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**COLLABORATION BETWEEN ENGLISH AS A SECOND LANGUAGE TEACHERS AND
CONTENT AREA TEACHERS: IMPLICATIONS FOR WORKING WITH
ENGLISH LANGUAGE LEARNERS**

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DEDICATION

To my mother,

Beloved husband, Ahmad

And my lovely children,

Kifah, Mohammed

Yara & Lara

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I am greatly indebted to the kindness, assistance, and patience of Dr. Maria Angelova. Her insightful comments and guidance throughout this study made the present work possible. I would like to extend my gratitude and thanks to Dr. Joanne Goodell for her constant support combined with high expectations. I would like to thank Dr. Joshua Bagakas for instilling in me the love of research and encouraging me to present at various conferences. I am thankful to Dr. Lee Wilberschied for all her help, kind words, encouragement and inspiration. I would like to thank Dr. Tama Engelking for her kindness and support.

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**COLLABORATION BETWEEN ENGLISH AS A SECOND LANGUAGE TEACHERS
AND CONTENT AREA TEACHERS: IMPLICATIONS FOR WORKING
WITH ENGLISH LANGUAGE LEARNERS**

Widad Mousa

Abstract

This study examined the collaboration between ESL and content area teachers and its implications for working with English language learners and regular education students at three educational levels: primary, intermediate and secondary. Qualitative methods were used for data collection. The study explored the factors that led to a successful collaboration, and its effects on the learning experience of ELLs and regular education students as well as the roles and responsibilities of the ESL and regular education teachers. Results indicate that such collaboration benefits the ESL and regular education teacher(s) as well as the ELLs and regular education students at the three educational levels.

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CHAPTER I

INTRODUCTION

The United States is becoming more ethnically and linguistically diverse. English language learners are becoming a fast-growing population within schools. They come with diverse languages, education, background, and English proficiency levels whether non-English speakers, limited English speakers, intermediate, or advanced. DelliCarpini (2008) discussed the changing demographics across the United States due to the influx of linguistically diverse students at the Pre K-12 grade level. According to NWREL (2004) in DelliCarpini (2008), "...some demographic projections show that 40% of the school age population in the US will be ELLs by the year 2030" (p. 1).

English language learners are creating a challenge in educational settings due to high stakes testing, accountability, as well as the lack of appropriate programs and services within schools to meet the needs of that group. Fratt (2007), states that, "The Federal No Child Left Behind Act further squeezes schools, because it requires that ELL students pass standardized tests in English within their first two years of living in the United States" (p. 57). Kamps et al. (2007), adds that the statement of purpose in No Child Left Behind legislation notes, "That all children will have fair, equal, and significant

opportunities to receive a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments” (p. 154). This statement implies that as the number of ELLs increases, more pressure is put on teachers, schools, and districts to meet adequate yearly progress by raising the number of ELLs who meet the state testing requirements. Hill and Flynn (2006) indicate that the responsibility of teaching English skills to ELLs is the responsibility of all school staff. According to the U.S. Department of Education, “America’s 5.4 million LEP students represent the fastest-growing student population, expected to make up one of every four students by 2025” (Building Partnership to Help English Language Learners, p. 1). School districts are to provide adequate measures and have procedures in place to identify ELLs, and provide services that best meet their needs. It is the school district’s decision to decide on designing the ESL program that appropriately addresses the ELLs needs within the district. According to the U.S. Department of Education, “Office of Civil Rights OCR allows school districts broad discretion concerning how to ensure equal education opportunities for LEP students. OCR does not prescribe a specific intervention strategy or type of program that a school district must adopt to serve LEP students.”

According to OCR, Districts should:

- Identify students who need assistance;
- Develop a program which, in view of experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular material, and facilities are in place and used properly;

- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and Assess the success of the program and modify it where needed.
(<http://ww2ed.gov/about/offices/list/ocr/eeol>)

There are different types of programs available for serving ELLs at schools. The programs range from pull-out services provided to ELLs by an ESL teacher in the ESL self-contained classroom, to push-in programs where the ELLs are included in the regular education setting with the presence of the ESL teacher at certain core content classes. Another type is the combination of push-in services and pull-out services, in which the ELLs are placed in content area classrooms co-taught by two teachers, the ESL teacher and the content area teacher. In addition the ELLs receive pull-out services by attending an ELL Language Arts classroom taught by the ESL teacher, or meeting with the ESL teacher for additional help during content support at the secondary level or during intervention at the primary and intermediate levels.

Collaboration between ESL teachers and content area teachers emerged to help ELLs become successful and acquire language and content simultaneously. Baecher and Bell (2011) indicated that co-teaching allows the ELLs an opportunity to learn content in a heterogeneous environment and be introduced to what their mainstream peers are learning. Honigsfeld and Dove (2008) pointed out that ELLs learn the content area subject while interacting with their monolingual peers who have various academic capabilities and serve as peer English language fluency models. They also benefit from

receiving instruction through two teachers that have different experiences and content knowledge.

