1985

The Effects of a structured-insightful approach upon the writing ability of limited-English proficient students (LEP 3)

Gwen P. Freeman

ABSTRACT

THE EFFECTS OF A STRUCTURED INSIGHTFUL APPROACH UPON

THE WRITING ABILITY OF LIMITED-ENGLISH

PROFICIENT STUDENTS (LEP 3)

By

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B.S., Tuskegee Institute
M.A., San Francisco State University, 1977

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A Dissertation Submitted in Partial Fulfillment of

The Requirements for the Degree of

Doctor of Philosophy

Walden University

August, 1985

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ABSTRACT

This study examined the effects of a structured-insightful approach to teaching limited-English proficient (LEP) students to express themselves in writing. It sought to determine the effectiveness of this approach with a group, with boys or girls, and with which language it proved to be most effective.

The major purpose of this study was to seek methods and techniques that were designed to assist the LEP 3 students in expressing thoughts and ideas in writing with clarity, fluency, and effectiveness.

The population for this study consisted of thirty-five fourth, fifth, and sixth grade students who attended three elementary schools in the Santa Clara Unified School District. The major languages represented by these students were Korean, Tagalog, and Vietnamese. All students in both the experimental and control groups were

participants in the district's English Language Acquisition Program (ELA).

The students in the experimental groups met three times each week to participate in writing sessions taught by the writer. These students participated in the six phases of the structured-insightful approach to writing. The control group submitted writing samples)pre and post).

This investigation took place over a six month period. During months one and six, students submitted writing samples (pre and post testing). During months two through five, the students participated in writing sessions. The students pre and post writing samples, as well as ten submitted compositions were scored by two scorers who were trained by the writer in holistic scoring. The Kolmogorov-Smirnov one sample test was employed to test the hypotheses.

The findings from this study seem to indicate that:

1. The structured-insightful approach is effective for LEP 3 students as a group.

2. The structured-insightful approach is effective with girls in the experimental groups.

3. The structured-insightful approach is effective with the Vietnamese students in the experimental group.

4. Utilizing the structured-insightful approach,
all students in the experimental groups made significant
gains in their ability to express thoughts and ideas in
writing.

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ACKNOWLEDGMENTS

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assistance throughout the preparation of this dissertation. It was her constant encouragement and guidance that made the completion of this study a reality.

Finally, I am deeply grateful to my family for their words of encouragement, understanding, and love given to me throughout the preparation of this dissertation.

G.P.F.

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CHAPTER I

Introduction

> If our culture is to have a literate populace, one of
> the necessary skills is writing proficiency. Writing is
> an essential component in the understanding and use of
> our language. Writing helps people understand,
> organize, and express their thoughts. Writing is an
> important tool and skill for communication. Writing
> contributes to the whole individual. . . . The
> responsibility for developing writing proficiency
> extends beyond the English classroom. The parent, the
> community, teachers in other disciplines . . . need to
> emphasize the importance of clear expression.
> (Committee on Writing. 1977)

In the past few years, the world has changed

immensely. Among the many changes that have occurred are

changes in the communication systems. This is the age of

information, and students must be prepared for communi-

cation by every available means. Rose (1982) stated that

"communication is the essence of education." It is the

method by which thoughts, ideas, opinions and information

are shared. Modern methods of communication have created

greater awareness of daily encounters worldwide. The

advances in modern communication have brought about

changes, and have caused the world to appear more closely

knit. In a brief period of time, the radio can send the

human voice around the world. Voices can be heard around

the world by telephone with the same degree of rapidity.

The computer is capable of processing information with great speed. Local, national and world news are presented in homes daily through televisions and newspapers.

Communication is a process that occurs from a personal to a worldwide level. Human activity depends a great deal upon giving and receiving information. Communication is a human activity that takes a variety of forms. Whatever the method used, it is a vital part of daily life. Various means of communication include gestures, facial expressions and tones of voice used in sharing feelings, as well as different kinds of information. Pictures and symbols are used to convey messages; however, words are the most effective exemplar that is useful in promoting effective communication. The written word can provide a more lasting method of communicating experiences, discussing scientific theories, or recording history. It is the most efficient method of communicating in a permanent form. As time passes and changes occur in language, words also change in meaning and significance. However, the means of communicating in permanent form, writing is experiencing its greatest significance ever. The importance of efficacy in writing by children, as well as adults is frequently noted in the media, by employers, and by educators whose responsibilities include planning strategies for excellence in communication skills.

Since the purpose of writing is to communicate, one of the goals of education is to develop students' ability to express their ideas and thoughts in writing with ease and clarity. Success in writing emerges as students are guided through the stages of the writing process step by step. It is vital that students have a functional understanding of the writing process. Writing is a complex process, and students can be guided to build skills developmentally. The emergence in today's schools of students from various parts of the world with varying dialects, cultures and educational backgrounds creates a demand for new and different methods of instruction in writing. These students along with native English speakers can learn to write clearly and effectively when skills are presented gradually with clarification of the process.

> Understanding that language changes is important for children. Correctness is not arbitrary, its purpose is clarity. However, it is important to recognize that background, experience and appropriateness determine how language is used. Children and teachers become more accepting of expressions that differ from their own when they realize that language reflects change in the world. Language is always changing. Words, like fashions, have their day, and as the world changes, so do the expressions of its people. (Rose, 1982)

The December, 1975, issue of **Newsweek** discussed the writing crisis and brought attention to the problems facing students as they attempted to weave through the stages of writing. As all facets of the community, schools and

society begin to take a closer look and more critical view
of writing, many questions were being asked regarding
writing instruction. Questions are being asked concerning
most effective methods to use in teaching, ways to recog-
nize readiness for writing, where instruction should begin,
what the various stages are, in what order these stages
should be presented, when should grammar be presented and
how often students should be required to write. In con-
sideration of the needs of the newly-arriving students, new
questions are being asked regarding best techniques for
assisting limited-English speaking students to meet with
success in writing.

Neill (1982) reported that writing is "the most
neglected of the big three basic skills." She gave as
reasons for this phenomenon the facts that writing is the
most difficult thing students are asked to do in school,
and research in writing instruction is still in its
"infancy." Research concerning the writing of the limited-
English speaking student is almost nonexistent; however,
the research that does exist seems to indicate that limited-
English speaking students acquire writing skills by many of
the same methods being presented to their English-speaking
classmates.

It is through writing that all students record what
they have learned. Bullock discussed the various roles
students portray as they write. He stated that:

1. When a child writes autobiographically, he offers
    his experience as a basis for forming a relationship
    of mutual interest and trust with the reader he has
    in mind. . . .
2. When a child writes in the spectator role . . . he
    exposes, by what he chooses to write about and the
    way he presents it, some part of his system of
    values. . . .
3. In offering his feelings and beliefs, the child is
    in fact presenting himself in the light he would
    like to be seen in; acceptance of what he offers
    confirms for him that picture, and this is probably
    the deepest kind of satisfaction to be had from the
    whole process. . . . (Bullock, 1975)

Writing, the most complex form of communication, encompas-
ses many previously learned skills of listening, speaking
and reading, and is a process which emerges developmentally
from birth. Students begin at an early age preparing for
the roles discussed by Bullock. As infants, children's
first understandings are developed as they listen to words
and conversations of families and friends. They soon begin
to form associations between words and objects, and later
transfer this skill to speaking. Beginning speech is
brief; however, it is filled with meaning. As speech
develops, vocabulary becomes enhanced, and reading skills
are developed. Reading skills evolve, bringing forth many
ideas that prepare students for writing. Students put to
use the skills developed in listening, speaking and reading

while actively involved in the various stages of the writing process. It is through writing that children make discoveries about themselves and their world.

> The desire to write goes one step beyond that of merely wishing to communicate. It allows us to share our knowledge, ideas and feelings with the rest of the world. Writing also gives us the opportunity of becoming what we are, or may be. In learning to write, we must develop good habits as in learning to speak and to read. (Samuelson, 1976)

The ability to express ideas effectively in writing has its beginning in the early stages of life. In childhood, as well as adulthood, a great deal of our time is spent listening. Listening is a means of receiving information useful in the formation of ideas, thoughts, and feelings. It is also the skill useful in helping the limited-English proficient student (LEP) process and make sense of information. The LEP student experiences a "silent period" after which, just as the English-only (EO) student, they begin to speak and experiment with the ideas developed through listening. This experimentation of ideas flows into reading, a process that further stimulates LEP and EO students' thoughts and ideas. It encourages them to internalize information gathered in the listening-speaking stages; and makes preparation for writing.

English as a second language is a method of instruction designed for development of listening, speaking, reading, and writing skills in English for

non-English or limited-English speakers. The instruction
is structured for preparing the students for learning
experiences in the regular classroom and regular school
programs. Some of the goals are:

1. To offer a curriculum that meets the diverse needs
   of pupils with different languages and cultural
   orientations in order to permit them to:
        Preserve and strengthen their self-images and
        sense of dignity through appropriate and
        meaningful instructional programs.
        Develop pride in self, school, and community.
2. To develop in each student the ability to maximize
   his potential as an individual, as a learner and as
   a citizen in a multilingual, multicultural society.
   (Glatthorn, 1981)

Writing skills evolve through developmental stages
for all students. When skills are presented as students
demonstrate the need for them, they learn the stages of the
writing process. Through the stages of the writing
process, they are presented ideas and are involved in
experiences which can later be expressed clearly,
effectively, and interestingly in writing. They may be
lead to value writing, and become knowledgeable, skillful,
and appreciative of the writing process. Teaching students
to write can be a very difficult assignment, and changing
populations in our schools demand a change in methods and
techniques designed to teach students to express themselves
in writing. When the assigned writing tasks grow out of
students' needs, interest, and desires, they may be lead to
participate enthusiastically in the activities. These can

be rewarding experiences for both the students and

teachers. Consequently, there needs to be a willingness on

the part of educators to make changes in instructional

methods and techniques.

> . . . What does change are the answers to the questions
> who teaches what to whom and for what purpose. . . .
> What also changes are the combinations and
> constellations of classroom techniques into the various
> methods, as well as the theories which attempt to
> account for these methods. While it is true that most
> classroom techniques may have been tried at one time or
> another, the particular context in which they are tried
> and the rationale for trying them are different.
> (Poulston, 1980)

The Problem Statement

In the last five years, many new students enrolling

in the Santa Clara Unified School District's elementary

schools were of non-English or limited-English speaking

ability. These students participated in the district's

English Language Acquisition Program. Many progressed well

in listening and speaking; however reading and writing

prove to be the most difficult of the language arts skills

to master. As the limited-English speaking students

progress through the program, they demonstrate lack of

proficiency in the area of writing. There is a need for a

writing program designed to assist advanced limited-English

proficient students in expressing ideas in writing clearly

and effectively. Therefore, this study proposed to

identify an effective technique for teaching writing to
limited-English proficient students.

Null Hypothesis

The structured-insightful approach to teaching
limited-English proficient students to express themselves
in writing is no more or nor less effective than a less
structured method for the students in this investigation.

Hypothesis

In this investigation, there is a significant
difference in the ability of limited-English proficient
students to express themselves in writing which depends
upon whether they were exposed to the structured-
insightful approach to teaching.

Questions to be Answered

1. Is the structured-insightful method more
effective in teaching LEP students to express themselves in
writing than a less structured more informal method?

2. Is the structured-insightful method more
effective with students as a group?

3. Is the structured-insightful method more
effective with boys than with girls?

4. With which language group is the structured-
insightful method most effective?

5. At which grade level is the structured-insightful method most effective?

Tests to be Used

The following tests were used in this study:

1. The Kolmogorov-Smirnov One Sample Test: A test of goodness of fit. . . . It is concerned with the degree of agreement between the distribution of a set of sample values (observed scores) and some specified theoretical distribution. It determines whether the scores in the sample can reasonably be though to have come from a population having the theoretical distribution. (Siegel, 1956)

2. Significance Level: Let α = .05, N = the number

3. Histogram Tables: comparing groups

Background

It was the primeval urge to record human experience and preserve the story of man's adventures that gave impetus to the development of writing and bridged the gap between prehistoric dependence on lore, legend, pictures, and artifacts, and the beginning of recorded history. Through all the intervening centuries, writing and developments based upon writing have marked historical change and societal advance. The invention of movable type did not make writing obsolete. Instead, it was a spur to writing and to learning, and an accelerating influence in the spread of knowledge through the written word. (Petty, 1968)

Meaningful and purposeful writing is one of the most significant skills students need to acquire in school. Yet, educators are confronted daily with criticisms of students' ability to communicate effectively in writing.

These criticisms are rendered by parents, teachers, local and state leaders, employers, as well as students, who themselves recognize their inability to express their points of view in written form. In the media, one can note reports of continually failing scores on achievement tests in the area of writing. Although numerous changes have taken place in our communications systems, it is through writing that these students are afforded the opportunity to put into practice previously learned skills of listening, speaking, and reading. It provides a means by which students are given a vehicle for making discoveries that they have ideas worthy of print. They may discover that they are capable of expressing ideas intelligently in writing. They may discover that writing is a kind of sharing, and that what they write can be read by others who will learn from their thoughts.

As a result of immigration into the United States of families from all parts of the world, the Santa Clara Unified School District has experienced a drastic change in its student population. Many of these are non-English speaking or limited-English speaking students. At the present time, approximately 1400 of these students are enrolled, representing approximately 11 percent of the total district population. At the time of enrollment, parents or guardians complete a Home Language Survey (HLS).

If any language other than English is listed on the survey,
the students are administered the Language Assessment Scale
I (LAS I) for students in grades three, four, and five.
Students in grades six through twelve are administered the
Language Assessment Scale II (LAS II). Students scoring at
levels one, two, or three become participants in the
English Language Acquisition Program at beginning (LEP 1),
intermediate (LEP 2), or advanced (LEP 3) levels
respectively. These students are also given a primary
language test to determine proficiency levels in their
primary language. Individual Learning Plans (ILP) are then
developed for these students. Students who score at levels
four or five are considered fluent-English proficient
(FEP). They are administered the district Reading and
Writing Assessment to determine their competence in reading
and writing. Scores of one, two, or three in reading and
writing initiates assistance in these areas in the ELA
program. Students scoring at levels four or five are
classified as FEP and receive no additional instruction in
English. In order to be placed in the regular classroom
program or to be reclassified from the ELA program,
students in grades, three, four, five, or six must meet the
following criteria:

1. A score of four or five on the LAS test

2. Scoring at or above the 36th percentile on a standardized test

3. A score of level four or five on the District Reading and Writing Assessment tests

4. Scores on the Student Oral Language Observation Matrix (SOLOM) of:

> Level four out of five in comprehension
>
> Level four out of five in fluency
>
> Level four out of five in vocabulary
>
> Level three out of five in pronunciation
>
> Level four out of five in grammar

5. Parent consultation

Students progress from one level to another based on the above criteria. They are assessed at the end of each year to determine whether reclassification is possible, however, the students remain in the ELA program for several years due to lack of proficiency in reading and writing. New programs for developing proficiency in reading have been obtained and devised by the school district. A greater number of students are assessed at scores of four or five in reading than in writing; therefore, the area of greatest need at this time is a program or specific approach designed to assist the LEP students in expressing their ideas fluently and effectively in writing.

Significance

Students are faced with daily encounters where communication through writing is demanded. It is also agreed by educators, the community, and society as a whole, that learning the skill of writing and to express ideas clearly, effectively, and fluently is significant. The LEP student is expected to develop this skill as a measure of success in school. As a graduation requirement, these students are expected to succeed on the district writing assessment, as well as the high school writing competency examination.

This study was significant in that many approaches and techniques designed to teach students to express themselves in writing were presented. These approaches included techniques for assisting students who have apprehensions about writing, the developmental stages of the process, and techniques for helping students realize that they have ideas, and that these ideas can be expressed clearly and fluently. Most significantly, this study developed a specific technique designed to assist the LEP student in successfully expressing thoughts in writing. This study will prove to be important to teachers, in both elementary and secondary schools, in that methods created to help students recognize the personal value of writing were presented. It will prove to be of importance to

trainers of preservice teachers in that the techniques for
teaching the LEP student are greatly needed at this time.
Consequently, this study will prove to be of great
importance to all teachers of LEP students throughout the
country and at all levels of education in that the
processes for presenting and rendering these students
successful in writing were presented.

Additionally, this study included a literature
review of recent research in the area of writing and
writing instruction, a summary of research in instructing
the LEP student in writing, some discussion of language,
and how it changes, the change theories governing these
language changes, common aspects noted among the various
effective techniques, and recommendations for further
research.

