. The classroom might be arranged with four students in a group, so that it is easier for them to collaborate together. Meier’s discusses peer teaching in her readings. This is when students learn things from their peers and this is why this collaboration works so well. Students seem to learn better from their peers than from the teacher.
The sociocultural theory has informed the public about literacy acquisition a great deal. As teachers we need to determine how English Language Learners will or have acquired English. We need to determine in a successful manner the difference between a student with special needs and a student who has a language barrier.

Being literate, as Kucer states, means to effectively, efficiently and simultaneously control the linguistic, cognitive, sociocultural and developmental dimensions of written language in a transactive fashion (Kucer, 2005). Gee (1989) would state literacy as being the control of our secondary discourses (p. 541). Discourse is the terms in which one must speak and act (Gee, 1989).

As found in research, research is still challenging today to determine how people acquire literacy. Learning occurs through social, cultural, and historic contexts that are mediated by interaction (Larson & Marsh, 2005). Kids come to school knowing the basics they just haven’t acknowledged their background and previous knowledge yet. Many theories have brought people to believe that one acquires literacy through a number of ways (Larson & Marsh, Gee & Goodman). One view is that people begin acquiring literacy as soon as they are born (Larson & Marsh, 2005). Experiences within people’s lives depend on how they may learn and what they will learn (Gee, 1989). People acquire literacy through themselves as an individual, through mediators and the environment, and through developmental processes.

The sociocultural theory supports my ideas of acquiring literacy through mediators and through the environment (Dimensions of Literacy, 2005) Within this theory learning occurs through participation in social, cultural and historic contexts (Dimensions of Literacy, 2005). Children are born into an environment in which they acquire literacy activities through interaction. Literacy is part of our cultural norms (Gee,
We acquire literacy through participation in our discourses (Gee, 1989). Although we acquire literacy everywhere (environment), the role of parents plays an essential role in literacy acquisition (Larson & Marsh, 2005). Parents help the child to learn how to interact socially; along with their secondary discourses (Gee, 1989). Among children there lies curiosity to make meaning of their thoughts. While trying to make sense of their curiosity they form hypothesis’ that help them determine how language works (Goodman, 1984). They try their hypotheses then receive feedback from others, which is important in the developmental process (Goodman, 1984). The sociocultural theory supports acquisition through environmental factors.

Overall, as seen through Gee, Larson and Marsh and Goodman 1989, 2005, 1984, it is difficult to define literacy and language acquisition because there are so many views on the topic. This may be why it is difficult for one to determine how an English Language Learner acquires language, Mays 2008.
METHODOLOGY

This study includes students, teachers and psychologists. These groups are the focus of the study because all of these groups have an influence on the students within Sun Shine School and they all have worked with Special Education Students, English Language Learners and students in a general education placement. These groups allowed various perspectives on this topic. It is essential to get all of these viewpoints to determine the appropriate steps to take within the research. Participants are chosen based on their interest in the study, their willingness to participate and based on if they will influence the study in any way.

This research is viewed from a critical theorist’s perspective. As a critical theorist I was an active participant in this research. I am a determined educator completing research for an issue that can make a change in the world. The research being conducted can change part of education as a whole by starting with schools in our area. I am looking to change the way teachers and I view this issue and would like to do this by reaching out and being an active part of the community. This study was done to make a change for students who are being misclassified. As a critical theorist I used the methods of ideology critique and action research, for undertaking my research work. This research consists of these methods.

This study uses methods relating to current research studies on similar topics (Klingner & Harry, 2006; Hardin, Roach-Scott & Peisner-Feinberg, 2007; Klingner, Artiles & Bartella, 2006; and Abedi, 2006). I used observation, field notes and interviews as methods of research. Observation and field notes were taken on students participating in a bilingual program, a special education program and a general education program at school #33.
The researcher consists of formal interviews with teachers in these settings as well. This is done to determine the different viewpoints that teachers have on this specific topic. A psychologist was also interviewed to look at different viewpoints.

Classroom observation and field notes were conducted within school hours so that the students are in their regular setting. Students were observed with no interaction with the researcher. Interviews were conducted after school hours with teachers, administrators and psychologists.