The study focused on ELLs in a district that made some innovative changes after not making Adequate Yearly Progress (AYP) and calling a consultant to recommend improvements. Prior to adopting and engaging in the collaboration between the ESL and regular education teachers within the classroom, the ELLs were mostly marginalized by being excluded from the regular education setting for a portion of the school day. This deprived ELLs from receiving the same instruction as their regular education peers and created gaps in their education compared to their peers. Furthermore, it restricted their full immersion and social wellbeing within the school setting. The ELLs were isolated for a large portion (about 50%) of the day in the ESL self-contained classrooms, which was not in their best interest. At the primary and intermediate levels in particular, the ELLs were placed in a restricted environment and did not have enough access to the general curriculum. Such isolation deprived ELLs from establishing healthy relationships with their peers and regular education teachers. The ELLs found it difficult to leave their comfort zone represented by the self-contained ESL classroom and interact and socialize when in the regular education classrooms or during recess.

The ELLs were considered a subgroup within the district and did not meet Adequate Yearly Progress (AYP) and the Annual Measureable Achievement Objective (AMAO). This led the district to evaluate the ESL program; the district hired a consultant to evaluate the program. The evaluator used different methods to gather data to help her evaluate the program. One method used was administering surveys to ESL teachers

as well as administrators at the different educational levels. Based on the evaluation and the feedback provided by the district consulting evaluator, the district administrators came up with recommendations that would improve the ESL program and provide better services that would be in the best interest of ELLs by providing them with sufficient access to the general curriculum. One of the recommendations addressed the inclusion of ELLs in the regular education setting through adopting in-class collaboration between the ESL and regular education teacher. This model allows ELLs an opportunity to spend the majority of their time in the mainstream regular education classes with the presence of an ESL specialist. Such placement provides ELLs with an opportunity to receive the same instruction as their regular education peers with the assistance of the ESL teacher to support their language needs. This assistance helps ELLs establish friendly relationships with regular education students boosting the ELLs' self-esteem as well as self-perception through scaffolding their knowledge.

Such experience led to the initiative of including the ELLs within the regular education setting for the majority of the day along with providing the needed support through establishing ELL cluster content area classrooms. In such classes, the ELLs receive instruction with their regular education peers by having two teachers (the ESL teacher and the content area teacher) collaborating in the classroom. The term ESL cluster content area classroom is mainly used at the secondary level to differentiate such a class from the inclusion classes that serve special education students and include them in the regular education setting with the presence of two teachers, a regular education teacher and a special education teacher.

The ELLs were placed in the ESL cluster content area classrooms based on the ESL teacher's recommendations. A variety of factors were taken into consideration when determining the ELLs' placement. Such factors include the ELLs' OTELA scores, state testing as OGT and OAA, and years lived in the USA. The ESL teachers' priorities in the placement of ELLs in an ESL cluster content area classroom were mainly based on the ELLs' language proficiency levels. At the secondary level, the ESL teachers place ELLs in the ESL cluster content area classrooms based on their OTELA scores that determine their language proficiency level. Also, the time period ELLs had lived in the United States affects the ESL teacher's decisions. If a student is a newcomer, he or she would be placed in the ESL cluster content area classroom as well as in the ELL self-contained Language Arts classroom. The optimal mix of ELLs and regular education students for ninth grade were 8 ELLs and 16 regular education students in Integrated Science, and 8 ELLs and 20 regular education students in World History.

Collaboration between ESL teachers and colleagues in the content area disciplines has been more widely adopted in educational settings as a new model of English as a second language support. It is viewed as a means to enhance the quality of teaching, positively influence the learners' achievement, as well as provide an opportunity for academic and professional growth for the co-teaching partners. DelliCarpini (2008) emphasizes the importance of meaningful collaboration between English as a second language and mainstream content area secondary level teachers in enhancing the literacy, language, and academic content acquisition of English language learners across the curriculum. Some studies reveal an improvement in students'

achievement due to the collaboration between mainstream teachers and ESL teachers and as a result of the placement of ELLs in the content area classroom (Carrier, 2005; Davison, 2006; Sagliano & Greenfield, 1998; Zehr, 2006).

Purpose of the Study

This study aims at investigating the nature of collaboration between ESL and content area teachers in a suburban district located in Ohio. It explores in-class collaboration, factors that lead to a successful collaboration, and benefits of such collaboration to the intended parties that include ESL teachers, content area teachers, ELLs and regular education students. The study seeks to shed light on the roles and responsibilities of ESL and content area teachers in a collaborative context, and on the ELLs' and regular education students' placement in an ESL cluster content area classroom. In these classrooms the ELLs are placed in the regular education content area classroom with their regular education peers and are taught by a regular education content area teacher in addition to the ESL teacher. This study hopes to help teachers engaging in a collaborative context that involves ESL and content area teachers develop a better understanding of the benefits of such collaboration for the teachers in addition to ELL and regular education students. It will provide insights from the teachers' experiences at various grade levels. Study findings will add to the literature related to the topic of collaboration between English as a second language and content area teachers and the benefits of such collaboration to the ELLs as well as to the regular education students and collaborating teachers.