Purpose

Students of limited-English ability or limited-
English proficient (LEP) lack skills necessary for
expressing ideas effectively and clearly in writing. This
prevents many such students in the Santa Clara Unified
School District's English Language Acquisition Program from
being reclassified and placed in the regular school
program. There is a great need for a writing program
designed to assist these students in developing the

confidence, experience, skills, and knowledge of the
writing process that will assure their success in writing
in all subjects.

Zamel has stated that writing is the process through
which meaning is created, and she emphasized the importance
of generating, formulating, and refining ideas. She
reported that:

> Research on ESL composition is almost negligible. Those
> few studies that do exist are directed toward
> investigating the effects of certain types of writing
> practice on compositions, thereby still indicating a
> concern with product. (Zamel, 1982)

Therefore, it is the purpose of this study to
present a structured-insightful technique designed to
encourage the limited-English proficient students to
express thoughts, ideas, and feelings in writing clearly,
fluently, and effectively. The major goal of the English
Language Acquisition Program is to prepare these students
for participation in the regular classroom and have them
perform similar tasks at satisfactory or competent levels.
The aim of this proposed technique is to assist these
students in reaching this goal.

Design and Methodology

A change in the student population of the Santa
Clara Unified School District has created the necessity for
changes in methods of instruction for newly enrolled

students. Many new students are of non-English or limited-
English speaking ability. These students are of various
cultures and educational backgrounds. They represent
approximately fifty languages and dialects. There is a
great need for techniques created to assist these students
in the area of writing.

Utilizing a structured-insightful technique designed
by the writer to help non-English proficient (NEP) and
limited-English proficient (LEP) students to express
themselves in writing, this research was designed as
follows:

Six Stages of the Insightful Composing Process:

1. Experiencing - As students move to the advanced
levels of the ELA program, they remain there due to their
inability to express ideas in writing. Since students in
this group are of varying backgrounds, different levels
of education, and different cultures, the first step is
to provide for the students a common experience upon
which they may interact. The experience may begin at the
concrete level using objects and moving gradually to the
abstract level as the students progress through the
composing process.

2. Preplanning - During the preplanning stage,
students were involved in clustering, mind-mapping, and

other brainstorming activities generating ideas and
developing vocabulary for use during the act of writing.

4. 3. <u>Writing</u> - Students were given time for writing
and were strongly encouraged to make use of vocabulary
developed during brainstorming, as well as to seek new
vocabulary words.

4. <u>Revising</u> - Students were encouraged to rethink
and recreate the first draft of the writing. At this time
students were encouraged to include new thoughts, ideas,
and feelings regarding their writing.

5. <u>Rewriting</u> - Students were encouraged to rewrite
and present a polished, complete piece of writing.

6. <u>Sharing</u> - Students were encouraged to share
their completed work. Examples of this encouragement were
reading the work to the class, having the teacher read the
work to the class, having the work displayed on the bulle-
tin board, having the work displayed in other parts of the
school, having the work bound into a child-authored book,
presenting the book at the Santa Clara Unified School
District's Young Writers' Exposition, presenting the book
at the Santa Clara County Young Authors' Fair or having the
work included in the <u>Santa Clara Unified School District
Young Writers' Anthology</u>.

Time Schedule

Month One - Students submitted samples using the title, "My Favorite Place."

Month Two - Students participated in a writing class taught by the writer three times each week using the follow-ng schedule:

        Day 1 - Experiencing and preplanning

        Day 2 - Writing and revising

        Day 3 - Rewriting and sharing

Months Three, Four, and Five - Students continued writing exercises

Month Six - Students presented writing samples.

Population

The population for this study consisted of approximately fifty-six advanced limited-English proficient students (LEP 3) assessed as LEP 3 by the District Language Assessment Scale (LAS). The students were enrolled in three of the Santa Clara Unified School District's elementary schools: Bowers, Bracher, and Montague. The students were in grades four, five, and six, and represented the major languages and cultures in the district: Vietnamese, Filipino, and Korean. The twelve students at Bowers School represented group one, the thirteen students

at Montague School represented group two, and the ten
students at Bracher School represented the control group.

Scoring

Students' polished, completed, final copies were
scored holistically by two trained scorers. All writing
completed by the students was kept in writing folders for
review of general progress. The completed compositions
were rated in relation to the others in the group using a
scale of one to four. The ratings were based on the
following aspects:

1. Content

2. Organization

3. Expression

4. Mechanics

Opinionnaire

Students completed an opinionnaire designed to
elicit from each student opinions regarding techniques most
beneficial to them in completing writing projects, their
understanding of the importance of audience and purpose in
writing, and subjects they especially enjoy expressing in
writing. The results of the opinionnaire were useful to
the author in preparing writing lessons for the

experimental groups, and to this study in presenting the
students' opinions regarding writing, writing instruction,
and subject choice.

CHAPTER II

Introduction

Today, writing and its importance as an essential life-
time skill are being looked at very closely by both the
public and the professional educator. Questions about
how writing is taught and what practices are most suc-
cessful are being posed as the quest for competencies in
the basic skills continue. (Glatthorn, 1981)

The actual act of involvement in writing can be a

very frustrating activity. Terms such as: "blank page

syndrome," "writers' block," and "writers" dilemma" are

sometimes used to describe the behaviors and feelings

demonstrated by those who make unsuccessful attempts at

writing. Most teachers and students wish to become better

writers and learn the processes that will help them to

express ideas and thoughts distinctly. This goal can be

achieved as they participate and become totally involved in

the composing process. In this chapter, the writer will

discuss the composing process, various techniques designed

to encourage successful writing experiences, the importance

of experiences in composing, means by which to determine

student readiness for writing, the importance of audience

and purpose in writing, recent research and recent findings

regarding the ESL student and writing.

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Glatthorn reported that not all authorities agree
on the steps in the composing process. They differ as to
how they conceptualize the process; but they agree about
the following general principles:

1. The composing process is complex, involving memory,
   cognition, language, and psychomotor behavior.
2. The composing process is multiphased, involving
   several different stages and many subprocesses.
3. The process seems recursive and interactive, the
   stages overlap, relate closely to each other and
   affect each other. (Glatthorn, 1980)

It is vitally important that students, as well as
teachers, acquire a deep understanding of the composing
process. An understanding will be most helpful in
rendering the act of composing an accomplishable task. It
will also provide the means by which any student of
writing, at any level of education, can move through the
process with ease and great success. It is when the phases
of the composing process are recognized and understood that
the writer is provided the tools necessary for writing
clearly, fluently and effectively.

DiStefano, Haley-James, Glatthorn, Rose, and Stewig
have discussed the composing process and the importance of
having an understanding of its phases. DiStefano discussed
the stages of the writing process and stated that:

. . . Another characteristic of the writing process is
that the stages are recursive rather than linear and
sometimes they overlap. . . . The process is one of

getting ideas down on paper, checking them out with
someone else and rewriting so the message is clear
and coherent to the intended reader. (Distefano, 1984)

Haley-James stated that students should learn the

major stages of pre-writing, writing, revision, and post-

writing. She continued by stating that:

In the pre-writing stage, the writer must identify a
purpose, select a specific topic, identify the audience,
determine the type of information needed and decide on
an organizational plan. The pre-writing stage is a
thinking stage. A student should engage in brain-
storming, reading, discussion and other background
building activities before and during this stage . . .
oral language activities should both precede and occur
during writing. . . . Students write more effectively
when they sense a need to write for a specific purpose
or audience; further a variety of real audiences is
important to their development as writers. (Haley-
James, 1981)

Rose stated that the stages of the composing

process are: pre-composing, composing and rewriting.

She stated that:

. . . The pre-composing stage is the stage in which the
writer gets his or ner thoughts together. The composing
stage is the stage in which writing occurs, the setting
down of ideas on paper. At this stage the writer may be
guided by the teacher. The rewriting stage is the stage
in which the writer proofreads, edits, revises and
rewrites, and in many cases re-expresses aspects of the
pre-composing stage. (Rose, 1982)

Stewig emphasized that each lesson strategy must be

"custom tailored" to the needs of a particular group of

students. He offered these steps in the process:

1. Sharing the material (literature input)
2. Discussing the material (in terms of the intent of the lesson)
3. Presenting the writing problem (describe the problem very exactly to the students)
4. The writing task (teacher is available to answer questions)
5. Sharing the composition
6. Editing (rearranging thoughts to make sense) (Stewig, 1980)

The following model for successful writing experiences was presented at the South Bay Writing Project Summer Institute at San Jose State University in 1980:

1. State clearly what you are going to have students do.
2. Provide a model of the activity.
3. Elicit oral responses/ideas from students.
4. Write a group piece.
5. Have students write their individual assignments.
6. Share the students' writing.
7. Provide meaningful feedback to acknowledge the students' efforts. (Soutn Bay Writing Project, 1980)

Norton suggested that the following instructional sequence be used for giving students opportunities to write successfully:

1. A stimulation-motivational phase to heighten interest, expand ideas, and establish the purpose for writing, and audience to be addressed.
2. Oral exchange of ideas to encourage discussion during and after stimulation activity.
3. A composing period where students write or dictate stories.
4. A sharing period.
5. Post-composing activities where the teacher interacts with the students, helps them evaluate their writing, and work on demonstrated deficiencies. (Norton, 1981)

The writer suggests that the composing process consists of six interlocking links where each is interdependent for assurance of effectiveness, clarity and success in writing:

1. Experiencing
2. Pre-planning
3. Writing
4. Revising
5. Rewriting
6. Sharing

Writing grows out of experience, and it is important that young children encounter numerous and varied experiences. These experiences must be continuous and frequent so that feelings, ideas and opinions are formulated. They must begin at the early stages of life in preparation for expressing thoughts in speech. When a child has opportunities to become totally involved in his or her world, this becomes a part of the child and can later be communicated in some form. The child internalizes and becomes a part of the experiences that are encountered with enthusiasm, and those that are made meaningful to him or her.

During the pre-planning phase of the composing process, the students will find reading to be a beneficial activity. An enthusiastic reader finds that writing

activities progress smoothly and pleasantly. Students who
have not progressed to the reading stage will benefit by
having teachers read to them on a daily basis from a
variety of kinds of literature. During the pre-planning
stage, the students may engage in a brainstorming or
clustering activity to generate ideas, increase vocabulary,
and start a flow of ideas.

Actually getting thoughts on paper, writing, can be
the most difficult phase of the composing process; however,
the end results can provide a great degree of pleasure for
both the teacher and students. During this phase the
teacher's role is to serve as facilitator and guide, to
assist in clarifying ideas, and providing help as students
feel the need and request it. It is a phase which may
require a substantial amount of time to complete. The time
element will prove to be significant in students' expres-
sing their ideas freely and clearly. Students must have
the opportunity to put thoughts together, to reflect upon a
subject, and experiment with previously learned skills.

Revising the completed project gives the students
the opportunity to rethink, reorganize, and restate
information. It is this phase which offers students
possibilities to state ideas in different terms, express
feelings more clearly, and correct errors in spelling,
punctuation and grammar. The revision may take place in a

student-teacher conference, with a writing partner, or in a
small group. This activity can be followed by rewriting
where the emphasis is neatness and appearance.

One of the most significant aspects of the
composing process is sharing. Students are more likely to
be encouraged to take price in their writing, develop an
appreciation for the writing process, and put forth best
effort when they are aware of the fact that their work will
be shared with a partner, a small group, the whole class,
in a school publication, in student-authored books or by
display. Publication of student work leaves the lasting
impression that what is written is important. It increases
self-esteem, improves writing skills and increases the
desire for writing experiences.

As noted by all of the above authors, writing is an
essential skill that is learned in closely related stages
or phases. All students of writing need to have some level
of understanding of each of the phases of the composing
process in order to express thoughts and ideas and meet
with success in writing. Students are sure to make out-
standing achievements in writing when they receive assis-
tance as they recognize the need for it, and are aware of
the fact that someone will read, enjoy and learn from what
they have written. This writing also must take place in a

comfortable, non-threatening, encouraging environment.

Kean stated that:

> . . . The environment for writing in schools provide
> flexible time, flexible space, flexible organization
> and easy access to equipment and reference materials
> . . . Students need to write regularly, but the time
> arrangement should be as flexible as possible given the
> constraints imposed by scheduling both inside and
> outside the classroom. (Keon, 1983)

All writing is for the purpose of communicating an
author's message. This message can be conveyed fluently
when the author demonstrates understanding of the process,
moves through each phase with confidence, and recognizes
the importance of remembering the purpose and audience when
writing.

Experience

Students convey messages in writing based upon
previous experiences. Varying and continuous experiences
are a necessary ingredient in promoting good writers.
Burns, Shane, Rubin, and Burrows discussed the importance
of experience as students undertake the task of expressing
ideas in writing. Burns attributes students' best writing
to either personal or vicarious experiences which assist
them in creating ideas. She reported that:

> . . . Children do their best writing when they feel
> something intensely, when they describe their own ideas
> and thoughts, and when their writing grows out of
> direct sensory experiences. They are most successful
> if they have some kind of structure around which they
> can create an idea or story. . . . (Burns, 1980)

Shane suggested that many diverse means lead students' readiness for writing. He recommends using words in the classroom which will expand each student's "stock of meaning and concepts." He also recommends saying different things in different ways and encouraging children to bring to class objects that will "stimulate conversation and build vocabulary." He stated:

Since every child has a unique background of experience which has helped to make him what he is, every child has a unique potential for creative expression. This potential is most likely nourished and harvested. (Shane, 1973)

Rubin discussed the necessary ingredients for writing and the importance of many opportunities for writing experiences. She emphasized that:

Experiencing, getting in touch with one's feelings, and having many opportunities to write are necessary ingredients for writing. Children need a rich and varied literary environment to which they can add their first-hand knowledge and experience. (Rubin, 1980)

In a discussion of what children write about, Burrows emphasized that:

. . . If he writes about himself, he cannot write well about anything that has not yet become a part of that self. Only when the experience has had time to sink into deeper levels of a child's consciousness and there be intermingling with the residue of other experiences and other meanings, do they become the stuff from which has imaginings and interpretations are fashioned. (Burrows, 1964)

As students in English as a Second Language programs begin to approach the task of writing, experience

plays a major role in their success. Limited-English pro-
ficient students (LEP), having recently acquired or who are
in the process of acquiring a new language, need to have
things to write about, and these subjects must fall within
the student's knowledge range. Allen defined writing as
"purposeful selection and organization of experience."
This includes thoughts, facts, opinions or ideas acquired
first-hand, "direct perceptions," or second-hand, "through
reading or hearsay." Experiences provided for LEP students
or those where they are encouraged to provide materials for
sharing, can be useful when they consist of concrete
objects. The objects may be provided by the teacher or the
students. This encourages meaningful, sensory experiences
much needed in creating lasting impressions. It also pro-
vides for students of varying backgrounds and cultures a
common experience which will lead to group discussion,
interaction, and vocabulary building desirable in encour-
aging ideas for writing.

Fisher discussed the significance of organizing
experiences and rendering them more meaningful. She
emphasized that:

> All writers, children or adults, need to believe that
> they have something worth saying before they will care
> enough to set down their feelings. In order to achieve
> belief, writers need a perspective on experience, a way
> of organizing or viewing them, that furnishes insight
> which can promote pleasure in writing. The task for the

teacher, therefore, is to help children find ways of
looking at their experiences that will stimulate their
desire for experience. (Fisher, 1977)

Students limited in English, as well as native
English speakers of English, need to be made to realize
that they have ideas that can be expressed in writing and
are wort. · of print. It is numerous experiences that help
students in developing the confidence desirable in
promoting successful attempts at putting feelings and
thoughts in writing. The experiences may be brief, but
should center about the needs, desires and interests of the
students. They should also be frequent and continuous,
consequently, encouraging thoughts, ideas and opinions that
can be expressed clearly and fluently in writing.

Managieri stressed the importance of frequent and
interesting experiences and reported that:

> Effective communication occurs only after two criteria
> have been met. First, the writers have experienced
> something they want to share, and second they have
> acquired the necessary skill to write so that others can
> read it with comprehension. (Managieri, 1981)

If students are to be successful in writing and be
lead to value it as a lifetime skill, they must be assured
of the personal value of communicating ideas, thoughts and
feelings in writing. Elmore stated that writing is a basic
form of communication and that efforts to teach it will be
successful when they:

1. draw upon genuine human experience
2. respect the unique "filter" which each person views life's situations
3. provide regular opportunities for practice (Elmore, 1980)

As students enter school, they bring with them some degree of language and experiences. It would be worthwhile to make use of these experiences and assist students in viewing more clearly the world they know through writing. From this point, new experiences may be introduced extending further their present knowledge and providing the confidence and vocabulary essential in expressing reactions clearly and fluently. Jacobs stated that "words grow out of human experience," and students can be encouraged to formulate ideas based on experiences they have had or are presently having. They may put to use the words or vocabulary that grows out of the experiences to use as they express ideas in writing.