All of these methods have helped me to better understand English Language Learners and how one is classified into different settings within a school and will allow me to give appropriate recommendations to teachers who are interested. I want to make teachers aware of the aspects of learning that positively and negatively affect English Language Learners and their classification outcomes.
FINDINGS

Theme 1

After interviewing the teachers it was noticed that there may be some similarities and differences among how the teachers set up their academics throughout the day. Jen and Abby have similar days because they work together and the English Language Learners direct teachers. While Mary pulls students out to focus on learning English only or English Language Arts.

Jen and Abby share the day amongst each other. Jen teaches the students English Language Arts and Social Studies. While Abby teaches English Language Arts, math and science to those same students. Abby also teaches everything in Spanish, while Jen teaches everything in English. This class starts out the day with math then moves to English Language Arts for about 3 hours in the morning. They then have specials and a late lunch. In the afternoon they focus on social studies and science. These teachers also incorporate English Language Arts into all the subjects, therefore the students are getting an entire day of English Language Arts.

Mary, the pull out teacher, teaches English Language Arts throughout the day. She says that she speaks mostly in Spanish, but teaches them different aspects of English through her academics. She believes that oral language must come first for ELL students. Once they have developed oral language skills in English, they can begin to learn about writing and reading in English. Yet, they need to feel comfortable with learning the language first before they can begin the oral language first. She has the students she services for about 30 minutes a day, depending on their needs. She has students from Kindergarten to fourth grade. She also goes into the classrooms during her free time to see what the teacher is teaching the students and how they are doing it so that she can
bring those techniques into her classroom to help the students have structure. Mary meets with teachers on a daily basis as well. This is done to keep the topics going at a similar rate so that the students aren’t missing anything in their classroom when they are gone.

Heather and Amber are general education teachers who both have English Language Learners in their classrooms that get pull out services. Heather and Amber keep their schedules similar. They start with English Language Arts for about an hour then have specials. When they come back from specials they do math. They then leave for lunch. When they come back from lunch they do independent reading time, social studies and science and then dismissal. Heather stated that she has difficulty incorporating English Language Arts into her math curriculum. She mostly incorporates it with social studies and science because it’s a lot easier. When asked about the English Language Learners, Heather stated that they receive most of their services out of class. She does not speak Spanish, therefore teaches them like she would teach the rest of the class. When Amber was asked she stated that she tries to incorporate some Spanish throughout the day, not only to benefit her English Language Learners, but her other students as well. She does this mostly during independent reading time and during morning work. Sometimes she will do it during guided reading. An example she gave was when she used a book during guided reading time that.

After speaking with the psychologist, she made it clear why some English Language Learners are in general education setting and why some are in a separate ELL classroom. Barb stated that if the child has not had any formal reading and writing instruction in his/her first language there are several ways to proceed, yet many of those students will go to an ELL classroom. If the child has received instruction in reading and
writing in his/her first language, the process will be slightly different. Most of the time these students end up in a general education setting in which they get pull out services.

Kathy stated that she believes that she has a student in her special education class who should be receiving ELL services. She feels that he has a slight disability, but feels that this student’s largest barrier is that he speaks a language other than English in his home setting and is not receiving any services for this. Kathy did speak to the psychologist and Mary about this issue and had this student tested. Mary feels that this student has “graduated” the ELL services due to his capabilities during the testing and therefore he will not receive services. Kathy still believes this is a barrier for this student and stated that she will continue to fight for this for him. Kathy stated that when this student is in the classroom and she lets him read a Spanish book he is ten times more enthusiastic and willing to participate then when he reads a book in English.

**Theme 2**

Teachers have widely varying “definitions” or ideas about English Language Learners.

Back to previous research, May has defined English Language Learners as either a person born outside of the United States whose native language is not English, an individual who comes from an environment in which English is not dominant, or a person who is an American Indian or Alaskan native from environments in which languages other than English affect their English proficiency levels (Mays, 2008, p. 415). Many teachers that were interviewed have somewhat similar views to May, but there definitions or views vary amongst each other.