Research Questions

The research questions for this study stemmed from the researcher's interest and curiosity in exploring the collaboration process between English as a second language and content area teachers in English as a second language cluster content area classrooms at a middle class suburban district. This interest stems from the fact that the researcher is part of such collaboration and looked forward to investigating how this collaboration might be improved and become more efficient in helping ELLs and addressing their needs. This is in line with the perspective of Merriam (2002) who states: "In crafting the research problem, you move from general interest, curiosity, or doubt about a situation to a specific statement of the research problem. In effect, you have to translate your general curiosity into a problem that can be addressed through research" (p. 11).

The study aims at answering the following questions:

1. What factors lead to a successful collaboration between English as a second language and content area teachers?
2. What are the benefits of such collaboration to the English as a second language teachers/content area teachers/English language learners and regular education students?
3. What are the roles and/or responsibilities of the English as a second language/content area teacher in such collaboration?
4. How does being part of an ELL cluster content area classroom affect the learning experience of ELLs and regular education students?

Significance of the Study

The topic of collaboration between ESL and content area teachers has been investigated in several studies and at various educational levels. These studies were conducted at different educational settings. Sagliano and Greenfield (1998) and Stewart and Perry (2005) explored college collaboration, while [Zehr (2006), Carrier (2005), Davison (2006), Arkoudis (2006) and Creese (2002) investigated collaboration in K-12 school settings. Other studies used the teachers' conversations during planning as a main source of data collection as in Creese (2002), Davison (2006), Arkoudis (2006).] These studies revealed an improvement in students' achievement due to the collaboration between the ESL and content area teacher. (Carrier, 2005; Davison, 2006; Sagliano & Greenfield, 1998; Zehr, 2006). Other studies were implemented internationally in Asia (Davison, 2006; Sagliano & Greenfield, 1998; Stewart & Perry, 2005).

This study is different from the above studies in examining not only the effect of such collaboration on the teachers but also how collaboration between ESL and regular education teachers affects the learning experience of English language learners and regular education students. It provides English language learners and regular education students an opportunity to voice their opinions through semi-structured interviews on how they perceive their placement in an ELL cluster content area classroom co-taught by an ESL and a content area teacher. To assure data triangulation, data from multiple interviews and classroom observations were analyzed. Furthermore, this study aims at investigating the factors that lead to successful collaboration as well as the benefits of

such collaboration and how it affects the learning experience of ELLs and regular education students. In addition, the study explores the roles and responsibilities of ESL and regular education teachers.

The Ohio Department of Education indicates that “Many of Ohio’s LEP students are children of families who have recently immigrated to the United States from other countries. According to a survey conducted by the Ohio Department of Education in March-April 2007, 129 Ohio school districts reported serving 11,356 immigrant students who have been enrolled in U.S. schools for less than three years” (<http://education.Ohio.gov/gd/templates>). The significance of the study lies in uncovering how the ESL and content area teachers collaborate to better serve the ELLs and meet their needs. The study will add to the research on collaboration in the field of English as a second language, and will provide insights for further studies and suggestions for implementing such collaboration. The study provides examples of collaboration in different educational settings: primary (K-3), intermediate (4-6), and high school (9-12). The results of this study have the potential for significant positive impact on ELLs and their teachers.

Limitations

This study has some limitations. Participants in the study were not balanced gender wise. Five of the teachers are females, whereas only one teacher is a male. Also, the study was implemented in one setting, a middle class suburban district in Ohio, and was done in a primary school (K-3), intermediate school (4-6), and a high school (9-12) excluding the middle school (7-8) due to the fact that that school did not adopt in-class

collaboration between the ESL teacher and the content area teachers. There were only two observations that targeted the ESL teacher's collaboration with one mainstream teacher within a particular content area setting. The observations were done in a Social Studies classroom at the secondary level and a Language Arts classroom at the primary and intermediate levels. The limited number of observations does not allow for any major generalizations.

Operational Definitions of the Terms

ELL or LEP: According to the Ohio Department of Education, "The terms "limited English proficient" (LEP) and "English Language Learners" (ELL) refer to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school's educational program" (<http://education.ohio.gov/gd/templates/pages/ODE>).

ESL Services: Services provided through the district for ELLs based on their language proficiency level determined by the placement test, state testing, and Ohio Test of English Language Acquisition (OTELA) scores used to measure English language proficiency of K-12 Limited English Proficient (LEP). The services include:

- ELL cluster content area classrooms: Classrooms in which the content is co-taught by both the content area teacher and the ESL teacher.
- ELL/Language Arts classroom (self-contained ELL classroom): Classrooms taught solely by the ESL teacher (mainly at the high school level).

- Content support: Help provided to the ELLs in all subject areas by the ESL teacher in the ESL classroom.

ELL cluster content area classrooms: Content area classrooms (English/Language Arts, Science and Social Studies) that serve both ELL and regular education students and are co-taught by an ESL and a content area teacher mainly at the secondary level. The term ELL cluster was coined by the ESL teachers at the secondary level to differentiate the ELL cluster content area classroom from the inclusion classes serving special education and regular education students within a content area classroom with the presence of an intervention specialists and a content area teacher. Also, the term ELL cluster content area classroom differs from the self-contained ESL classroom that is mainly taught by an ESL teacher or a mainstream classroom taught by a content area teacher without the presence of an ESL specialist.

ESL teacher: A teacher who is highly qualified and licensed by the Ohio Department of Education to teach English as a second language at a school setting .The district requires all teachers to be highly qualified.