Vocabulary

Words are the tools of good thinking and the necessary equipment needed by all for communication. Through words students can transmit experiences, beliefs and knowledge. The more words students have at their command, the clearer and more accurate their thinking will be. (Smith, 1980)

One of the most significant tools useful in clear, effective expression of thought is vocabulary. Providing students with the vocabulary related to a given topic through shared experiences and brainstorming activities

assures fluency in writing. Vocabulary is vital in
directing the writer's thinking and assists in focusing
upon the language of a subject. Once students understand
the vocabulary of a subject their self-esteem and confi-
dence are enhanced which leads to a willingness to under-
take the task of writing. Smith stated reasons why we
should stress vocabulary:

> It is important to note that the smallest vocabulary of
> both adults and children is the writing vocabulary.
> This is probably true because children never, and adults
> rarely, write words they do not say. All this bears
> significance when we realize that we must place a great
> deal of stress on the oral vocabulary for effective
> reading and writing. (Smith, 1980)

The vocabulary of the students' writing topics can
be stressed through brainstorming activities. During these
activities, lead by the teacher, students begin with a
central idea or focus word and list the related words that
come to their minds. This is an excellent activity for
building words and categories for use in upcoming writing
activities. Students learn to work cooperatively, share
ideas, and that one idea may lead to another. The words
generated during this exercise are useful in assisting
students in moving to a great start in putting their
thoughts on paper. Rubin stated that brainstorming is an
excellent way to "break the ice, help students to work
together and create an atmosphere conducive to

creativity." She gives the following principles of
brainstorming:

    1. Anything goes

    2. No criticisms

    3. Build on another's ideas (Rubin, 1980)

She views brainstorming as a method of stretching students'
imaginations. This is a necessary ingredient if students
are to learn to communicate knowledge and reactions in
writing. It provides a focal point which will help
students begin with a great start and express ideas
fluently. It also assures success in first attempts at
composing.

Rico spoke of writing naturally and defined natural
writing as "self-definition of what you know, what you
discover, and what you wonder about. . . ." She discussed
the use of a similar activity designed to generate words
called "clustering." The general principles of clustering
are:

> To create a cluster, you begin with a nucleus word,
> circled on a fresh page. Now you simply let go and
> begin to flow with any current connections that come
> into your head. Write down rapidly, each in its own
> circle, radiating outward from the center in any
> directio; they want to go. Connect each new word or
> phrase with a line to the preceding circle. When some-
> thing new and different strikes you, begin at the
> nucleus and radiate outward until those associations re
> exhausted. (Rico, 1983)

Brainstorming and clustering offer students a pleasurable method of obtaining words needed to begin a flow of ideas. Following, the students are prepared for beginning writing based on the topic, focus or nucleus word. Rico stated that clustering always "generated words that possess the quality of wholeness. . . ." As students focus upon the words generated through these exercises, they can be lead to visualize the progress of the completed piece of writing, begin with enthusiasm, and find the process useful in meeting with success.

Anderson discussed the powerfulness of vocabulary and emphasized that:

> Vocabulary is increased and power of expression heightened when pupils are helped to see the importance of contrasting words and ideas. . . . When writing is an opportunity to reveal one's feelings and imagination without criticism and with the assurance of respectful listeners, the pupil's picture of himself is enhanced. (Anderson, 1979)

Readiness for Writing

Preparing students for the actual act of writing should be one of the major goals of the writing teacher. This can be accomplished through development of both students' oral and written vocabularies. In the beginning stages, the teacher will find that reading a variety of literature to students on a daily basis to be greatly beneficial. It is through listening to the various words

and patterns of language that students get a feeling for
the language and how it is put together. This is
especially true for the LEP students who may be hearing
the language patterns for the first time. Rose discussed
the factors that contribute to readiness for writing:

> Children faced with the task of learning to write have
> to be mature enough to begin the process. One educator
> has identified three factors that contribute to
> readiness for writing: (1) a basic oral vocabulary and
> an ability to use words in the major syntatic patterns,
> (2) an understanding of the basic concepts that underlie
> the composing process: focus on a main idea, logical
> development, support and purpose, (3) competence ensuing
> the basic composing processes of searching, reflecting,
> selecting, writing and revising. (Rose, 1980)

The preparation of LEP students for expressing
ideas in writing requires time for allowing the students to
develop an "ear" for the English language. As they listen
to various kinds of literature and engage in vocabulary
building activities, they are being prepared for beginning
writing activities. They are also being provided the
vocabulary that will be useful in writing in a meaningful
way. The writing may flow more clearly and fluently when
it centers about the experiences, interests and desires of
the students. Stewig emphasized that:

> Teachers who read to boys and girls . . . will in the
> process expose them to the full beauty and flavor of the
> English language. . . . Indeed, children often recog-
> nize immediately a particular melodious, rhythmic or
> emotional word or phrase . . . and thousands of such
> language elements have been memorized instantly by
> children. (Stewig, 1983)

Burns discussed the process of students learning to compose. He discusses early experiences and the importance of making students accurately aware of their world. He reported that:

> Learning to compose is a long and difficult process which must be started at the earlier level. Dictating stories and experiences to a teacher who records them on paper or charts is the beginning of a series of steps that eventually culminates in independent writing. . . . Children must be acutely and accurately aware of their world and be able to describe it precisely, learn to produce interesting beginnings and conclusions, use words which make characters real and vivid . . . use a variety of types of words and sentences throughout the body of the composition which make for interest.
> (Burns, 1979)

When students listen to many different kinds of literature being read to them by the teacher, observe the teacher record their reactions to them on paper or charts; they are being prepared for independent writing. The teacher may also record students' accounts of their personal experiences or experiences presented in the classroom by the teacher. The thoughts, ideas and feelings of students take on a special significance when they see their words in print. They develop the desire and appreciation for writing, which creates the desire for writing experiences.

Shane answered the question, "What influences the child's readiness for developing language skills?" and he listed diverse means:

1. Use words in the classroom which will expand each
   child's stock of meaning and concepts. Say the same
   or similar things in different ways. In so far as
   possible, associate these words with objects and
   situations.
2. Read stories frequently. Take time to explain and
   talk about words used by the author which may need
   interpretation.
3. Bring in and encourage children to bring to the
   classroom objects of interest that stimulate conver-
   sation and build vocabularies. (Shane, 1973)

All students have the potential for communication.
They are of varying backgrounds and have different experi-
ences daily that may lead to expressions for writing. They
will need encouragement to take a pencil in their hands and
express their thoughts, describe their actions in a past
experience, or share their knowledge of a subject.
However, through numerous opportunities to engage in the
writing process, readiness for the act of writing will
become a reality for students.

Nichols stated that the purpose of writing is to
"make the message clear." Students write for a wide range
of purposes: to inform, to persuade, to express them-
selves, to explore, to clarify thinking and to share
knowledge. Consequently, the purpose of all writing should
be stated clearly at the outset of the lesson, and students
should be well aware of the purpose of their writing.
Allen stated that:

Every time there is a writing experience, children must
see a purpose for writing. They must feel that they
have something to say on the topic, and must want to do

the writing. In other words, children snould not be
asked to write unless the purpose for it is clear to
them and genuine use is to be made of the writing.
(Allen, 1976)

Krening emphasized the benefits of students'

understanding the purpose for whatever they write. She

stressed the fact that:

Students should always be told the purpose of whatever
they are doing. They should understand the intent of
the lesson. By knowing wny they are doing what they are
doing what they are doing students will be able to
generalize and to apply the skills being learned to
situations where those skills are needed. They will
conceptualize rather than memorize. (Krening, 1982)

In an article entitled, "Seven Reasons Why Children

Should Write Stories," Tompkins presented seven purposes

for writing and ways students benefit from these

activities.

Reasons why children should write:
1. To entertain - Children write stories . . . to
   extend   themselves as persons and to hold an
   audience's pleased   attention .   . ,
2. To foster artistic expression - . . . one
   important reason to write in real life is to
   aesthetically order the components of existence
   . . . the ordering of experiences, to create
   stories, poems, and other forms of imaginative
   expression is a kind of artistic
   expression . . . ,
3. To explore the functions and values of writing -
   through writing children explore the functions
   and value of writing in order to become more
   flexible writers . . . ,
4. To stimulate imagination - Children tell and
   write   stories because stories represent
   meaning and reflect imagination, and meaning and
   imagination are the lifeblood of the
   mind . . . ,
5. To clarify thinking - . . . In the process of
   attempting to get their ideas out on paper so
   they can be shared with others, children clarify
   their thinking.

        6. To search for identity - . . . children's
            personal discovery and search for identify is
            another reason why they should write
            stories . . . ,
        7. To learn to read and write - Having children
            write stories is a means of teaching them to
            write and to read. . . (Tompkins, 1982)

    Byrne emphasized the various "pedagogical purposes"

of writing and discussed the importance of writing as

evidence that students are making progress. He stated

that:

    Writing serves a variety of pedagogical purposes:
    (1) practice of some form of writing enables us to
    provide for different learning styles and needs . . .
    (2) written work ser·es to provide the learners with
    some tangible evidence that they are making progress in
    language, (3) exposure to language through more than one
    medium is likely to be more effective than relying on a
    single medium alone. (Byrne, 1979)

    A meaningful purpose that is made explicit to

students is a crucial part of any writing program. This

purpose must be stated clearly before students begin to

express feelings, to inform, to share knowledge of a

subject or to strengthen an area of weakness; however,

students should be very aware of this at the outset.

Writing for various purposes helps to strengthen students'

writing skills. It gives them opportunities to make use of

various language patterns, use their imaginations, and

communicate a personal interest. These factors promote

security and enthusiasm in writing activities which

establishes good writing skills. Effective writing is

writing that is clear and precise; and students can be

encouraged to write with clarity and precision when the
reasons for a writing exercise are communicated to them.
Having accomplished this goal is likely to lead students to
well-organized, interesting writing. The desire for
continuous experiences in writing increases when assigned
tasks grow out of a meaningful purpose.

Audience

Students of beginning writing may compose for their
personal satisfaction where they are their own audiences.
From this point they may progress to having their teacher
as the audience. Nevertheless, having a specific audience
for addressing a specific topic is a vital part of the
composing process. Knoll presented the importance of
developing a "deep or consistent sense of audience.
Whether students choose themselves, the teacher, or the
public as their audience, there is a need for them to
recognize the significance of addressing varying audiences.
A sense of audience is helpful in making word choices,
selecting vocabulary and directing thinking. Knoll stated
further that "communicat n necessitates getting beyond th

person. . . ." He stated that:

> A sense of audience is crucial if writers are to
> select and organize information so that they communicate
> with readers. (Knoll, 1978)

The California State Department of Education
reported the necessity of learning to write for various
audiences, both known and unknown audiences. It is their
belief that the child is his or her own first audience. It
was stated that:

> . . . These known audiences require that writers com-
> municate their feelings and ideas in forms more
> controlled than those they use when writing only for
> themselves. As they write they must constantly envision
> their audience. . . . Ultimately, students should learn
> to write for broader audiences. As they do so, they
> will need to adjust the nature of their diction and
> rhetoric with this larger audience in mind. (California
> State Department of Education, 1982)

Cowan discussed the benefits of having your
audience in mind as you begin to write. She emphasized
that:

> If you invent or know your audience in advance,
> however, you can plan the whole essay around this person
> or group of people. You gain enormously by having your
> audience in mind from the very start. . . . It is
> crucial to note who your specific audience is at the
> outset . . . because your approach to the subject will
> be determined by who the audience is. (Cowan, 1983)

Kroll reported the effects of different dialects
and cultures in writing for various audiences. He
emphasized that learning to write is "much more complicated
when cultural and dialect differences are involved." He
continued by reporting that:

> There are special groups of children who write for
> people who do not share their frame of reference. They
> are the children who enter schools of a majority culture

with personal experience that is rooted in another
culture. How can they learn to write for someone who
cannot share their frame of reference? (Kroll, 1983)

Considering Kroll's statements and question, it
becomes a reality that encouraging the limited-English
proficient students to express their opinions and ideas in
writing can be a very difficult assignment; however, it can
be a great challenge and the end results can be pleasur-
able. It may prove to be beneficial to encourage these
students to begin by writing for themselves as their first
audience. They can later move to wider audiences as they
become more proficient in writing.

Bullock commented on the teacher as the students'
first audience, and audience as a measure of assessing the
students' quality of communication. He emphasized that:

> The writers' sense of audience is one of the ways in
> which the quality of communication can be assessed. It
> has long been realized, and research has confirmed the
> fact that by far the largest amount of writing done in
> school is explicitly directed at the teacher. The
> remaining small proportion is divided between writing
> for self and writing for other pupils. Clearly, the
> teacher has the responsibility of providing continuity
> in his capacity of principle receiver of what the child
> writes. (Bullock, 1975)

The California State Department of Education
reported the importance of writing for oneself in
preparation for writing for larger audiences. The report
continued by stating that:

> Writers address numerous audiences, but they are
> their own first audience. Writing for oneself can take
> various forms, such as journals, diaries, learning logs
> and poems. Such egocentric writing may not be fully
> understandable to others. However, such writing is most
> important in helping writers discover what they believe,
> know, wish to say before they write for larger
> audiences. (California State Department of Education,
> 1980)

There may be disagreement as to students' first

audience, however, its importance in focusing thinking and

stating points clearly and fluently is evident. During an

assigned writing activity, students may write for self,

teacher, classmates, the school, or other audiences. The

audience of focus must be explicitly stated as the activity

begins. Having knowledge of the audience to be addressed

will assist students in selecting appropriate vocabulary,

emphasizing specific information and using acceptable

language patterns. Knoll suggested two strategies for

helping students develop a sense of audience:

> One common strategy for enhancing sense of audience is
> to make children more conscious of the need to identify
> an audience when writing. . . . Another way to help
> children develop a sense of audience is to teach writing
> within an interactive classroom in which students write
> for each other and respond to each other's composi-
> tions. . . . A sense of audience is crucial if writers
> are to select and organize information so that they
> communicate with readers. (Knoll, 1978)

Students need to be challenged to communicate with

varying audiences. This is likely to promote flexible

thinking, well organized compositions, and competence in

writing. Writing for different audiences provides the

motivational opportunities that will encourage greater
complexity in students' writing.

A Summary of Research on Writing

Lunsteen, at the National Conference on Research in
English, reported some interesting findings in regard to
writing. She reported twelve points of knowledge from
research and observation:

1. Oral language base. Written composition need: to be
   tied to oral language. Gradual growth from
   dictation to shared writing to independent writing
   seems to be a natural sequence for a great majority
   of ready young learners.
2. Environment. A varied environment that stimulates
   many kinds of creative responses adds depth and
   increases potential for selection of content. We
   need to spend more time on what happens before a
   child writes.
3. Inner motivation. Motivation to communicate comes
   from within. Teachers can't "motivate" children to
   write; they can only stimulate them. . . .
4. The contribution of children's literature.
   Children's literature can contribute greatly to the
   written and oral composing of children. Awareness
   in children of what a story is grows from early
   exposure to stories heard and read.
5. Audience. Various audiences help to shape the style
   and content of writing. Stories written for younger
   friends or classes have characters quite different
   from those written for older students or adults.
6. Positive response. Enjoyment of stories and
   reports, appreciation for a bit of original phrasing
   or a unique character or end, is response to
   encourage.
7. Drafts. One of the truisms of composing is that
   ideas forging ahead of one's pencil or typewriter
   cause many surface errors.
8. Oral display. Not every piece of writing needs to
   be corrected or copied. Much of a child's writing
   is best read aloud . . . and filed in a private
   folder.