When interviewing the teachers who teach English Language Learners, it was clear that they had similar definitions. Jen and Abby both defined English Language
English Language Learners as students whose first language is not English and those students who are beginning to learn English (these teachers team teach). Abby defined English Language Learners as students who have English as their second language. Mary said that this is a student who speaks another language at home and learns English as the dominant language of the culture they are living in.

General education teachers had some different views on what English Language Learners are defined as. There were two general education teachers that responded to the interview, Heather and Amber. Heather and Amber had different views than those teachers who actually are involved directly with the English Language Learners. Heather defined English Language Learners as students who have a problem learning English. Amber defined English Language Learners as students who have an issue learning because they do not understand our language. Both of these definitions took the view of the students having a problem with their learning capabilities due to their lack of English knowledge.

One psychologist was also interviewed about English Language Learners. She (Barb) defined English Language Learners as learners who are beginning to learn English as a new language or who have already gained some proficiency in English. She was unsure if the other psychologists had the same views about English Language Learners as she does, but she stated that she feels that many teachers misunderstand what English Language Learners are. She feels that many teachers view these students as students who have special needs and students who are in special classes because they have difficulty learning.

Finally, I interviewed one special education teacher about what an English Language Learner is defined as. Kathy defined an English Language Learner as students
who need their academics differentiated to help them learn because they speak a language
other than English. She stated that she doesn’t feel that this is a disability, but it is a
barrier that teachers are here to help students overcome.

Overall, most of the teachers had varying views on the actual definition of what
English Language Learners are. The views that they have could affect how they teach and
work with these students. It seemed that the teachers who work directly with the English
Language Learners had similar definitions, while some of the other teachers had varying
definitions and views.

Theme 3

According to my data, students in dual language classrooms and who have English
Language Learning pull out in an urban setting; tend to act out when accompanied by
academics taught in English. During this research I observed a classroom of English
Language Learners taught by an English speaking teacher, a classroom of the same
English Language Learners taught by a Spanish speaking teacher and an English
Language Learners pull out classroom. Jen and Abby, both teach the same set of English
Language Learners, but they rotate between subjects. Jen, the English speaking teacher,
teaches English Language Arts and Social Studies to these students. Abby, the Spanish
speaking teacher, teaches English Language Arts, math and science. Mary is the pull out
teacher for these students as well as other English Language Learners.

When comparing the students in both setting it is clear that they misbehave when
taught in English. Although this may not be the only variable, the students acted out more
when taught English Language Arts by Jen than by Abby. I also interviewed the teachers
after observing their classrooms. Jen stated that she has many more behavior issues with
the students than when with Abby. Jen said that she notices that some students become
easily frustrated when they are asked to complete academics in English. After speaking with Jen she spoke of some techniques that she does to address this situation. Jen at times breaks up worksheets into half English words and half Spanish words. She relates Spanish words to English words. She lets the students read a passage in Spanish, but answer the questions in English (and vise versa). Jen has found that these techniques work at times, but it is difficult to say what works the best. Jen also stated that she definitely thinks that the language barrier plays a role in her students’ negative behavior, but there are other factors involved as well.

After observing Jen’s classroom I observed Abby’s classroom. Abby is the Spanish speaking teacher of these students. Abby’s classroom seemed a bit calmer. The students were working independently on an English Language Arts worksheet that was written in Spanish. Towards the end of my observation the students became noisy. Abby stated that this was a good day for the student’s; it is not always this quiet. When asked about their behavior in this classroom in comparison to Jen’s classroom, Abby stated that it depends on what subject is being taught. The students really like science; therefore they are calmer during that time. They dislike English Language Arts, especially in English because they become frustrated easily. “I wouldn’t say one of our techniques are better than the other because we are both brought up with different challenges, we just have to work together to overcome them.”

After observing both of these teachers, I thought I should have asked them about their behavior management plans. Do they work together with the same consequences or do they have separate consequences? I decided to go back to Jen to ask her about the behavior plans between her and Abby. She said that they have similar behavior plans, but they do not always have the same consequences. Both teachers like to collaborate, but
also like to do things their own way and that is why they have separate, but similar behavior plans. When asked if they thought that was effective, Jen stated that it is effective as she thinks it could be. I asked Jen if they thought about collaborating completely on the behavior plan to make it consistent for the students in both English and Spanish. Jen said they really have not thought about that, but would take it into consideration for next year.