Collaboration: For this study, collaboration refers to an ESL and a content area teacher collaborating and jointly teaching a content area classroom (English/Language Arts, Science, and Social Studies) to a heterogeneous group that includes both ELL and regular education students. Both teachers will share in planning instruction, delivering content, and assessing all students, assuming roles that best meet the needs of all students.

Content Area Teacher: A highly qualified teacher that is licensed by the Ohio Department of Education to teach one of the core subjects as English, Science, and Social Studies. The district requires all teachers to be highly qualified.

Overview of the Study

Chapter one has introduced the topic of collaboration between ESL and content area teachers, and its implications for ELLs and regular education students. The purpose and the significance of the study were described and the research questions listed. Also described were the limitations of the study and the operational definitions of the terms to be used. The next chapter provides an overview of the literature review related to collaboration.

CHAPTER II

LITERATURE REVIEW

Collaboration is a term that has been used in different contexts in the educational setting where it is used for teaching. It is referred to as collaborative teaching, team teaching, co-teaching, and partnership teaching. It has multiple definitions depending on its model of implementation, and scholars' perspectives. Collaboration was first initiated in the field of special education, and later extended to include the field of teaching English to speakers of other languages. Gately (2005) states,

Coteaching involves the deployment of a general education teacher and a special education teacher to work with a class of diverse students. Both educators assume full responsibility for the education of all students in the classroom, including planning, presentation, classroom management, and evaluation (p. 36).

Honigsfeld and Dove (2008) explored co-teaching models from the field of special education and their transferability to the field of Teaching English to Speakers of Other Languages. They postulated that collaborative teaching can:

(a) become an effective support for inclusion practices to accommodate the needs of diverse English language learners; (b) help all students meet national, state, and local standards; (c) establish a vehicle for creative collaboration between English as a second language and mainstream teachers (p. 8).

There are different types of collaboration, and the role of collaboration varies in different contexts whether inside or outside the classroom or both. Gurman (1989) in Carpenter II, Crawford and Walden (2007) defined team teaching as “an approach in which two or more persons are assigned to the same students at one time for instructional purposes” (p. 54). Easterby-Smith and Olve (1984) in Carpenter II et al., (2007) defined team teaching as, “Team teaching involves two or more teachers collaborating over the design or implementation of the same course” (p. 54). Deighton (1971) in Carpenter II et al. (2007) described the collaborative approach as, “two or more teachers [who] regularly and purposefully share responsibility for planning, presentation, and evaluation of lessons prepared for the same group of students” (p. 54). DelliCarpini (2009) indicated that partnership between ESL and mainstream teachers requires both teachers to work together to plan and design instruction.

Successful collaboration requires the partners to be open-minded, willing to accept and explore new challenges, and be team players. According to Buckley (2000), team teaching “...requires planning, skilled management, willingness to risk change and even failure, humility and open-mindedness, imagination and creativity” (p. 11). Gately and Gately (2001) stressed the importance of co-teachers modeling effective

communication. McClure and Cahnmann-Taylor (2010) shared that co-teachers must engage in dialogue to make the teaching partnership better. Furthermore, Rea and Connell (2005) indicate “If both teachers are sharing instructional duties equitably, it is logical that both would share student evaluation duties. If that is not the case, the ‘your kids-my kids’ mentality is reinforced and ownership of student outcomes is not shared” (p. 40). In addition to that, Pawan and Ortloff (2011) stressed the importance of collaboration through the inclusion of both the language and content components and how it meets the needs of ELLs. Pawan and Ortloff (2011) indicate “...collaboration between ESL and content area teachers is essential if the immediate and long term needs of ELLs are to be addressed” (p. 463). They further added “...within a discipline, language and content learning are intertwined in that each shapes, gives meaning to and is necessary for the development of the other” (p. 464). Dove and Honigsfeld (2010) pointed out the importance of the collaborative experience of co-teaching in enhancing students’ learning. They stressed that co-teaching requires teachers to share their ideas, classroom resources, as well as skills and physical space.

Collaboration inside the Classroom

Collaboration inside the classroom is crucial; it is considered the vehicle through which the knowledge is transmitted to the English language learners and regular education students. The effectiveness of collaboration inside the classroom depends on how the two collaborating teachers work together and deliver the content as well as on the language component to the class. It also depends on whether the approach adopted is the most suitable to reach all students, delivers both content and language skills, and

build on the teachers' strengths and preferences. There are different approaches for co-teaching that range from total collaboration to marginalization of the ESL teacher and limiting her role to one of support when needed. Croteau (2000) in Piechura-Couture, Tichenor, Touchton, Macisaac and Heins (2006) identified six team teaching approaches; One teacher teaching and one observing, one teacher teaching and one circulating, team teaching, station teaching, parallel teaching/split class, and small group pull out (p. 41). Piechura-Couture et al., (2006) introduced learning strategies that can be used with the collaborative teaching approach depending on the teachers' strengths and what they are trying to achieve. The learning strategies that may be used in collaborative teaching by the English as a second language teacher and the content area teacher are as follows: Proximity sweep, proximity dance, active interplay, passive interplay, good cop-bad cop, smart teacher-dumb teacher, and peat repeat (p. 42).