9. Developmental irregularity. Development in writing
    occurs in irregular spurts. Teaching needs to be
    based on developmental knowledge of children's
    composing.
10. Observation. Developing powers of observation is
    essential to the writing process. Welcoming oral
    comments upon observation strengthens abilities
    needed in composing.
11. Voice. As children mature in supportive environ-
    ments, they develop an individual "voice." They
    must be helped to understand who they are . . . and
    what values they stand for in order to develop their
    own style and project their creativity into their
    products.
12. Creative problem-solving is an important part of
    composing, can strengthen essential processes of
    selection. It can apply what they know about
    productive problem-solving to composing in writing.
    (Lunsteen, 1976)

As a result of his research and observation,

Glatthorn discussed these conclusions regarding the

teaching of writing:

1. The study of formal grammar is not related to
    improvement in writing, and may in fact take time
    away from the teaching of writing.
2. Sentence combining practice will help students write
    sentences that are more syntactically mature.
3. Frequency of writing in and of itself is not associ-
    ated with improvement in writing. (Glatthorn, 1981)

Glatthorn continued by reporting findings regarding

the composing process and its implications for the teaching

of writing based on his research. He reported that:

First, the teacher should make the students aware of the
composing process they currently use and the extent to
which those processes might be counterproductive. . . .
Second, the teacher should help students deal with the
complexities of the composing process by "fractioning"
and "routinizing". . . . Third, the teacher should slow
down the entire composing process. The final recom-
mendation grows out of the preceding three suggestions:

Teachers should emphasize the exploring, planning, revising and sharing processes so that students develop the requisite skills and gain the benefit of these critical states. (Glatthorn, 1981)

Haynes suggested that teachers give greater

emphasis to the guiding and careful development of a

limited number of papers rather than the "hurried

production of a greater number of papers." In "Using

Research in Preparing to Teach Writing," he concluded that:

1. A relationship exists between increased reading and improved writing.
2. Pre-writing activities help students learn to writer better.
3. Peer feedback and peer editing can effect improvement in writing. (Haynes, 1978)

Golub, in a study that included discussions of

current research in language development and instruction,

questions regarding whether children are learning the

language they are being taught, and current practices in

written language instruction in the elementary school found

that:

Realistic approaches are needed in teaching language usage, dialects and registers. These approaches should include a nonrepetitive instruction system accounting for different linguistic abilities, diagnostic evaluation of children's written language ability, objectives based on language preferences and control rather than correctness, and learning environment and activities based on individualized and carefully monitored instructional theories. (Golub, 1973)

Kafka found as a result of his research that

intermediate grade children in an integrated suburban

school district produced best quality written narrative

compositions when subjected to a visual, auditory or

tactile stimuli. His results revealed that visual stimuli

produced the most superior written samples.

> Practices which seem to pay off in the teaching of
> written language in the elementary school classroom are
> those practices which involve the student immediately
> with a stimulus for thought, some time to think quietly
> or out loud to another student about the stimulus,
> followed by time to write, followed by time to read and
> to evaluate aloud to peers what has been written.
> (Golub, 1973)

Wienke in a study of strategies for improving

elementary students' writing skills concluded that:

> Students' composing skills are affected by the type of
> instructional program to which they are exposed. The
> balanced writing program has significant and favorable
> effects on students' skills. A balanced approach
> including dictation free writing, proofreading, etc.,
> seems to be important. The success of the program seems
> to be collective results of these factors: increased
> time on task which is the result of the daily writing
> period, peer evaluation, proofreading, revision, and
> writing, peer appreciation and modeling. (Wienke, 1979)

Ottinger studied the effects of different models of

language arts instruction on the writing of second and

third graders. The purpose of the study was to identify

and describe various models of language instruction. She

concluded that:

> Two variables were identified that seem to have positive
> effects on student writing. Positive correlations
> existed between the quality of writing and number of
> words composed daily by students and amount of direct
> teaching to student communication. In the classes of
> good writers, students were inspired to compose almost
> daily and teachers used approximately forty percent of
> their language arts instruction time for teacher-student

conferences. Four of five good writing classes were rated as being student-centered, integrated. (Ottinger, 1982)

In Boeher's study of the effects of oral planning

on fifth grade composing, she found that:

. . . verbalization of one's own ideas is more conducive to mature writing than is listening to others ideas. . . . In an atmosphere of security and mutual trust, there is no problem of one child's coping another's ideas. . . . Teachers who will be in a better position to help children with writing strategies as needed. (Boeher, 1977)

Brown in a study of the process of children's

writing observed children ages nine, ten, and eleven as

they wrote. They study sought to describe how children

approach the task of writing, "the manner and extent of

their interaction, and the results of this interaction upon

their writing." He concluded that:

Moderate talk about content, type of story, throughout the writing activity, seems motivational. The children seem to require a focus for their talk about ideas, content, endings and for their questions--as their story is being written. The teacher should be the main focus although it should be noted that the children also discuss these matters with each other. (Brown, 1977)

Stallard studied the writing behavior of good

student writers and concluded that "writers feel the need

to take note of what is evolving on the page, to experience

it for himself." The purpose of the study was to:

. . . analyze certain aspects of behavior of a group of good student writers . . . to know if behavior of this group of students while writing would include evidence of consideration for such things as structure, organization, style, and diction or if the evidence

would suggest that the writing they did was largely
independent of conscious consideration of such elements.
(Stallard, 1974)

DeVries conducted a study with fifth graders. One
of the groups wrote a theme a week while the second group
did no writing. The second group spent more time reading
in and out of class. DeVries reported these findings:

> Both groups gained in writing, with the reading group
> clearly outperforming the writing group on the posttest
> essay in all categories (content, mechanics, organi-
> zation, grammar, wording and phrasing). (DeVries, 1970)

Graves as a result of his observation and research
discussed the importance of writing. He stated that
"writing is most important . . . as a contribution to the
development of a person, no matter what the person's
background and talents."

In Balance the Basics: Let Them Write, he wrote these
conclusions based on his studies:

1. Writing develops courage. Writers leave the shelter
   of anonymity and offer to public scrutiny their
   interior language, feelings, and thoughts. . . .
2. . . . Writing, more than any other subject, can be
   the means to personal breakthrough in learning. . . .

3. . . . Writing can contribute to reading from the
   first day the child enters school. . . .
4. Writing also contributes to reading because writing
   is the making of reading. . . .
5. . . . Writing contributes strongly to reading com-
   prehension. Students who do not write beyond the
   primary years lose an important tool for reading
   more difficult material. . . . The ability to
   revise writing for greater power and economy is one
   of the higher forms of reading. (Graves, 1978)

In a discussion of "How Writing is Taught," Graves
stated that the process-conference approach is a "proven,
workable way to reverse the decline of writing in our
schools." U ing this approach, teachers help students by
involving th : in individual conferences during the writing
process. The reason for writing the composition is
emphasized. Graves concluded that:

> By putting ideas on paper the student first discovers
> what he or she knows and then is guided through repeated
> drafts that amplify and clarify until the topic is fully
> expressed. A single completed paper may require six or
> more conferences of from one to five minutes. . . . The
> teachers who use the process-conference . . . lead the
> writers to discover new combinations of personal
> thought, to devel-p the sense of knowing and authority
> so valuable to any learner. (Graves, 1978)

In 1983, Graves observed sixteen children in their
classrooms. He gathered information when the teacher asked
the children to write. The purpose of the study was to
find out what was involved in the growth of children's
control of the writing process. The emerging principles
were:

1. At first children need to hear and see what they
   mean.
2. As children gain distance on the process of relating
   sounds and symbols . . . they become more dis-
   satisfied with their text and look for new ways to
   insert speech features. (Graves, 1983)

Graves stated that "nothing influences a child's
attitude toward writing more than the choice of topic." He

gave the following reasons for students choosing their own topics:

1. Deciding what to say is probably the hardest and most important part of writing. We cannot take this responsibility away from the writer.
2. As children consider, select, reconsider their topics, they experience the revision process.
3. When writers what they know and care about, their writing is their own. (Graves, 1983)

Research on Writing and the ESL Student

Clair, Blair, Krashen, Nelson, Reid, and Zamel have studied writing and the English as a Second Language (ESL) student. Clair conducted a study involving ESL students and considered the problem of how to provide writing instruction to ESL children in the elementary school under the existing pull-out program model. The project was designed to offer "a suggested structure for a program that could be used by all . . . also provide information about the development of writing skills in second language speakers of English." She stated in a brief review of the three theories of ESL instruction that:

The best way to approach writing instruction at the level of discourse is highly disputed. There has been much controversy in the past twenty years concerning the effectiveness of teaching writing in the traditional grammar to sentence to paragraph to essay approach, and many educators have claimed that since writing is a process, it should be taught in the process-oriented way, with little emphasis on the finished product. (Clair, 1982)

Blair, in a report of the acquisition theory, stated that:

Non-native speakers learn to write just as native speakers do, by learning to adjust their "monitors." Teachers too often focus on form rather than on the students interests and abilities. . . . However, when native and non-native speakers' individual ideas are forced to conform to a prescribed format and formula, the writing loses its effect and its versatility. Students' anxiety about writing is often due to over-active monitors. (Blair, 1983)

She continued by stating that the ESL students may simplify their writing or regress. This takes place in order to provide a comfort zone for these students. She emphasized, "We need to realize that regression represents potential for growth."

Krashen, in Writing: Research, Theory and Application, discussed writing frequency and its effect upon students. He reported these findings:

Simply increasing academic writing frequency does not result in significant increased proficiency. Very small effects for writing frequency and improvement in writing quality were found. . . . (Krashen, 1984)

In 1981, Krashen discussed the second language acquisition theory and stated that:

. . . second language acquirers have two distinct ways of developing ability in second languages. Language acquisition is similar to the way children develop first language competence. Language acquisition is a sub-conscious process in two senses: people are often not aware that they are acquiring language while they are doing so. What they are aware of is using the language for some communication purpose. (Krashen, 1981)

Krashen also discussed the effective filter, "a construct developed to refer to the effects of personality, motivation, and other effective variables on second language acquisition;" and comprehensible input, "a construct developed to describe understandable and meaningful language directed at language acquirers at optimal conditions." He concluded that successful second language acquisition is related to:

1. Anxiety. Low anxiety related to second language acquisition.
2. Motivation. Higher motivation predicts more second language acquisition.
3. Self-confidence. The acquirer with more self-esteem and self-confidence seems to to better in second language acquisition. (Krashen, 1981)

Nelson stated that "writing instruction is process based and process perpetuating, but includes attention to the products at appropriate states." In a study of how writers teach writing she found that writing is central and structure is taught incidentally. These teachers emphasized strengths before addressing weaknesses, and in these classes "students rapidly grow in confidence, and refer to themselves as writers." In her discussion of what was learned about how ESL students write, she stated that:

. . . Sharing and responding helped students discuss subjects they wanted to write about. . . . Discussing their own favorite topics and finding them pleasing to others lead to breakthroughs in attitude and commitment to their work. . . . Constructive criticism helped

students evaluate their work by increasingly sophisti-
cated standards they picked and refined through
experience with direct instruction. (Nelson, 1983)

Nelson stated further that "Writing in a second is

a complex task." She reported that the teacher of ESL will

find that the strategies used in the ESL classroom will

work for native speakers as well. She concluded by stating

that:

Like the writing process itself, the process of learning
to write is itself recursive and largely intuitively
acquired. Growing as a writer is a non-linear, holistic
process facilitated by membership in a writing community
and requiring opportunity to elaborate what is learned
by cycling through the phases of writing time and time
again. (Nelson, 1983)

Reid reported on the use of special details and the

point paragraph in assisting intermediate ESL composers.

The objective is for students to write well-planned,

coherent paragraphs "acceptable to the American acad'mic

audience, within limited formats." She stated further,

based on her observation and research, that the two

additional fundamentals guiding students' efforts are "to

write what he knows about and to write for an audience."

She concluded by offering four elements and strategies for

teachers:

A growing body of literature suggests that teachers can
effectively guide student learning by following a
pattern of systematic instruction. These elements are:
1. Clear focus on the objective or task.
2. Small increments of instruction.
3. Ample opportunity for students to respond.
4. Prompted practice.

Strategies for teachers are:
1. Analyze questions carefully and sequence according to difficulty.
2. Give students steps to follow in finding and verifying answers.
3. Provide ample oral practice with different types of questions.
4. Share what you are doing with colleagues. (Reid, 1982)

Zemel conducted a study of the composing process of advanced ESL students. The purpose of the study was to investigate the extent to which students "experience writing as a process of discovering and creating meaning and the extent to which second language factors affect this process." She reported that:

. . . proficient ESL writers like their native language counterparts, experience writing as a process of creating meaning. . . . These students explore their ideas and thoughts on paper, discuss in the act of doing so not only what these ideas and thoughts are, but also the form with which best to express them. Moreover, they recognize the importance of being flexible, starting anew when necessary, and continuing to rework their papers over time as they take into account another readers frame of reference. (Zemel, 1983)

As a result of her research, Zamel discussed the importance of assisting students through knowing how they learn. and instruction which give students direct experience with the composing process. She summarized by stating that:

To sum up these findings, composing, as it has been experienced and described by the skilled ESL writer, seems to be a framework with which to best present these ideas. This process is creative and generative and may not always be based on a clear sense of direction or explicit plan, but rather a plan that allows further discussion and exploration. It involves integrating new

ideas, revising those that have already been recorded
and may entail reconstructing one's framework to accom-
modate these changes. It requires the ability to assess
clarity of thought and logic and to distance oneself
from the text, thereby taking into account the reader's
point of view. (Zamei, 1983)

Concluding Comments

Research on writing is a recent undertaking, and

research on writing and the ESL student is very limited.

However, of the research that is available, the results

offer many points worthy of consideration by teachers of

native English speakers, as well as limited-English

proficient students. DiStefano, Haley-James, Glatthorn,

Graves, Nelson, Reid and Rose discussed the importance of

writing and its stages. They emphasized that writing

develops through a number of phases and it is vital that

students have an awareness of these phases. It was pointed

out that one stage builds upon another and that students

put to use each skill as they find success in writing.

In order to express ideas and thoughts effectively,

students need numerous experiences. Hutchcraft, Burns,

Shane, Rubin, Fisher, Allen, and Managieri have stated that

experiencing assists students in writing clearly and

fluently. It is through writing that students organize

their ideas and make discoveries about themselves and their

world. As the experiences become frequent and take a

variety of forms, the thoughts expressed are clearer and

more effective. In this light, writing becomes a very powerful tool, and an important skill.

Byrne and Krening emphasized that all writing should be purposeful. Each student should understand the purpose of the writing assignment and the effect it will have upon him or her as a learner. The purpose should vary frequently. The purpose may be to inform, to persuade, to present knowledge of a subject or to share personal information. Regardless, this purpose should be stated clearly at the outset of the assigned task.

A writing activity should be designed for a specific audience. Knoll, Cowan and Bullock have discussed the significance of writing for a specific audience. Many students in their effort to make sense of their world view themselves as their audience, and they, therefore, become their own first audience. Others may complete beginning writing activities with their teacher as audience. Other audiences such as friends, classmates, the whole class, the school or public are important in rendering a writer effective.

Students write about what they know about and have the vocabulary for expressing. All pre-writing activities should include vocabulary building. This provides students with the mechanisms for expressing opinions and giving information. The vocabulary on a given subject can be

provided through brainstorming sessions. When this
activity is conducted in a warm, non-threatening environ-
ment, students are likely to develop the confidence
necessary for putting this new learning into written form.

Krashen and Stewig stated that the lessons in
writing should fit the needs of the students. Students
write out of a need or in response to an interest. This
assists in making the activity meaningful, useful and aids
in creating a desire for additional activities. Students
are provided opportunities to explore an area of interest
through writing. They are lead to learn more about them-
selves and the world around them. Writing that grows out
of a need may be viewed by students as a significant tool
for aiding them in becoming personally proficient in com-
munication through composing.

A search of the literature and research reveals
numerous processes for writing instruction, as well as
techniques for teaching students to express themselves in
writing effectively. There appears to be no specific
technique designed to render each limited-English
proficient student successful in writing, however, there
are agreements among researchers that the LEP students
learn to write much the same way their native English
speaking classmates do. All students can learn to become

more effective, efficient, fluent, clear writers. The
major ingredients in this process appear to be:

1. Continuous interesting experiences

2. Clearly communicated directions

3. Many opportunities for building skills sequentially

4. A deep understanding of the composing process

5. Opportunities for vocabulary development

6. A comfortable, non-threatening environment

7. Considerable time for writing

CHAPTER III

Introduction

In this study, the investigator sought to determine
the effectiveness of a structured-insightful approach to
encouraging limited-English proficient students at level
three (LEP 3) to express themselves clearly, fluently, and
effectively in writing. The population for this study
included thirty-five students who were attending three
elementary schools in the Santa Clara Unified School
District. These students were identified as LEP 3 based on
the district's guidelines. As students enter their
designated schools, parents, or guardians complete the Home
Language Survey (see Appendix 1). If any language other
than English is listed in response to questions one, two,
three, or four, testing is initiated for possible
participation in the English Language Acquisition Program
(ELA). Students are administered the Language Assessment
Scale (LAS). If they score at levels one, two, or three,
they become participants in the ELA program, and are
classified as LEP 1 (beginners), LEP 2 (intermediates), or
LEP 3 (advanced). Students scoring at levels four or five
are classified Fluent English Speaking (FEP) and receive no
additional assistance in English unless indicated by the

district's Reading/Writing Assessment. Students scoring

one, two, or three on the Reading/Writing Assessment are

classified as LEP 3 and they receive special instruction in

reading and writing (see Appendices).