I also observed Mary, a pullout English Language Learners teacher. She pulls out students into a separate location throughout the day to teach them English skills. My findings were very similar to Jen and Abby’s classrooms. The English Language Learners act out when accompanied by English instruction. Mary stated that she has difficulty keeping the students on task during this time. She has considered breaking up the students into different groups, but her schedule doesn’t allow it. She believes that the students are acting up because they become frustrated, but also because they are with the same students every day and probably every year. She stated that the group of English Language Learners in the school is like their own “little click” and they work together to work the teacher. “Of course not all the students have negative behavior, but the older they get the worse their behavior seems to get. I am not sure if this is because of their age or because they have been frustrated with academics for so long.” I also asked Mary if she considered working on a behavior plan with the teachers of these students to make a consistent management plan for the students. Mary stated that she thought this was a great idea, but she also needs her own plan because this is a different setting for the students. Mary said she would speak with the teachers to see if they could come up with a similar plan for next year, but she would still have some type of plan to keep them on track in her room only.
IMPLICATIONS

Looking at the findings of this research it is evident that students may be misbehaving due to their language barrier. Through the research it was learned that many English Language Learners were misbehaving when taught in English rather than their primary language. This may be due to many things. According to the research conducted, this negative behavior may occur because of academic schedules and teachers varying definitions of what “ELL” is. There are some actions that can be taken to increase motivation and academic proficiency for students.

Although English Language Arts instruction is important, it is difficult for English Language Learners to be under that stress all day long. Teachers of English Language Learners should break up the day, so that the students are involved with English and their language. This will lesson the stress and anxiety of these students. For example, allow the students to read a book in their native language for independent reading time. Also, it is important for teachers to focus on oral language learning before anything. The students need to feel comfortable speaking the language before they can feel comfortable reading and writing the language. Going along with this implication, the teacher needs to build a classroom community as well in order for students to feel accepted and comfortable with their language. Not only will this help the student break up their day, but it will help the teacher plan their day more accordingly.

Teachers of English Language Learners and of the general education population should have consistent schedules amongst each other. English Language Learners are always getting pulled out of class for separate instruction or in this case are forced to focus on English Language Arts all day long. These students should be getting the same instruction as the general education population. English Language Learners need to learn
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math, science and social studies as well. They need to feel comfortable learning in a
classroom community just like everyone else. Teachers who change the schedule may be
putting a negative affect on English Language Learners rather then a positive one. Also,
when schedule changes happen is when students begin to notice. Other students will
begin to realize that English Language Learners are “different.” This is then again putting
a negative affect on these students, not making them feel comfortable in their learning
atmosphere. It is one big cycle that teachers need to end before it becomes worse and
worse for English Language Learners.

According to this research, it is difficult to have one definition of what “ELL” is.
Many people having different views and varying definitions of what English Language
Learners are. It is important that all workers within a school have the same outlook about
their students; otherwise success is going to be limited. It would be very helpful for
schools to conduct a professional development about what English Language Learners
specifically are and how their school will set English Language Learners up for success.
Although, all of the teachers may not agree with the schools definition, they know what it
is and what is expected of them when working with English Language Learners.
Consistency is key for success!
CONCLUSION

Although it wasn’t determined if English Language Learners are being misclassified as special education students, this research has shown different aspects of English Language Learners education that need to be addressed. As teachers we need to stand up for these students to ensure they are getting a fair education. Educators have varying views on who English Language Learners are, how to address behavior and setting up schedules. It is acceptable for educators to have different feelings on these issues, however, teachers need to work together to address these issues in order to gain success for our students.

This research was limited to a time frame, yet it would be beneficial to continue and determine exactly how these students are being classified and if it is the correct classification. Furthering this research may also bring up more beneficial aspects of teaching students whose first language is that other than English.

We want our students to learn with the least restrictions and in ways that will benefit them. As teachers we need to stay devoted and find the correct placements for our students; placements that will set them up for success.
REFERENCES