1. Proximity sweep: It is implemented when one teacher leads the instruction and the other sweeps through the class and monitors students' progress and behavior.
2. Proximity dance: Both teachers script the lesson and each would be responsible for teaching from the opposite side of the room moving towards the middle, when they meet in the middle of the room, they switch roles.
3. Active interplay: The collaborating teachers would use scripted lessons, and each teacher will teach sections of the lesson as well

as interject and provide supporting information. It works best when the teachers have a well-established rapport.

4. Passive interplay: It is practiced when the co-teachers interact and interject in the lesson in a casual fashion. It is used when the team teachers are comfortable with interruptions.
5. Good Cop-bad cop: The collaborating teachers assume different roles, one takes the role of a disciplinarian, and the other assumes the role of the good one and seems to support the students.
6. Smart teacher-dumb teacher: It is used when the collaborating teachers take the opportunity to probe student understanding, or clarify an answer or a direction by the dumb teacher asking questions that the students should ask, and the smart teacher responds.
7. Peat-repeat: This strategy is used when the lead teacher teaches the lesson, and the other teacher re-teaches the lesson giving different examples or using different voice (p. 42).

Honigsfeld and Dove (2008) presented five co-teaching models that can be used by the ESL and content area teachers:

1. One group: One lead teacher and one teacher teaching on purpose. The mainstream teacher and the English as a second language teacher take turns assuming the lead role, while the other teacher “teaches on purpose”.

2. Two Groups: Parallel teaching, where two teachers teach the same content. The students in the class are placed in two heterogeneous groups; each teacher works with one of the groups.
3. Two groups: One teacher re-teaches; one teacher teaches alternative information. Teachers assign students on a temporary basis to one of two groups, based on their language proficiency levels knowledge, or skills for the target content.
4. Multiple groups: Two teachers monitor/teach, creating multiple groups allows teachers to facilitate and monitor student work simultaneously as they work on a designated skill or topic.
5. One Group: Two teachers teach the same content. The two teachers are directing a whole class of students, and both teachers are working cooperatively and teaching the same lesson at the same time (p. 9).

Factors Affecting the Success of Collaboration

There are many factors that affect successful collaboration between English as a second language and content area teachers. These factors relate to the teachers' personalities, work habits, interest in the collaboration process, experience, and openness to accept challenges and change. Stewart and Perry (2005) list the following factors affecting the success of the interdisciplinary team teaching model:

1. Agreeing to a partnership; personality and individual teaching style play an important role in the team teaching relationship.
2. Experience, such as matching an experienced teacher with an inexperienced one. Stewart and Perry (2005) indicate that mutual agreement between teachers to become partners for a course is the most desirable situation (p. 7).
3. Partners' perception of their respective roles in the relationship and its influence on the nature of commitment made to the partnership (p. 7). Some partners believe in the importance of preserving a role distinction (language/content) in planning, but allowing that distinction to be less prominent in the actual classroom (p. 7). Some team teachers believe in more rigid language/content boundaries and in a stricter delineation of roles (p. 8).

In some cases collaboration will not be successful due to one teacher, usually the more experienced one whether the language teacher or the content teacher, trying to take control and lead the less experienced teacher. Stewart and Perry (2005) used Wallace's idea of the "craft model" in describing the relationship between teachers in a collaborative partnership. This model is functioning in interdisciplinary teams of language and content teachers by the experienced teacher playing the role of an expert in the craft that leads the inexperienced teacher (p. 6).

Successful collaboration has a great impact on learners, both English language learners and regular education students; also it enhances the teachers' knowledge and professional growth, and makes them take more ownership of all students. The students will definitely benefit from having two teachers in the classroom regardless of the collaboration model adopted. Stewart and Perry (2005) introduced the "four handed" approach of team teaching that makes teaching more effective when the teachers are satisfied with the partnership and begin to trust each other. In this scenario, two sets of eyes and ears can cooperate in developing materials, teaching and assessment (p. 9).

Benefits of Collaboration

Collaboration is very useful to both the English as a second language and the content area teacher since they both share the same goal of providing quality education to all students and helping them succeed. Through collaboration, students are able to transfer the knowledge across disciplines and gain meaningful comprehensible input. This helps all learners to achieve academic success, and English language learners to acquire both language and content. DelliCarpini (2008) pointed out the advantages of collaboration between English as a second language and mainstream teachers in facilitating the acquisition of language and content in the subject area for the English language learners. It also creates a deeper understanding of the needs of English language learners in the mainstream classes, and promotes the growth of a sense of community of learners in the classroom. Abram and Ferguson (2004/2005) indicated the importance of collaboration between ESL and content area teachers in providing direct support for language acquisition as well as acknowledging cultural diversity.

DelliCarpini (2008) proposed that collaboration between teachers could encourage transferability of skills across disciplines. It can also help adjust instruction to the English language learners' current English proficiency level. Collaboration can serve to develop strategies that make input in the content area more comprehensible for English language learners. According to Krashen and Biber (1998) in DelliCarpini (2008), comprehensible input in English is an important factor for the successful acquisition of English as a second language and literacy skills.