Once students qualify as participants in the ELA

program, they remain there until the five criteria outlined

below are met:

1. Student Oral Observation Matrix (SOLOM)
    Level 4 out of 5 in comprehension
    Level 4 out of 5 in fluency
    Level 4 out of 5 in vocabulary
    Level 3 out of 5 in pronunciation
    Level 4 out of 5 in grammar
2. A score of 4 or 5 on the LAS Test
3. Scoring at or above the 36th percentile on
    a standardized achievement test in total
    reading, language, and mathematics.
4. A score of level 4 or 5 on both the District Reading
    and Writing Assessment Tests.
5. Parent approval. (Santa Clara Unified School
    District, 1985)

Many LEP 3 students remain in the ELA Program

because of their failure to meet the above criteria for

reclassification. These students are most often classified

as LEP 3 and demonstrate failure to obtain scores of four

or five in reading or writing. The Santa Clara Unified

School District has taken steps to assure greater progress

in reading for the LEP, as well as all students. A new

textbook has been introduced and other materials purchased

or developed; however, there is a lack of materials or a

specific technique designed to assure success in writing

for the LEP students. Thus, this study was designed to
determine the effectiveness of a structured-insightful
approach, designed by the author, in assisting the LEP 3
students in experiencing success in writing.

The three elementary schools represented in this
study are Bowers, Bracher, and Montague. The 1984-85
enrollment of Bowers School was approximately 475. Of
this number, approximately 52 percent were classified as
LEP. A major portion of the LEP population was classified
as LEP 3. These students received special assistance from
three Language Development Assistants (LDA) who provided
primary language support in Korean, Spanish, and
Vietnamese. This program was coordinated by the school
facilitator. It consisted of a daily thirty minute session
of English Language Acquisition activities. The twelve
students in this group represented experimental group one
(see Appendices).

The enrollment of Montague School was approximately
400 students of which approximately 40 percent are classi-
fied as LEP. The LEP 1 students at this school received
instruction in their classroom and were taught by the
classroom teacher for one hour each day. The LEP 2 and
LEP 3 students received special assistance from three LDA's
who provided primary language support in Samoan, Spanish,
and Vietnamese. These programs were coordinated by the

school facilitator. The students in this group represented the experimental group two (see Appendices).

The students in the control group attended Bracher School which had an enrollment of approximately 460 students. Of this number approximately 18 percent are classified as LEP 3. These students received special assistance from three LDA's who provide primary language support in Spanish and Vietnamese. This program is coordinated by the school facilitator who also provided English Language Acquisition assistance. The students participated in a thirty minute daily program.

The languages represented by each of these schools include Hindi, Ilacano, Loas, Portuguese, Punjabi, Korean, Samoan, Spanish, Tagalog, and Vietnamese. Of the languages represented by the experimental groups, 36 percent was Vietnamese, 16 percent was Ilocano, 12 percent was Hindi, 12 percent was Korean, 8 percent was Spanish, 4 percent was Loas, and 4 percent was Punjabi. Of the languages represented by the control group, 40 percent was Vietnamese, 30 percent was Tagalog, 10 percent was Korean, 10 percent was Portuguese, and 10 percent was Samoan.

Limitations

This investigation was limited to 35 students who attended three elementary schools in the Santa Clara

Unified School District (Table 1, Table 2, Table 3). These students qualified for the district's ELA program based on the assessment tests and remained there doe to their lack of proficiency in writing. They were in grades four, five, and six which means a focus on upper elementary level. There were sixteen boys and nine girls in the experimental groups, and seven boys and three girls in the control group. This study was also limited by the extreme mobility of the LEP students. (Note: Thirty-five students represent loss of nineteen of the original sample of eighteen students in each group, a total of fifty-four students.)

Delimitations

Findings for this study are generalized only to similar schools having high percentages of LEP students who are similar to those reported in this study.

Null Hypothesis

The structured-insightful approach to teaching limited-English proficient students to express themselves in writing is no more nor less effective than a less structured method for the students in this investigation.

TABLE 1

LANGUAGES OF EXPERIMENTAL AND CONTROL GROUPS

Languages	E1 (N=12)	E2 (N=13)	C (N=10)
1. Hindi		3	
2. Ilocano		2	
3. Korean	3		1
4. Loas		2	
5. Portuguese			1
6. Punjabi	1		
7. Samoan			1
8. Spanish	2		
9. Tagalog	2	2	3
10. Vietnamese	4	4	4

In the experimental groups, boys represented 64 percent, and girls represented 36 percent. The control group consisted of 70 percent boys and 30 percent girls.

TABLE 2

BOYS AND GIRLS IN EXPERIMENTAL AND CONTROL GROUPS

Students	E1 (N=12)	E2 (N=13)	C (N=10)
Boys	9	7	7
Girls	3	6	3
Totals	12	13	10

Students in both the experimental and control groups were in grades four, five, and six.

TABLE 3

GRADES OF STUDENTS

Students	E1 (N=12)	E2 (N=12)	C (N=10)
1	4	4	4
2	4	4	5
3	5	4	5
4	5	4	5
5	5	4	6
6	5	5	6
7	5	5	6
8	5	5	6
9	6	5	6
10	6	5	6
11	6	6	–
12	6	6	–
13	–	6	–

Hypothesis

In this investigation, there is a significant difference in the ability of limited-English proficient students to express themselves in writing which depends upon whether they were exposed to the structured-insightful approach to teaching.

Definition of Terms

Appreciate - To recognize the quality and be sensitive and aware of the value of writing as a lifelong skill.

Clearly - Expressing ideas precisely and thoughtfully so that certain positions can be easily seen.

Effectively - Creating ideas formulated from experience so as to produce the desired effect.

EO - A native English speaker who speaks only English.

ELA - English Language Acquisition Program, the Santa Clara Unified School District's program designed to assist non-English or limited-English proficient students in developing competence in listening, speaking, reading, and writing in English.

ESL - English as a Second Language, a method designed for the development of listening, speaking, reading, and writing skills for non-English speakers.

FEP - Fluent English Proficient, a student who is classified as fluent English speaking based on the LAS score of four or five.

Fluently - A flowing of ideas with ease, clarity, and smoothness.

Holistic scoring - Evaluation of student writing as a whole in comparison to other compositions in the group.

Insightful - The ability to see and understand clearly that skill or process being taught.

LAS - Language Assessment Scale, a test designed to assess the oral language ability of non-English or limited-English speaking students.

LEP - Limited-English Proficient, a student who is classified as LEP 1 (beginning), LEP 2 (intermediate), or LEP 3 (advanced).

Prompt - A statement used to inspire and encourage writing.

Rubric - Explanatory comments used in determining the holistic score.

Structured - The arrangement of the parts of a composition so that they take place in a determined sequence.

Technique - A method or procedure to be followed during the act of writing.

Value - The quality that makes writing desirable and worthy of the effort.

Writing - A form of communication for a specific purpose and designed for a specific audience, and a means by which thoughts and ideas are shared.

Questions to be Answered

1. Is a structured-insightful method more effective in teaching LEP students to express themselves in writing than a less structured more informal method?

2. Is the structured-insightful method more effective with students as a group?

3. Is the structured-insightful method more effective with boys than with girls?

4. With which language group is the structured-insightful method most effective?

5. At which grade level is the structured-insightful method most effective?

Design of the Study

The students in the experimental groups participated in a writing class three times weekly following this schedule:

Day one - Students shared an experience (experiencing), engaged in oral discussions, and participated in brainstorming or clustering activities (preplanning).

Day two - Students were given time for composing
using the shared experience and brainstorming vocabulary as
a guide (writing). Students continued by rereading,
rethinking, and revising their thoughts and ideas
(revising).

Day three - Students completed a polished piece of
writing where the emphasis was neatness and appearance
(rewriting). The students participated in sharing activi-
ties which included reading the completed work to the
group, reading the work to the teacher, having the teacher
read the composition to the group, reading the work to a
partner, submitting the writing for a class or school
newspaper, or submitting the writing to be placed in the
Santa Clara Unified School District's Young Writers'
Anthology.

TABLE 4

EXPERIMENTAL GROUP WRITING SCHEDULE

Day 1	Day 2	Day 3
Experiencing	Writing	Rewriting
Preplanning	Revising	Sharing

The students at Bracher School representing the
control group submitted writing samples during months one

and six. The instructions to them were to write about a favorite place. They participated in no special writing class or activities.

The major purposes of this study were to provide for students of varying backgrounds and languages common experiences upon which to build vocabulary useful in expressing their ideas in writing; consequently encouraging clear, fluent writing. The students were encouraged to maintain writing folders where all attempts at completing an assignment were kept for review of general progress. These folders were also used as a means of sharing ideas among participating students, as well as with the classroom teachers.

During each writing session, students responded to the following prompts:

1. <u>Writing Session One</u> - Writing session one took place during month one. At this time students responded to the following prompt:

Think of your favorite place. Write about your favorite place. Tell about the things you enjoy doing there and give reasons why you enjoy them.

2. <u>Writing Session Two</u> - Writing sessions two through ten took place during months two, three, four, five, and six. During writing session two, after various experiences with different kinds of stuffed bears, bear

puppets, pictures of various kinds of bears, and books about bears, the students participated in a brainstorming activity then responded to the prompt:

Think of a time when you saw a bear. Think of the way the bear looked. Think of the experiences you had. Write about the experience you had with a bear.

3. Writing Session Three - After an experience with various trophies that had been presented for some sport event, medals commemorating some event, and award certificates, students participated in a clustering session for developing vocabulary and then responded to the following prompt:

Think of a time when you or someone you know won a trophy. Imagine that you and the person won a trophy for being the world's greatest in some sport. Write about the circumstances leading to your winning the trophy, and tell how you felt being a winner.

4. Writing Session Four - After an experience with pictures, books, and stories about Bugs Bunny, the students participated in an oral discussion and a brainstorming session regarding Bugs Bunny, and responded to the following prompt:

Imagine that Bugs Bunny found a giant carrot and he decided to build a rocket. Write about Bugs Bunny's

experiences as he built the rocket. Write about his
adventures in space in his completed rocket.

    5. <u>Writing Session Five</u> - After an experience with
stuffed unicorns, pictures, and posters having unicorns,
the students participated in a brainstorming session and
developed vocabulary. They responded to the following
prompt:

    Imagine that you and your friend found a unicorn.
WRite about your adventures and explain how you became
successful in catching the unicorn.

    6. <u>Writing Session Six</u> - After an experience of
tasting various flavors of ice cream, students participated
in a clustering session and responded to the following
prompt:

    Imagine that you have many flavors of ice cream and
that you plan to build a "Super Duper Ice Cream Cone."
Write about the steps you would take in making the ice
cream cone and what you would do when it is completed.

    7. <u>Writing Session Seven</u> - After an experience with
various toy boats and ships, pictures of ships and boats,
and books and ships and boats, students participated in a
brainstorming session and responded to the following
prompt:

Imagine that you are taking your first trip in a sailboat. Write about your preparations for the trip and your adventures as you sail through the ocean.

8. **Writing Session Eight** - In writing session eight students focused on unusual animals, participated in a discussion of the penguin. They developed vocabulary through a brainstorming session, then responded to the following prompt:

Imagine that you have had the opportunity to visit some penguins. Write about the things you learned by observing the penguins.

9. **Writing Session Nine** - After experiences with pictures demonstrating happy people, students participated in a brainstorming session regarding what makes one happy. They developed vocabulary and responded to the following prompt:

Imagine that this is the happiest day of your life. Write about the things that made you happy and the feelings you are experiencing.

10. **Writing Session Ten** - After an experience with a wooden wishing well, students participated in a brainstorming session about wishes. They developed vocabulary and responded to the following prompt:

Imagine that wishes come true. Write about the things you would wish for and what you would do once the wishes were granted.

Each writing session consisted of the six steps in the structured-insightful approach. On day one, the students were involved in a shared experience which provided dialogue and vocabulary. These activities assisted students in focusing on a subject and provided vocabulary useful in interacting with the group. The activities for day one are called experiencing and pre-planning. The activities for day two included rethinking and including additional ideas. These activities were called rewriting and revising. The activities for day three included completing a corrected polished piece of writing, and time set aside for sharing with a friend, a partner, the teacher or the group. These activities were called rewriting and sharing. Each writing session lasted for approximately one hour.

11. **Pre and post writing samples** - The prewriting sample was written during month one when students responded to the prompt:

Think of your favorite place. Write about your favorite place. Tell about the things you enjoy doing there and give reasons why you enjoy them.

During the post test session, students responded to the same prompt and were given the same directions as in session one. The pre and post test sessions, as well as all writing sessions were organized, coordinated, and taught by the author.

Holistic Scoring

The students' completed compositions were scored by a team of two trained scorers. The compositions were scored using holistic scoring with a scale of one to four. The scorers were trained in holistic scoring by the writer using the following guidelines:

1. Scorers were given copies of the four point rubric

2. Scorers were instructed to memorize the rubric

3. Scorers were instructed in the use of the rubric where they were taught to score the compositions on a scale of one to four, scoring each composition in relation to the others in the group

4. Scorers participated in a practice session conducted by the writer. The session included a discussion of reaching final agreement on a score when the scorers' scores differed

5. Scores were given students' pre and post writing samples (pre and post tests), as well as the ten

compositions complete in the writing sessions by the

students. The scoring took place using the following rubric:

Four Point Rubric

[4] This is an excellent composition, with all or most of the following characteristics:

[ ] A clear sequence of events which is an appropriate response to the prompt and which is introduced at the beginning of the composition

[ ] Clear development of the story, without irrelevant descriptions or explanations

[ ] Good organization, including a clear beginning, middle, and end

[ ] Fresh, vigorous word choice

[ ] A variety of interesting details

[ ] Correct any appropriate structure in all or almost all sentences

[ ] Very few or no errors in the use of punctuation marks, capital letters, and spelling

[3] This is a good composition, with all or most of the following characteristics:

[ ] A sequence of events which is a good response to the prompt, but which may not be entirely clear in every part of the composition

[ ] Good development of the story, which may, however, be marred by an irrelevant description or explanation

[ ] Good organization which may, however, include undue emphasis on the beginning or end of the story

[ ] Good word choice, which is, however, not particularly fresh or vivid

[ ] Sufficient details to maintain reader interest

[ ] Correct and appropriate structure in many or most sentences

[ ] Some errors in the use of punctuation marks, capital letters, and spelling

[2] This is an adequate composition, with one or most of the following characteristics:

[ ] A sequence of events which is an adequate response to the prompt but which may be unclear in many parts of the composition

[ ] Adequate development of the story, which, however, probably includes one or more irrelevant descriptions or explanations

[ ] Organization which is not completely clear

[ ] Adequate word choice

[ ] Very few details which relate to the story

[ ] Incorrect and inappropriate structure in many sentences

[ ] Serious errors in the use of punctuation marks, capital letters, and spelling

[1] This is an inadequate composition in which it is difficult to understand what the writer is trying to say. It can be very short or very long and rambling. The composition has all or most of the following characteristics:

[ ] Some indication of an attempt to respond to the prompt, although the sequence of events is unclear

[ ] Story development which is unclear or completely lacking

[ ] No understandable organization

[ ] Unspecific, immature word choice

[ ] Complete lack of details which relate to the story

[ ] Incorrect or inappropriate sentence structure

[ ] Many serious errors in the use of punctuation marks, capital letters, and spelling (San Jose Unified School District, 1984).

Tests to be Used

The following tests were used in this study:

1. The Kolmogorov-Smirnov One Sample Test, a test of goodness of fit. . . . It is concerned with the degree of agreement between the distribution of a set of sample values (observed scores) and some specified theoretical distribution. It determines whether the scores in the sample can reasonably be thought to have come from a population having the theoretical distribution (Siegel, 1956)

2. Histograms, tables, comparing groups.

CHAPTER IV

RESULTS

Introduction

This study used the holistic approach to scoring
student compositions for the following reasons:

1. The compositions could be read rapidly and the
total impact evaluated.

2. It is an efficient and reliable method which
emphasizes what students are doing that is correct.

3. This approach requires trained readers and
consensus among the readers.

4. The compositions are evaluated on the basis of
the others in the group.

5. The trained scorers focus equal attention on all
aspects of the composition: content, organization, and
mechanics.

Statement of Hypotheses and Statistical Tests
Posttest Scores Analysis

Null Hypothesis (Ho). The structured-insightful
approach to teaching limited-English proficient students to
express themselves in writing is no more nor less effective

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than a less structured method for students in this investigation.