Co-teaching is a great opportunity for both the English as a second language and content area teacher to grow and excel. It would help the partners share creative ideas and strategies and gain a wealth of knowledge that would add to their professional development. Stewart and Perry (2005) believe that team teaching provides more attention and multiple perspectives for students, and it provides an opportunity for teachers' growth and creativity (p. 10).

Collaboration can help ESL and content area teachers get to know each other and establish collegial relationships and rapport. This helps in bridging the gap between the disciplines and helps build common grounds that both teachers look forward to building on. DelliCarpini (2008) indicated that collaboration is important in opening a dialogue across disciplines, which enhances the collegial relationships among educators.

Collaboration is useful to both the ESL and content area teachers. It helps them support one another. The ESL teacher can help the content area teacher differentiate and modify the content to meet the linguistic needs of the ELLs, and the content area teacher can help in providing the content and the structures and vocabularies needed to

comprehend it. Chu (2006) stated that co-teaching aims at catering to learner diversity in class and enhancing the quality of teaching. It serves as a means to differentiate the curriculum and type of instruction.

Collaboration will allow the partners to negotiate and decide on a collaborative approach and learning strategies to be adopted in the classroom based on their strengths and the goal they strive to achieve. Piechura-Couture et al., (2006) introduced learning strategies that can be used with the collaborative teaching approach depending on the teachers' strengths and what they are aiming to achieve (p. 42).

Marginalization of the ESL teacher

ESL teachers have often been marginalized in educational settings (George, 2009). Their role in educating ELLs was viewed as minor and was often limited to providing assistance and support in building ELLs' language proficiency. Liggett (2010), described the ESL teachers' marginalization in educational settings as follows: "... 'being at the bottom'. 'a little bit marginalized', or 'shoved aside' illuminate the structures and processes that marginalize their expertise and hinder the academic success and social integration of the English learners that they teach" (p. 228). The ESL teachers did not have the same status as the content area teachers. The NCLB contributed to the marginalization of the ESL teachers and their expertise in supporting the language and cultural needs of ELLs thus marginalizing the ESL programs and ELLs as well by not viewing ESL as a content subject. According to Harper, de Jong and Platt (2008) " The NCLB definition of the "highly qualified teacher" in particular has positioned ESL expertise as a set of simple strategies for mainstream teachers to add to their existing

pedagogical repertoires” (p. 273). The ESL teachers’ marginalization can be represented as physical marginalization and social marginalization. The physical marginalization was displayed by the physical spaces allotted for ESL teachers within a school to educate ELLs. According to Liggett (2010) “The teaching spaces were located on the periphery of the school building or in spaces within the school that were not meant for teaching” (p. 224). Taking into account the social marginalization, it was evident in the ESL teachers positioning and status within a school through their interactions with colleagues such as displaying a sense of belongingness or marginalization. Liggett (2010) referred to social marginalization of ESL teachers as “... their experiences with administration and other teacher colleagues reinforced a sense of exclusion from the social fabric of their school communities” (p. 225).

Content based instruction and the Sheltered Instruction Observation Protocol (SIOP) models were introduced to help ELLs acquire content while building their language skills. According to Haley and Austin (2004), content-based instruction draws on Krashen’s theory of comprehensible input through the integration of language and content. It scaffolds the ELLs language acquisition by providing language input that is slightly higher than the ELLs’ actual language proficiency level. Second language acquisition requires ELLs to experience comprehensible input through meaningful interaction in the target language (Krashen, 1981; Krashen, 1982; Krashen & Terrell, 1983; Lightbown & Spada, 1995). Furthermore, Pawan (2008) stressed the importance of scaffolding ELLs’ knowledge within the content area classrooms. Pawan (2008) referred to three types of scaffolding: Conceptual, social and cultural scaffolding.

Content-based ESL curriculum (CBEC) in ESL classes provides ELLs in the self-contained ESL classrooms with authentic meaningful and age-appropriate knowledge that reflects the content learning that takes place in the main classrooms. The ELLs read authentic texts and learn academic vocabulary, which leads to language becoming a means to an end. Content based ESL curriculum is a method that integrates ESL instruction with subject matter instruction (Crandell, 1987; Crandell, 1994; Crandell, 1998; Short, 1993). Brown (2004) stressed the importance of content based ESL curriculum in providing ELLs with purposeful and meaningful instruction and content. This will help ELLs develop their language skills while at the same time learn academic content and build their cognitive academic language proficiency.

The SIOP model was also introduced to help content area teachers use techniques and strategies that make content more comprehensible for ELLs in their classrooms. According to Echevarria, Richards-Tutor, Chinn and Rattleff (2011), SIOP was described as: "... an approach for integrating language and content instruction in either content areas or language development classes" (p. 364). Echevarria and Vogt (2010) described the SIOP model as: "The SIOP model is an instructional framework for organizing classroom instruction in meaningful and effective ways" (p. 9). Furthermore Echevarria and Vogt (2010) added, "There are eight components in the SIOP model... the components are Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment" (p. 9). In addition, sheltered instruction can be viewed as a way of teaching that provides ELLs access to the core curriculum as well as emphasize academic English

(Echevarria, 2006; Echevarria & Graves, 2003; Echavarria, Vogt & Short, 2004; Varela, 2010). Short and Echevarria (2004/2005) shared that when applying the SIOP Model, the content area teachers need to teach content to ELLs using strategies that make content concepts comprehensible while promoting the ELLs' academic English language development. Also, Hansen-Thomas (2008) indicated that sheltered instruction is designed to provide second language learners with the same high quality academic challenging content that native English speakers receive.

The SIOP model, content-based instruction, along with other models were delivered solely by the content area teacher to help ELLs acquire both language and content. None of these models involve the collaboration between a language expert represented by the ESL teacher and a content specialist represented by the content area teacher collaborating within the classroom.

Diversity and Cultural Awareness

Diversity and cultural awareness of ELLs' cultures and backgrounds play a crucial role in enhancing their learning, as well as adding to the knowledge of their regular education peers. According to Reyes and Kleyn (2010), teachers should address the ELLs' deep cultures (e.g. value systems) rather than surface culture (e.g. food, clothing). Such acknowledgment of the ELLs' cultures sends a vital message that multiculturalism and multilingualism are invaluable assets to educational settings. (Brooks & Karathanos, 2009). Furthermore, Ibrahim and Penfield (2005) stress the importance of mixed classes that include both ELL and regular education students in creating mutual understanding among students with diverse cultural backgrounds.

Collaboration outside the Classroom

Planning is a key part to collaboration. It helps both the ESL teacher and the content area teacher develop a better understanding of the content to be taught and the strategies that will act as the vehicle for delivering the content. According to Stewart and Perry (2005), "team teaching' involves much more than what happens in the classroom. Planning before courses and lessons is a vital aspect of the process when goals will need to be verbalized, negotiated and explained" (p. 8).

Co-planning helps develop a professional relationship between the ESL and the content area teacher. It allows them to understand each other's perspective as well as help establish a common ground between them. Setting a time for planning whether regular or flexible is very important. According to Honigsfeld and Dove (2008), "...the ideal co-planning structure provides ESL and classroom teachers with time to meet on a weekly basis to plan activities and strategies based on the curriculum and state standards" (p. 10).

Face to face planning is the ideal way for the ESL and content area teachers to discuss all aspects of their collaboration, but when the luxury of such planning is unavailable or scarce, the teachers need to develop their communication strategies such as email, phone calls, and teaching logs as described by Honigsfeld and Dove (2008). They suggest that ESL and mainstream teachers use a teaching log to frame the major concepts and skills that all students must learn for a particular unit of study and assist the ESL and the classroom teacher to organize lessons. Also, the ESL and

mainstream teacher can use these logs to exchange ideas about their instructional plans (p. 11).

ESL and content area teachers can collaborate outside the classroom by organizing activities, educational field trips, or extracurricular activities that help all students and make the partners work in a meaningful way. They can also initiate professional development at their school to inform fellow teachers and administrators about collaboration and its advantages, as well as participate in selecting materials such as text books and supplemental materials to meet the needs and level of ELLs. DelliCarpini (2008) stresses the importance of collaboration between both ESL and content area teachers in the selection of supplemental materials that meet the ELLs' needs in terms of both level and content. Additionally, collaboration can lead to the development of a curriculum that is sensitive to the linguistic, cultural, and academic needs of ELLs.

Studies on Collaboration between ESL and Content Area Teachers

The topic of the role of collaboration between ESL and content area teachers is relatively new, yet it seems that it is gaining interest among researchers, educators at all levels, and policy makers. The topic was investigated from a variety of perspectives and in different educational settings (schools or colleges) as well as explored nationally and in other countries. Most of the studies that deal with the topic use qualitative research methods to address the collaboration experience and interpret it. Some rely on the teachers' discourse in drawing conclusions. Others are simply descriptive articles providing information about the models of collaboration, and how to make them work.

Fu, Hauser, and Huang (2007) investigated the collaboration between English as a second language and a fourth-grade classroom teacher to enhance the literacy development of English language learners. The one-year qualitative research project was implemented in a primary school in New York city populated by 20% Chinese immigrant students, and a capacity of one and a half English as a second language support teachers. Data were collected using classroom observations, interviews, and assessment of students' progress. Analysis of the four components of collaboration-classroom observation by both the English as a second language teacher and the content area teacher, curriculum collaboration, assessment of students' progress and setting goals, and the English as a second language teacher push-in in the regular classroom indicate that such collaboration helped develop English language learners' overall literacy and language skills. However, the study does not explain the method used to assess students' progress, and the sample size was too small to be used to reach reliable conclusions.

Sagliano and Greenfield (1998), a TESOL specialist and a historian, examined the effectiveness of team teaching in a Japanese college for which the liberal arts curriculum was a vehicle for the development of fluency in English. The students spent 15-18 hours weekly in immersion-style classes taught in English using content-based instruction (CBI). The content and EFL teachers collaborated as equals in both being present in the classroom for the entire period and being jointly responsible for helping students master the content material and language development. The collaboration occurred during two courses, and instructors taught Introduction to History as a team for six

hours per week. The classes were small, ranging from 4 to 20 students. The collaboration model was implemented in contexts in and outside the classroom where teachers met before and after every class to plan and assess course progress. They jointly planned and adjusted the pace of the course as needed, scripted the sequence of activities, assigned classroom responsibilities, and refined strategies related to each segment of class.