Hypothesis (H1). In this investigation, there is a significant difference in the ability of limited-English proficient students to express themselves in writing which depends upon whether they were exposed to the structured insightful approach to teaching.

Statistical test. The Kolmogorov-Smirnov one sample test was chosen because the investigator wishes to compare an observed distribution of experimental group scores on an ordinal scale with a theoretical (control group) distribution.

Significance level. Let $\alpha = .05$, N = the number of experimental group students who served as subjects in the study, N = 25.

Sampling distribution. Various critical values of D from the sampling distribution are presented in Table E, p. 251 (Siegel, 1956).

Function and rationale. This test is a test of goodness of fit. it is concerned with the degree of agreement between the distribution of a set of observed scores and some specified theoretical distribution. The experimental group scores are treated as observed scores and the control group scores as the theoretical (reference) distribution. The test determines whether the sample

scores can reasonably be thought to have come from a population having the theoretical (control) distribution (see Table 1).

Distribution of posttest scores:

f = the number of students at a given level (posttest score with experimental groups combined).

Fo (X) = cumulative distribution of control group scores (theoretical distribution).

Student Opinionnaire

Students in the experimental groups, as well as the control group, completed the Students Opinionnaire. The major purposes were to determine students' awareness of purpose and audience in writing, to determine topics students express an interest in writing about and to determine students' understanding of the usefulness of vocabulary activities. The interesting findings from an observation of the resulting raw scores indicate that 56 percent have some awareness of audience when completing an assigned task, 65 percent of the students expressed an awareness of purpose when composing, 80 percent indicated an awareness of vocabulary and its usefulness in writing; and the topics of greatest interest were people, places, and animals.

TABLE 5

DISTRIBUTION OF POSTTEST SCORES

	Level Test Scores				Total
	1	2	3	4	
f	0	0	13	12	25
Fo(X)	0	0.30	1.00	1.00	10
S_{25}	0	0.00	0.52	1.00	25
$1Fo(X)-S_{25}(X)1$	0	0.30	0.·3	0.00	

From Table E where $N = 25$ and $\alpha = .05$, the critical value is .27. Here $D = \max 1 Fo(X) - S_{25}(X) 1 = 0.48$.

Since $0.48 = D > 0.27$, the null hypothesis (Ho) is rejected in favor of the hypothesis (Hl). It can be concluded that there is a significant difference between the distribution of experimental and control group scores.

TABLE 6

DISTRIBUTION OF PRETEST SCORES

Level Test Scores

	1	2	3	4	Total
f	17	7	1	0	25
Fo(X)	0.40	1.00	1.00	1.00	
$S_{25}(X)$	0.68	0.96	1.00	1.00	
$lFo(X)-S_{25}(X)l$	0.28	0.04	0.00	0.00	

From Table E where N = 25 and α = .05, the critical value is 0.27. Here D = max $lFo(x) - S_{25}(X)l$ = 0.28. Since 0.28 = D > 0.27, the Ho is rejected in favor of H1. It can be concluded that there is a significant difference between the distribution of pretest experimental and control group scores.

TABLE 7

BOYS IN EXPERIMENTAL GROUPS VERSUS BOYS
IN THE CONTROL GROUP

Pre and Post Test Scores

Bowers		Montague		Control	
pre/post		pre/post		pre/post	
1	3	2	3	1	3
1	3	1	4	2	3
1	3	1	3	1	2
1	3	1	3	2	2
1	3	1	3	1	3
1	4	1	3	1	3
1	3	1	3	2	3
1	4	-	-	-	-
1	4	-	-	-	-

TABLE 8

BOYS PRETEST SCORES (E AND C GROUPS)

	Level Pretest Scores				Total
	1	2	3	4	
f	15	1	0	0	16
Fo(X)	.057	1.00	1.00	1.00	
$S_{16}(X)$	0.94	1.00	1.00	1.00	
$|Fo(X)-S_{16}(X)|$		0.37	0.00	0.00	

From Table E where N = 16 and α = .05, the critical value is 0.328. Here $D = \max |Fo(X) - S_{16}(X)|$ = 0.37. Since 0.37 = D > 0.328, the Ho is rejected in favor of the H1. It can be concluded that there is a statistically significant difference between the distribution of the boys pretest experimental and control group scores.

TABLE 9

BOYS POSTTEST SCORES (E AND C GROUPS)

	Level Posttest Scores				Total
	1	2	3	4	
f	0	0	12	4	16
Fo(X)	0.00	0.29	1.00	1.00	
S_{16}	0.00	0.00	0.75	1.00	
lFo(X)-S_{16}(X)l	0.00	0.29	0.25	0.00	

From Table E where N = 16 and α = .05, the critical
value = 0.328. Here D = max lFo(X) - S_{16} (X)l = 0.29.
Since 0.29 = D > 0.328, it failed to reject the Ho. It can
be concluded that the observed difference between boys'
experimental and boys control group posttest scores could
well be due to chance variation in sampling. It can
further be concluded that there is no evidence that the
boys experimental group posttest scores are really any
different than those of the control group.

TABLE 10

GIRLS PRETEST AND POSTTEST SCORES (E AND C GROUPS)

Pre and Post Test Scores

Bowers		Montague		Control	
pre/post		pre/post		pre/post	
2	4	2	4	2	3
2	4	2	4	2	3
2	4	1	3	2	2
-	-	2	4	-	-
-	-	2	4	-	-
-	-	1	4	-	-

From Table E where $N = 9$ and $\alpha = .05$, the critical value is 0.432. Since $0.22 = D > 0.432$, it fails to reject the Ho. It can be concluded that the observed differences between girls experimental and girls control group pretest scores are no different.

TABLE 11

GIRLS PRETEST SCORES (E AND C GROUPS)

Level Pretest Scores

	1	2	3	4	Total
f	2	6	1	0	9
$Fo(X)$	0.00	1.00	1.00	1.00	
S_9	0.22	0.89	1.00	1.00	
$1Fo(X)-S_9(X)1$	0.22	0.11	0.00	0.00	

TABLE 12

GIRLS POSTTEST SCORES (E AND C GROUPS)

Level Posttest Scores

	1	2	3	4	Total
f	0	0	1	8	9
Fo(X)	0.00	0.33	1.00	1.00	
$S_9(X)$	0.00	0.00	0.11	1.00	
$1Fo(X)-S_9(X)1$	0.00	0.33	0.89	0.00	

From Table E where N = 9 and α = .05 the critical value is 0.432. Since 0.89 = D > 0.432, the Ho is rejected in favor of H1. It can be concluded that there is a statistically significant difference between the distribution of experimental group girls and control group girls posttest scores.

TABLE 13

FIFTH GRADE IMPROVEMENT (PRE/POSTTEST)

	0	+1	+2	+3
f	0	0	9	1
Fo(X)	0.33	1.00	1.00	1.00
S_{10}	0.00	0.00	1.00	1.00
1Fo(X)-S_9(X)1	0.33	1.00	0.10	0.00

From Table E where N = 10 and α = .05, the critical value is 0.410. Here D = max 1 Fo (X) − S_{10} (X)1 = 1.00. Since 1.00 = D 0.410 the Ho is rejected in favor of H1 and it can be concluded that there is a statistically significant difference between the distribution of experimental and the control group improvement in the fifth grade.

TABLE 14

SIXTH GRADE IMPROVEMENT (PRE/POSTTEST)

	0	+1	+2	+3	Total
f	0	1	3	3	7
$F_o(X)$	0.17	0.67	1.00	1.00	
$S_7(X)$	0.00	0.14	0.53	1.00	
$1F_o(X)-S_7(X)1$	0.17	0.53	0.43	0.00	

From Table E where $N = 7$ and α= .05, the critical
value is 0.486. Here $D = \max 1 F_o (X) - S_7 (X)1 = 0.53$.
Since $D = 0.53 > 0.486$, it can be concluded that there is a
statistically significant difference between the
distribution of the experimental and control group scores
of students in the sixth grade groups.

The Student Opinionnaire proved useful to the writer in organizing and preparing writing assignments to be used in the weekly writing sessions. It provided several topics of interest to the students, but more importantly, the student responses indicate that 77 percent of the students agreed that students can do well in school when they have the ability to write well.

Questions Answered

This investigation succeeded in answering the following questions:

1. Is a structured-insightful method more effective in teaching LEP students to express themselves in writing than a less structured more informal method?

The analysis of the data from this investigation supports the conclusion that the structured-insightful approach is more effective than a less structured approach in teaching LEP 3 students to express themselves clearly and effectively in writing.

2. Is the structured-insightful method more effective with students as a group?

The analysis of the data from this investigation supports the conclusion that the structured-insightful method is more effective than a less structured method for

the group. The students in the experimental group scored significantly higher than the control group in posttesting.

3. Is the structured-insightful method more effective with boys than with girls?

The analysis of the data from this investigation supports the conclusion that the structured-insightful method is more effective for girls in the group. The girls scored significantly higher than boys in posttesting; however it is interesting to note that all experimental students made progress. Some students achieved maximum potential receiving scores of four in posttesting.

4. With which language group is the structured-insightful method most effective

The analysis of the data from this investigation supports the conclusion that the vietnamese students achieved greater gains and higher scores in posttesting. The improvement score for students in experimental group one (E1) was 2.25, and the improvement for the students in experimental group two (E2) was 2.00.

5. At what grade level is the structured-insightful method most effective?

As a result of observation of the raw scores, it can be concluded that the structured-insightful method was most effective for sixth grad. The sixth grade students in both

experimental groups reached maximum potential receiving
scores of four in posttesting.

CHAPTER V

SOCIAL CHANGE IMPLICATIONS FOR THE STUDY

Introduction

. . . Change is normal and continual. The important
questions to ask relate to the direction and rate of
change at various levels of social life. . . . For some
there is no change or at least no significant change
until the institution itself as changed. For others,
even changes in attitudes reflect significant
alterations in social life. . . . Whether we are
dealing with the individual or social level, change is
of essence, and humans must either grow or decay. . . .
What demands investigation are such questions as why
certain societies exhibit unusually rapid or unusually
slow rates of change; what factors affect rates and how;
and whether there is an optimal rate of change for human
well-being. (Lauer, 1977)

Recent developments in the study of writing and

writing instruction have revealed many interesting facts

regarding the composing process. There is awareness of the

fact that the beginnings of writing take place at very

young ages as children begin to have their first experi-

ences in life. There is realization that children's early

encounters in life should be numerous and varied, and that

these experiences should include the use of the senses

which will prepare them for expressing thoughts and ideas

in speech. Although, young children progress for the

"silent period" to speech at varying rates of speed and

they perform at varying levels, speaking or permitting

young children to talk about experiences can render them

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more enlightening. Speech can be a medium through which

children relive past experiences, a skill that can be

useful at a later time when they pro ess to the reading

and writing stages. They may each develop the skills at

their own rates, however, notable changes will take place.

Hutchcraft discussed the importance of encouraging children

to share experiences through speech. He stated that

children "consolidate knowleoge" through this process. He

continued by stating that:

> With young children the opportunity to talk about every
> day happenings encourage them to formulate and remember
> these happenings and to become adept to putting their
> experiences in words. It has another important effect:
> the process of formulating their experiences helps to
> make sense of this experience and to relate it to
> previous experiences. This is the part of the process
> by which they consolidate any knowledge they have or any
> learning that is taking place as young children learn
> through their senses. (Hutchcraft, 1981)

There is, also, awareness that as students demon-

strate a readiness for writing, their experiences in

activities should take place on a daily basis. The

activities should grow out of student interests, or topics

selected by them. Pre-writing activities are of great

importance in that they provide needed vocabulary which

offers the forward thrust many students need to begin the

composing process. The time element in the composing

process is significant in that students require settling in

time, as well as time for thinking and organizing thoughts.

This is especially true of the limited-English proficient (LEP) student who needs time for sorting new information.

One of the theories of change operable in the changing techniques in writing instruction is problem solving. This theory is operable as efforts are made to answer questions regarding the most successful methods and techniques available in creating skilled writers in today's schools. These techniques are especially needed in the instruction of the growing numbers of LEP students who lack the ability to learn by conventional means due to their lack of ability in English. This theory manifests itself as textbook writers, curriculum developers, principals, teachers, and the community seek information that will lead to more effective writing instruction for the LEP students.

> Problem solving is the highest form of learning. It enables a person to secure new ideas independent of others. Learning to solve problems involves several steps including defining the problem, formulating a hypothesis regarding its solution, verifying a final hypothesis and achieving a solution. Problem solving requires thinking and is generally regarded as the most complex form of intellectual activity. (Klausmier, 1971)

Writing is a most complex form of communication and success in it depends upon students having understanding of all the steps in the process. Success also depends upon students having a meaningful purpose for writing. This purpose must be one that is clearly defined for students, and one in which students can engage with enthusiasm. This

involved process will enable students to express themselves with ease and clarity as they become totally involved in writing about personal experiences that they have encountered at an emotional level.

Writing instruction is experiencing new importance as the writing of employees and teachers is being examined with a more critical eye, and the responsibility of seeking new techniques that will lead LEP students to success in writing has surfaced. Those viewing writing are most often in the power positions, and the writer views the power-coercive theory of change to be operable. The power-coercive theory is based upon the exertion of power in some form. The company leaders and school administrators desire more effective writing, and seek methods for making this a reality.

> Normative re-educative strategies build upon
> assumptions about human motivations different from those
> underlying the first. Patterns of action and practice
> supported by sociocultural norms and by commitments on
> the part of individuals to these norms. Changes in
> patterns of practices will occur as the persons involved
> are brought to change their normative orientations to
> old patterns and develop commitments to new ones.
> (Bennis, 1969)

As the period of more rapid communication approaches, employers and educators observe a lack of emphasis on writing. Educators also observed a lack of motivation for writing even among teachers. As this truth has been noted, there has been observed a change in the

emphasis on writing as a process and a skill. With this in
mind, the writer views the normative re-educative theory of
social change to be in operation. The renewed interest in
ability to express thoughts and ideas in writing is
surfacing in all aspects of society. This is being empha-
sized as change brings about new definitions of social and
professional roles. This theory surfaces as educators
begin to accept the added responsibility of providing
adequate instruction in writing for advanced LEP students.

The cyclical theory of social change is the theory
wherein cultures and society pass through continual
cycles of growth and decay, challenges and responses.
Sprenger viewed society as living organisms, each having
a beginning, childhood in which it develops rapidly, a
golden age, a slow decline, a final period of rapid
disintegration leading to death. Toynbee stated that
society develops in cyclical ways and that cycles can be
repeated. The cycles begin with a challenge and
response, and each challenge is met with a response. The
cycles of challenge and response lead to a better
civilization. The writer suggests that writing and
. iting instruction for the LEP students are in their
beginning cycle and that the challenge to find acceptable
techniques, as well as meet the needs of the new LEP
students, will bring about a much greater understanding

of the composing process, and better education for all
students.

> Ultimately, the goal of any education or training
> activity is to bring about desirable changes in the
> larger society, not only through the process of
> learning, but also through the development of new
> approaches to the learning process. The primary
> challenge of education and training is not only the task
> of having individuals, groups, and organizations assimi-
> late new information, but to bring about a change in the
> behavior of the system through utilization of the
> information. (Lippitt, 1973)

Change is a part of the lives of every individual,
group or organization. Change is a way of life, and each
person is affected by it in varying degrees. Various
levels of discomfort are experienced as change is thought
about or its consequences are anticipated. As educators
and employers begin to operate at greater levels of
awareness and recognize that there are those individuals,
groups and organizations that acquire greater benefits of
change than others, signs of resistance are noted.
Resistance is a natural force, however, it is possible that
this can be overcome to some degree when everyone involved
becomes informed and knowledgeable in the change process.
It is greatly beneficial to understand the need for change,
know that it is necessary for progress, know the antici-
pated outcomes, and understand ways of initiating, imple-
menting and evaluating change.

Education by its very nature involves a commitment to
change. it is a commitment to alter the behavior of a
person (group or organization) functioning within his
particular social, political, cultural, and techno-
logical environment. As we become involved in our
specific educational endeavors, we have a tendency to
oversimplify the factors and conditions which affect the
problems we encounter. At the same time, we search for
the formula which will provide the panacea for these
problems. (Lippitt, 1973)

As change improves conditions the expectations of
those involved grow. The change agent has the responsi-
bility of leading in initiating change. Grossman stated
that the change agent is the "bridge between human and
organizational needs." In this respect, the change agent
must possess talent, insight, understanding and flexi-
bility. In the past, attempts to bring about change in the
field of education have been left in the hands of those who
were expected to initiate, implement and evaluate inno-
vations in response to a specific need or pressure from
various groups. In many instances, those charged with
these responsibilities were unskilled and lacked training
in techniques and procedures necessary for promoting
change. It has been learned that in order for change to
become more effective and lasting, the total school com-
munity must become involved and all must view themselves as
change agents.

If all employees think like change agents, conflict and
bickering would diminish. A bond develops between
change agents who work together for a meaningful
purpose. A healthy results-oriented unity is created

that frees them from the normal limitations of their
jobs. Viewing the organization from a change pros-
pective provides insight that is a valuable motivating
force in pursuing and achieving productive change.
(Grossman, 1974)

Glatthorn, Kean and Walshe have discussed change as

it applies to research and writing instruction. They

discussed the new emphasis placed upon writing instruction

and writing as a process. Glatthorn emphasized:

For years we taught composition by instinct and
intuition, operating without the benefit of sound
research. Now, however, that situation has changed. We
know a great deal about how students write and what
teachers can do to improve students' writing.
(Glatthorn, 1981)

Kean discussed the previous attitudes toward

writing and writing instruction, and the effects of change

upon students' completed products. He stated that:

Too often, schools merely provided time for students to
write rather than opportunities that would provide the
interaction, models, and direct teaching that would
encourage students to write better. . . . Within the
last 25 years, systematic research on writing, as it is
crafted and taught, has effected a change in our
knowledge about ways to teach students to write
effectively. In essence, our attitude has shifted from
the written product itself to what the student does to
produce that product. (Kean, 1983)

Walshe discussed the renewed emphasis on writing

and new discoveries that are being made about the teaching

of writing. He stated that greater awareness of writing as

central to learning has aided in the "quickening" of

changes in the process. He continued by stating that:

> We are observing a worldwide awakening to the
> importance of writing. Writing is being seen as more
> than a skill, more than an instrument; it is
> increasingly perceived to be central to the learning
> process, significant in the social and personal life of
> the individual, and indispensable in many ways to modern
> society. . . . This has caused a quickening of changes
> in the teaching of writing, changes that began fairly
> unobtrusively in the mid-1960s . . . and now the
> teaching of writing is changing more rapidly than any
> other part of the curriculum. (Walshe, 1983)

The changing ethnic population of many school

districts demands changes in teaching methods. The

incoming students at all levels are required to become

competent in various areas in order to meet grade and class

competencies necessary for acceleration or graduation.

Gere, Rochester Public Schools and Taylor have discussed

the need for effective communication and the importance of

change in these areas. Gere stated that the first and most

important part of the change process is awareness of an

issue. She offered these statements in an enli htened

approach to language:

> The English language changes continually and if it
> should cease to change, it will no longer be a
> sufficient medium for communication. (Gere, 1979)

The Rochester Public Schools discussed the

importance of effective communication in a rapidly changing

world. It was emphasized that:

> The need for effective communication skills has become
> more crucial in our rapidly changing world. The aims
> and skills of language, composition and literature
> become, in essence, the survival skills demanded by our
> culture. Becoming competent speakers and writers and

> critical readers and listeners is necessary . . . it is
> equally imperative that students develop these
> communicative skills to function effectively, not only
> in school, but even more importantly, in the classroom-
> at-large outside the school. (Rochester Public Schools,
> 1978)

Taylor reported the findings regarding second

language acquisition and writing. He reported that:

> Recent writing in second language acquisition and class-
> room methodology have raised important questions about
> language learning and teaching. The observation that
> many students fail to acquire communication competence
> in the target language despite years of language
> instruction has promoted researchers, theoreticians, and
> teachers to question to the effect of our current
> approaches. . . . Recent exploration into communi-
> cative-based language teaching has begun to identify
> some of the features of real communication which can
> have direct applicability to the development of communi-
> cation methodology. (Taylor, 1983)

There is a great need for approaches and techniques

designed to assist the limited-English proficient student

in communicating effectively. The greatest of these needs

lie in the area of writing. It is through writing that

these students put to use learned skills in listening,

speaking, and reading. It provides the students with

opportunities to engage in more complex thought, and think

more deeply. It also helps students to express ideas more

precisely, and to provide proof of areas in which they are

knowledgeable. Temple stated that writing is presently

"undergoing a renaissance in the elementary classroom." It

is this attitude that will lead teachers in providing for

students appropriate methods, consequently, leading to

fluent, effective writing. Piele discussed the "person

centered" approach as it relates to effective

communication:

> . . . the extent to which the "person-centered"
> orientation becomes dominant in the society at large
> will be reflected in the schools. Educational goals
> that will be emphasized in such a society include
> teaching students to become effective thinkers and
> learners, and develop their inquiry and problem-solving
> skills, and emotional awareness and self-identifi-
> cation. . . Education will be designed especially to
> . . . promote freedom to explore and inquire, and to
> provide a responsive environment and directed
> challenges. (Piele, 1970)

Ihenbury discussed the major responsibility of

education and educators:

> Education will have a major responsibility to prepare
> youth to accept and adjust to a rapidly changing
> society, and the nation's schools and colleges should
> seek to accept the responsibility by developing edu-
> cational programs to prepare for these near cataclysmic
> changes. (Ihenbury, 1980)

Research has provided new knowledge regarding

writing and writing instruction. This information

emphasized that writing is a vital tool, a way of dis-

covering things about life, and a way of coming to know

one's own knowledge. Understanding the process by which

this skill can be taught so that students begin to express

ideas fluently and effectively is a significant part of the

composing process. Students can be guided to state ideas

clearly when they become knowledgeable in the process. The

purpose of education is to prepare all students,

limited-English as well as English speaking students, for
living fulfilling, productive lives. The educational
process includes both teaching and learning, and both the
teacher and the learner have responsibility to the process.
The teacher has the responsibility of giving the under-
standing and guidance that will create within the learner
the desire to seek further knowledge. The learner has the
responsibility of developing an awareness of skills neces-
sary for attaining personal and career goals. Education is
a continuous, lifelong process which takes place at all
times, and in all situations. If we desire changes within
the classroom and within the educational system, we must
begin to share the responsibility for bringing about the
necessary changes. In the role as change agent, with an
understanding of the process of change and the need for
change; all must abandon the search for "quick and easy"
methods, "painless" techniques, and "perfect programs"
developed and designed to meet the needs of all learners.

Bennis has stated that:

> Any significant change in human organization involves a
> rearrangement of patterns of power, association, status,
> skills, and values. Some individuals and groups may
> benefit; others may lose. Some may view anticipated
> change as "threatening" and reject it. In any case,
> change typically involves risks and fear. (Grossman,
> 1974)

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Teaching writing means taking a leap of faith. It means
acting as if we believe our students can write by
reinforcing the strengths they have and trusting others
to emerge. It means looking at our students' writing
from a totally new perspective. (Nelson, 1983)

Writing and writing instruction have been researched
for some time; however, research on the writing ability of
the limited-English proficient student (LEP) is almost
nonexistent. The need for techniques and methods designed
to assist the LEP students in expressing themselves in
writing has increased because of the growing numbers of
non-English or limited-English speaking students enrolling
in today's schools. The California State Department of
Education in "Basic Principles for the Education of
Language-Minority Students: An Overview" reported that:

Although limited-English proficient children have always
comprised a significant proportion of California's
school-age population, in recent years the public
schools have enrolled ever-increasing numbers of
students who come to school speaking a language other
than English. . . . Unfortunately, it is generally
recognized that the American system of public education
has not been as successful in meeting the education
needs of language minority students as it has with the
general student population. (California State
Department of Education, 1982)

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The limited-English proficient students are expected to do well in today's schools, as well as become successful in completing all graduation requirements. These requirements include successfully completing the competency tests. The competency tests include reading and writing samples. Often, it is the failure of these students to achieve proficiency in writing that prevents their progressing to higher levels in school. Thus, this investigation was designed to seek an approach that would be useful in encouraging the LEP students to express their thoughts and ideas in writing clearly, fluently, and effectively.

The originality of the investigation lies in the formulation of a structured-insightful approach designed to assist LEP students in meeting with success in writing. In this study an experiment was conducted over a six month period during the 1984-85 school year. The subjects for this study were fourth, fifth, and sixth grade students who attended three of the Santa Clara Unified School District's elementary schools. These three schools were selected because of the number of students in their LEP 3 population, and the similarity of some of the languages. This study sought to determine the effectiveness of the structured-insightful approach for students in three areas. it also sought to answer the following questions:

1.   Is the structured-insightful approach effective for students as a group?

2.   Is the structured-insightful approach more effective for one grade than another?

3.   With which language group is the structured-insightful approach most effective?

The problem for this study was concerned with the fact that LEP 3 students remain in the English Language Acquisition Program (ELA) because of their lack of proficiency in writing. The students progress from beginning (LEP 1), and intermediate (LEP 2) levels, but remain in advanced (LEP 3) level since they fail to meet with success on the district's writing assessment. Therefore, the role of this investigation was to seek an approach that would be beneficial in assisting the LEP 3 students in expressing ideas with effectiveness, clarity, and fluency.

The following hypotheses were formulated and tested:

1.   The structured-insightful approach to teaching limited-English proficient students to express themselves in writing is no more nor less effective than a less structured method for the students in this investigation.

2.   In this investigation, there is a significant difference in the ability of limited-English proficient students to express themselves in writing which depends

upon their exposure to the structured-insightful approach
to teaching.

This study presented a review of the recent litera-
ture on writing, a summary of the research on writing, and
writing and the LEP student. It presented operating change
theories and discussions on the need for change in the
writing-instruction of the LEP student. It also presented
discussion of the need for improvement of writing
instruction for all students, and the need for students to
recognize the importance of understanding the phases of the
composing process, developing the necessary vocabulary, and
remembering audience and purpose as measures of meeting
success in writing.

Conclusions

The hypotheses tested brought forth significant and
meaningful factors about the writing ability of LEP 3
students, and to the extent that these students are repre-
sentative of all LEP 3 students, revealed these findings:
(Note: The factor of mobility of the LEP student is
evident in the final results of this study.)

1. There is a statistically significant difference
in the writing performance of LEP students having been
exposed to the structured-insightful approach to teaching
writing. The students in the experimental groups received

scores at a higher level than the control group in post-testing.

2. Boys in the experimental group failed to make greater gains than boys in the control group in post-testing; however, it is interesting to note that boys in the control group began by receiving higher pretest scores than the experimental group boys. Therefore, the experimental group boys were successful in demonstrating gains in their ability to express themselves in writing.

3. Girls in the experimental group scored statistically significantly better than girls in the control group with respect to posttest scores; however, in pretesting there was no significant difference in the scores received by both groups.

4. A comparison of girls and boys in pretesting suggested that girls scored higher than boys. This was also the observation of the posttest scores. The girls received higher level scores than boys on the posttest.

5. There was no meaningful comparison for fourth grade since there was only one student in fourth grade in the control group.

6. At the fifth grade level, all pretest scores for the experimental group were at level one or two, whereas the scores for all students in the control group were at

level two. From these results, it can be concluded that the fifth grade control group began at a higher level.

7. Fifth grade students in the experimental group scored significantly higher than the fifth grade students in the control group. It is interesting to note that all fifth grade control group students were girls.

8. In pretesting, there was no statistical significant difference in the scores of the experimental and control group students' scores; however, there was a significant difference in the posttest scores in sixth grade. The sixth grade experimental group scored at a higher level than the control group.

9. Most students in this investigation (experimental and control groups) demonstrated some gains in their ability to express themselves in writing. The experimental groups showed greater gains which can be attributed to the structured-insightful approach to teaching writing. The grade level demonstrating greatest gains was sixth.

10. Although there were no girls in the sixth grade control group, it is interesting to note that the boys in the control group received scores of level two or three in posttesting; whereas the boys in the experimental group received scores of level four.

11. The findings based on the data for this investigation have answered the questions under consideration and

revealed that the structured-insightful approach is effective in instructing LEP 3 students as a group, is effective in instructing girls, is effective in instructing Vietnamese students to the extent that these students are representative of all LEP 3 students.

The findings from this study further revealed that LEP 3 students can show improvement in ability to express themselves in writing. Several important considerations worthy of note appear to be:

1. LEP students require meaningful experiences and basic vocabulary centering about the experience. This activity provides for students of varying backgrounds some "common ground" for interaction, and provides the vocabulary necessary in giving students that forward thrust that accelerates beginning writing.

2. LEP students benefit from frequent experiences where objects and pictures are used as a focus. These objects may be presented by the students or the teacher; however, the resulting writing exercises can prove to be successful activities for the students.

3. LEP students write freely when they clearly understand the directions given and what they are expected to accomplish. They also respond favorably when they are

aware of the fact that their efforts at expressing ideas will be viewed with respect and these attempts praised.

4. LEP students' writing skills evolve in a similar manner as their native English speaking classmates. They begin by focusing or centering on a specific topic or idea which is made more meaningful through some shared experience.

5. LEP students will put forth their best effort when they are assured of the fact that their writing will be read, appreciated, and shared in some way. This sharing may take place with a writing partner, the teacher, the group, the whole class, or in a school publication.

6. LEP students respond favorably to a structured writing program where they have a good understanding of all the phases, are allowed to participate in them in a comfortable environment, and are given time for participation in the writing exercises.

7. LEP students respond favorably when they understand the purpose for the writing activity. The purpose may be to improve writing skills, to inform, to share knowledge of a subject or to entertain; however, this purpose should be stated clearly.

8. LEP students respond favorably when they are aware of the audience being addressed. The audience may be a friend, a classmate, the teacher, the public, or

themselves; however, it is important that students keep in
mind the audience being focused upon.

9. LEP students recognize the fact that good
writing and good writing ability are skills useful in
achieving success in school.

10. LEP students respond favorably to varying
writing topics; however, these topics must center about
their knowledge range.

Recommendations

One of the merits of this investigation is its
potential for further research in elementary, as well as
secondary, education. The findings indicate the need for
further research in the following areas:

1. LEP students appear to respond favorably when
they are expected to complete tasks on the basis of
structures, patterns, and routines. In light of this,
which structures, patterns or routines are most effective
in encouraging the LEP students to express themselves in
writing? Beginning ELA programs are centered in patterns
where students' responses are predictable. How can
students be encouraged to move to higher levels of per-
formance based on the learning internalized through this
process?

2. In this investigation students responded in writing to shared experiences presented by the writer. How can LEP students be encouraged to incorporate past meaningful experiences in rendering a composition more enlightening? Rich, frequent experiences seem to be the basis for effective writing. What can be done to encourage the LEP students to begin with old experiences and build in the new in order to integrate ideas?

3. In this investigation, the sixth grade students made greatest gains in writing improvement. To what extent is this based on level of maturity and the ability to transfer previously learned skills in their primary language? It may prove to be worthwhile to determine if students make greater progress utilizing the structured-insightful approach as they become more mature.

4. This investigation involved a small number of students at the elementary level. It would be beneficial to conduct the study using a larger population or to determine its effects at the secondary level. There is need for established approaches designed to increase students' writing ability at all levels. What effects would the structured-insightful approach have upon secondary LEP students? What effects would this approach have upon a greater number of LEP students? How would results differ or prove similar?

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APPENDICES

APPENDIX A

THE COMPOSING PROCESS

EXPERIENCING
• exploring
• involving
• discovering

PREPLANNING
• thinking
• reflecting
• anticipating

SHARING
• Communicating
• learning
• appreciating

LINKS
OF THE
COMPOSING PROCESS

WRITING
• creating
• describing
• composing

REWRITING
• clarifying
• explaining
• defining

REVISING
• rethinking
• restructuring
• recomposing
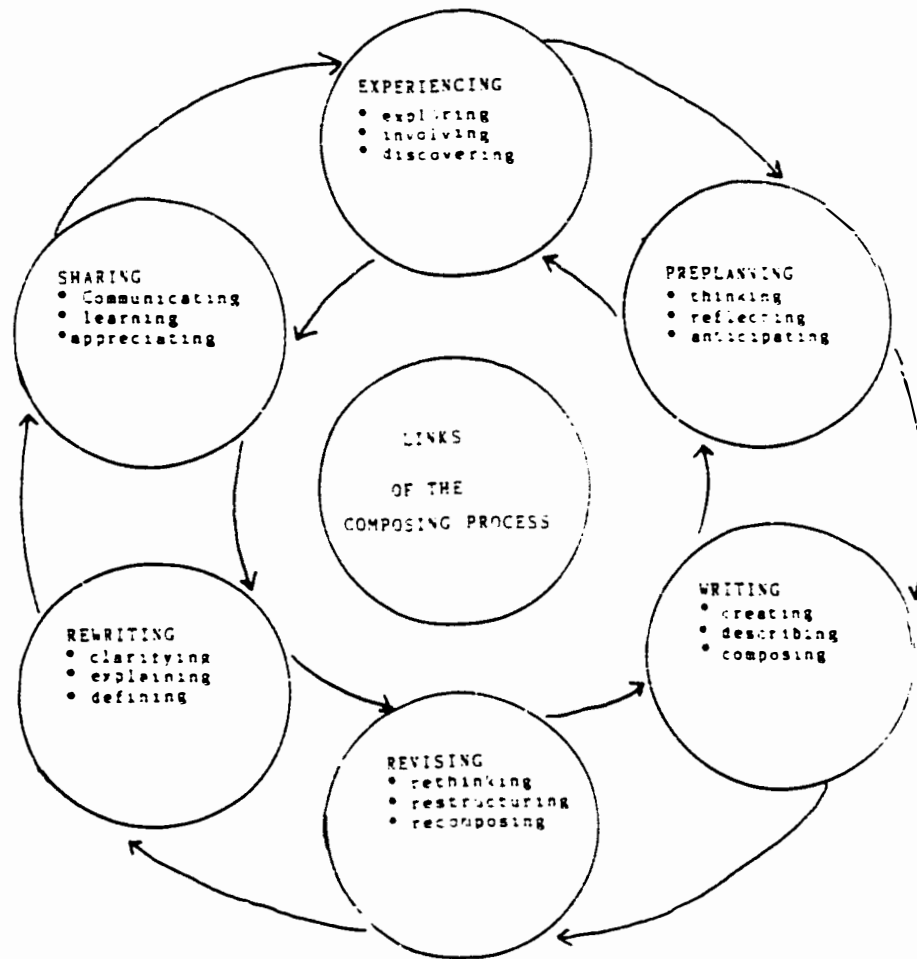
Appendix A

Gwen P. Freeman
1984

APPENDIX B

STUDENT OPINIONAIRE

NAME _____ DATE _____

	strongly agree	agree	no opinion	disagree	strongly disagree
1. I must write well in order to do well in school					
2. I usually have a good understanding of the subject I write about.					
3. As I write I begin to think of new ideas.					
4. I usually understand the purpose for my writing.					
5. When I write, I express my ideas dor my teacher or myself.					
6. I believe adults respect the ideas I express in writing.					
7. I get new ideas for my writing from brain-storming activities.					
8. I learn new things about myself as I write.					
9. I usually choose the subjects I write about.					

10. I like to write about...

APPENDIX C

ENGLISH

_____
Date

_____
School

_____
Teacher

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of Student: _____
                  Last   First   Middle   Grade   Age

1. Which language did your son or daughter learn when he or she first began to talk? _____

2. What language does your son or daughter most frequently use at home?   _____

3. What language do you use most frequently to speak to your son or daughter?   _____

4. Name the language most often spoken by the adults at home: _____

State of California
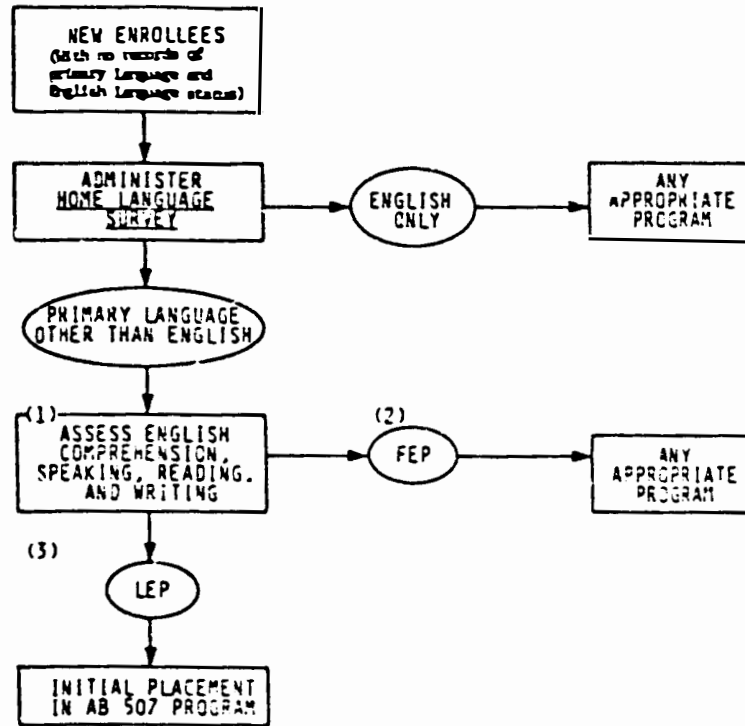Department of Education
OPER - LS 77 R - 6/78   _____
                                                 Signature of Parent or Guardian

FORM 80168

APPENDIX D

INITIAL IDENTIFICATION
(complete within 30 calendar days of enrollment)

```
┌─────────────────────┐
│   NEW ENROLLEES     │
│ (With no records of │
│  primary language and│
│ English language     │
│  status)            │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐      ╭──────────╮      ┌─────────────┐
│    ADMINISTER       │─────▶│ ENGLISH  │─────▶│     ANY     │
│  HOME LANGUAGE      │      │   ONLY   │      │ APPROPRIATE │
│     SURVEY          │      ╰──────────╯      │   PROGRAM   │
└─────────────────────┘                       └─────────────┘
          │
          ▼
   ╭──────────────────╮
   │  PRIMARY LANGUAGE │
   │ OTHER THAN ENGLISH│
   ╰──────────────────╯
          │
    (1)   ▼
┌─────────────────────┐      (2)           ┌─────────────┐
│  ASSESS ENGLISH     │─────▶╭─────╮─────▶ │     ANY     │
│  COMPREHENSION,     │      │ FEP │       │ APPROPRIATE │
│  SPEAKING, READING, │      ╰─────╯       │   PROGRAM   │
│  AND WRITING        │                    └─────────────┘
└─────────────────────┘
   (3)    │
          ▼
       ╭─────╮
       │ LEP │
       ╰─────╯
          │
          ▼
┌─────────────────────┐
│  INITIAL PLACEMENT  │
│  IN AB 507 PROGRAM  │
└─────────────────────┘
```

1) Oral English proficiency must be assessed using a state-designated instrument. For purposes of initial identification, English reading and writing assessments are optional for all pupils in grades K-2, and for pupils in grades 3-12 who are LEP on the basis of oral skills alone. The reading and writing skills of other pupils must be assessed. Each district shall establish a process by which reading and writing assessments are to be made, including specification of criteria, instruments, procedures, and standards appropriate to each grade level, to be used for identification of pupils as LEP.

2) Pupils in K-2 scoring fluent on an oral proficiency test in English are designated FEP unless the optional reading and writing assessments are given, and they score below district-established standards. Pupils in grades 3-12 scoring fluent on an oral proficiency test in English are classified as FEP if they score at or above the district-established standards in both reading and writing.

3) Pupils in K-2 scoring not fluent on an oral proficiency test in English are classified as LEP. Pupils in grades 3-12 scoring not fluent, and those scoring fluent who also score below district-established standards for reading and/or writing, are classified as LEP.

B-4

APPENDIX E

LIMITED ENGLISH PROFICIENCY CLASSIFICATION LIST
ELEMENTARY K-6
:94-85

SCHOOL: ELDERS
GRADE: 4

NAME	ED TEACHER	LANGUAGE	CLASS DAS	PRIM ACHIEVEMENT LANG R L W	—OLD— C F V P B	NEW L W	ENROLLED	REMARKS
OOK, KIN SU	M SEDER	KOREAN	LEP3 77/4	/3 13 46 63	3-3-3-3-3		09-09-81	
GARCIA, BERNARDO	M ELLIOTT	SPANISH	LEP3 68/3	4 14 18 45	4-4-4-3-4		82-09-82	RETAINED
GARCIA, RAFAEL	M SEDER	SPANISH	LEP3 65/3	4 21 39 44	3-2-2-3-3		82-09-82	
GIL, REINA	F ELLIOTT	SPANISH	LEP3 76/4	54/1		11	09-09-84	SP.ED
GUARNO, GABRIELA	F ELLIOTT	SPANISH	LEP3 98/3	1 9 14 26	4-3-3-3-3		09-09-79	SP.ED.
HEYER, KING	M ELLIOTT	VIETNAMESE	LEP3 73/4	3 15 18 49	3-3-3-3-3		03-09-82	194-1/82
HEYER, KOI L	M SEDER	VIETNAMESE	LEP3 72/3	/5	2-2-3-2-3		04-23-84	194-1/83
TRUONG, AI LAN	M ELLIOTT	VIETNAMESE	LEP3 73/3	5 12 24 61	3-2-3-2-3		04-35-83	
TRUONG, LINH DAN	F	VIETNAMESE	LEP3 70/3	/5 24 24 35	3-3-3-3-3		11-21-83	ELLIOTT L
VUONG, KONG	M SEDER	VIETNAMESE	LEP3 72/3	5 32 27 53	3-2-3-2-3		01-03-83	194-11/82
YI, MICHAEL	M SEDER	KOREAN	LEP2 76/4	/4 7 22 79	3-2-2-2-2		10-09-83	SP.ED.
YU, IN OAH	M ELLIOTT	KOREAN	LEP3 54/1	2 52 27 45	4-4-4-4-4		82-09-82	ELLIOTT L

LIMITED ENGLISH PROFICIENCY CLASSIFICATION LIST
ELEMENTARY K-6
1984-85

SCHOOL: GATES
GRADE: 5

NAME	SEX TEACHER	LANGUAGE	CLASS DIS.	ORAL LANG	PROF LANG	ACHIEVEMENT R L M	—HOLD— C F V P E	RMT E M	ENROLLED REMARKS
BYUN, YONG JIN (JIMMY)	M PETERS	KOREAN	LEP3 77/4	3	21 19 47	+-+-3-4		12-08-81
BUTLLER, CONNIE SWEET	M PETERS	PUNJABI	LEP1 86/4		12 14 38	+-+-3-4	4 3	09-07-82
ESTRADA, JOSE	M PETERS	SPANISH	LEP3 77/4	1	25 19 42	+-+-3-4		09-08-78
FLOR, VITOR	M	PORTUGUESE	LEP3 33/1	3		3-3-+-+-4	-	09-08-81 SP. DAY
HERRERA, VICKY	F BICKERN	ILOCANO	LEP3 86/3	1	38 34 51	+-+-5-5		09-07-82
GIN, DONG YOL	M HART	KOREAN	LEP3 78/4	3	9 12 80	+-+-3-4		11-08-82
PATEL, BHAVINI	F PETERS	GUJARATI	LEP1 92/1					09-04-84 SP. ED.
SINGH, BARINDERPAL	M PETERS	PUNJABI	LEP3 73/4		32 25 48	+-+-3-4		09-06-83
TRUONG, LINH	F HART	VIETNAMESE	LEP3 84/4	14	5 11 48	3-2-2-2-2		09-08-83 1984/1-81

----- 5 --

LIMITED ENGLISH PROFICIENCY CLASSIFICATION LIST
ELEMENTARY K-6
1984-85

SCHOOL: EDGERS
GRADE: 6

NAME	SEX TEACHER	LANGUAGE	CLASS	ORAL DEV.	PRIM LANG	ACHIEVEMENT R L W	—COLOR— C F V D E	RENT E N	ENROLLED	REMARKS
CHEN, JING	M BECKER	CANTONESE	LEP3 74/3	/5	7		2-1-1-1-1		02-22-84	
DOROTH, ELEDINGER	M HOPSEED	PUNJABI	LEP3 73/4		5 25 28	4-4-4-4-4		09-08-81	SP.ED.
MEDINA, EVELYN	F HOPSEED	ILOCANO	LEP3 85/3	1	27 48 64	4-4-4-3-4	4 3	09-07-82	
KONG, VAN HAI	M SANDERS	VIETNAMESE	LEP3 88/3		19 35 69	4-4-4-3-4		01-08-81	
NGUYEN, QUAN AL	M BECKER	VIETNAMESE	LEP3 67/3	/4		3-4-4-3-4		04-23-84	159-1/83
RAMIREZ, ROLANDO	M KENT	SPANISH	LEP3 71/3	/2		4-4-4-4-4		04-21-84	SPEC.DAY
YOON, SAMUEL	M SANDERS	KOREAN	LEP3 97/5	/3	22 23 74	4-4-3-3-3		09-06-83	

... 6 ....
....

APPENDIX F

My friends plan to visit to Hawaii. First thing I like about Hawaii is the beach and going swimming and get sunburn. I like Hawaii because its warm and beach and my aunt lives at Hawaii.

I never went to Hawaii and I hope I could go this summer or winter. When I get to Hawaii I would go to the beach.

My favorite place is K mart because it's cheap
and they got cheap things and I like their toys and I
to wals there and I like their things.

Pre
84

[illegible handwritten text]

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Before
Microfilming

cmsi

My Favorite Place

My Favorite Place is Mexico and
we have parties and we get money an a party.
Then we get candy and break the honey
out of Mexico. Mexico is my favorite place
to spend at for one year and go to
school there so I can get smarter
at and if I don't go I am not
going to understand mexico. Thats
why we all ways go on every year
so we can have been at mexico.
The second place is Hawaii is
the second of the best I like
and I want to swim there and
learn because I have gone there
two times Hawaii.

85
Pre

My favorite place is Great America. I like to go to Great America because I like the ride, and food. Secons is Mervyns I like to go to Mervyns becua I like the Clothes.

Hawaii [illegible handwritten text] ... America ... arcadia. The fourth one ... I want to go there because ...

I haven't been to New York or Hawaii but ... day I will go there. ...

My favorite place to go is Marriot
Great America because it is like so so
fun and scary. I like to do is eat
their good chicken and coke. I love to play
games and win some dolls

My favorite place is Hawaii. I like Hawaii because they have some fine guys and nice, cool beaches. Hawaii is the place I always wanted to go for vacation. They have great food and great surfers. I love Hawaii because in the afternoon you can go in the beaches and see the sun going down. I would like to travel to Hawaii when I grew up with my best friend.

I'd never been to Hawaii in my entire life. If I go there when I grew up with my best friend, first we would go to the beach and go surfing. Then we can go dancing and also check the guys out. After we get to go shopping and go out for swimming.

One day. I want
to a baseball it was fun
it was the Giants loss agint the
Brave it was 3-1. Rain out
the game.

My favorite place

I love to go fishing because I like to catch the fish for sports I do not like to eat fish because sometimes the fish bone gets caught on my throat. The place I like to go is lake because a lake is lots of fun and I like to go swimming in the lake.

My favorite place is a lake between Oregon and California and my friend Jimmy lost his fishpole to a fish. I tried to catch a fish but I got only a bite so we went back home.

Pre
M1

My Favorite Place

My favorite place is Great America. It
is fun there you could ride what ever
you want to ride. I like to ride the Demon, the
Edges tower, logging run, ann zzer. I always want
togo there all the time. The rides are
great. That's why they called it Great
America.

On Sunday I went to Great America
and we had sundaes with chocalate ice
cream. Then we went to every ride. I
rode on the demon. It was scary but
I had a good time. And maybe I might
go there again.

153

Pre
M 3

[illegible handwritten text]

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My favorite place.

     My favorite place is Great America i like this place because it has great rides, shows and food. They have characters like Bugs Bunny, Porky Pig, Yosemite Sam, Daffy Duck, and the smurfs. I like their rides. Their rides really carry me away.

My favorite Place

My favorite place is Toys R us
like it becase I like the starwarmen &
He man

156

My dearest John

[illegible handwritten text]

VITAE

Education

My early years were spent in Alabama where I completed my undergraduate work at Tuskegee Institute. I graduated in 1957 with a major in English and a minor in Social Studies. My graduate work was completed at San Francisco Scate University where I received a master's degree in 1977 in Elementary Education. I completed my studies at California State University, Dominguez Hills and received a Reading Specialist Credential in 1979.

Employment

My career as a teacher began in 1961. At that time I taught English at Wenonah High School in Alabama. Later I became a resident of California where I have taught in three school districts. I have taught all elementary grades and served as Math Resource teacher in the Los Angeles City Schools. I taught upper elementary grades and served as teacher librarian in the Oakland Public Schools. In the Santa Clara Unified School District I have worked as Reading-Language Specialist, lead learning center teacher, and English-Language Acquisition Teacher. My present responsibility in the Santa Clara Schools is that of English-Language Acquisition Resource Teacher.

Activities

For several years, I have been involved in activities designed to assist students and teachers in becoming more knowledgeable, skillful, and appreciative of the composing process. I was trained in 1981 and presently serve as writing consultant for the South Bay Writing Project. I serve as coordinator of the Santa Clara Unified School District's Young Writers' Exposition. I also serve as facilitator of the Santa Clara County Young Author's Faire. Additionally, I am a member and participate in the activities sponsored by the Delta Kappa Gamma Sorority.