During the entire course, they jointly or alternatively led activities that promoted simultaneous learning of history content, English language skills, and critical thinking abilities. Often they divided the class into two groups, each instructor working with one of the groups, and they jointly assessed students' progress. The instructors pointed out that their example of collaboration demonstrated how collaboration is successful when instructors work toward a common teaching philosophy, establish mutual respect for each other's expertise and unique perspective, and are receptive to feedback (p. 24). This study provides an in-depth description of collaboration in and outside the classroom. However, there is no clear link to better learning and classroom interaction due to collaboration. There is no comparison between the results of the same course taught by one teacher compared to its being taught in a collaborative setting.

Creese (2002) explored the discursive construction of power and pedagogic actions in the collaboration between language and subject specialists in London secondary schools. Ethnographic data of communication perspectives using field notes, interviews, class transcripts, and government school policy documents were collected during the one-year qualitative research. The study took place in three diverse schools

that are a mixture of cultures, languages, colors, and economic levels. Twenty-six teachers (12 language specialists and 14 subject specialists) were interviewed and observed. Data analysis reflected that members of classroom communities view language and subject teachers as unequal, and they view the subject specialist as more important and as being the source of knowledge. The study also raised questions about the success of the collaboration between language specialists and subject specialists to meet the needs of bilingual children in London secondary schools. Although the study utilized semi-structured interviews and observations with 26 teachers in three different schools, it did not provide sufficient information on the process of co-planning and co-teaching to explain the collaboration between the language specialist and the subject specialist to meet the needs of the language learners.

Zehr (2006) reflected on the experience of a collaborative teaching approach between mainstream and ESL teachers. This collaboration aimed at closing the achievement gap between ELLs and native speakers to reach adequate yearly progress for its ELLs under the federal No Child Left Behind Act. The case study was conducted during a seven-year period during which the district adopted inclusion rather than pull out approach of providing services for the ELLs at the elementary levels. The study was implemented at the St. Paul, Minnesota school district populated by 41,000 students, of which 17,000 were ELLs (9,800 Hmong and 4,000 Latino).

The case study describes an ESL teacher team-teaching with a first grade mainstream teacher in the morning and a second grade mainstream teacher in the afternoon. Both teachers in such collaboration are responsible for all students by being

present in the classroom and differentiating instruction to meet the language needs of ELLs. Data supporting the role of collaboration in closing the gap between ELLs and mainstream students were based on the 8th graders' scores on the Minnesota Basic Standards Test. Comparison between the ELLs and mainstream students' scores on the Reading and Math sections of the test for the year 2005-06 to previous years back to 2001 indicated great improvement in the ELLs' scores, which were very close to the scores of the mainstream students.

Nonetheless, the study does not report on the details of collaboration, or collaborative models, and whether the closing of the achievement gap could be attributed such collaboration. This raises questions regarding the success of the collaborative experience at the elementary level, and the reason for not extending it to include the middle and high school levels. Since collaboration was not implemented at the middle school level, the results of the 8th grade Minnesota test cannot be solely accredited to collaboration in the elementary level.

Carrier (2005) discussed approaches for collaboration between a science and ESL teacher to support science learning through developing science literacy objectives for ELLs. According to Carrier (2005), "in a truly collaborative environment, the ESL teacher can be a source of support for science teachers as they write their science literacy objective for individual science units" (p. 8). Collaboration between ESL and science teachers can take the form of creating, sharing, and teaching science literacy objectives that incorporate the national science and national ESL standards. Carrier (2005) pointed out that "when science teachers write science literacy objectives for their science units

and collaborate with the ESL teacher, they are providing an exemplary standard-based learning experience for their ELLs” (p. 9). In the case of lack of true collaboration in developing the objectives, or co-teaching in the classroom, the science teacher assumes the role of providing critical information for the ESL teacher about the science literacy skills and objectives to be used in the ESL classroom. The ESL teacher can help ELLs develop their science literacy skills along with the English language skills before going to the science classroom. This allows science teachers to help ELLs develop science literacy by becoming more likely to “ (a) comprehend them when listening to teachers or to other students, (b) recognize and comprehend them in their science reading, and (c) use them orally in group or class discussion” (Carrier, 2005, p. 8). This article provides valuable information about exemplary collaboration and the incorporation of standard-based learning as well as alternatives if having common time and co-teaching inside the classroom are not available.

Stewart and Perry (2005) explored interdisciplinary team teaching between content and language specialists. They highlighted elements of effective partnership in team teaching, and how it helps promote teacher development and teaching effectiveness. The two-year qualitative study took place at a small four-year college in Japan that used English as the medium of instruction. The first- and second-year credit bearing courses were team taught by a pair of language and content-area faculty. They taught together in the same classroom as well as co-planned syllabi and lessons. Data for the study were gathered through interviews during 2001 and 2002. Fourteen participating team teachers, which is over one-third of the faculty at the college, were

interviewed over a two-year period. The first four pair-interviews related to the roles of the teachers in team-taught courses, opinions about the effectiveness of interdisciplinary team teaching in a liberal arts college setting, and communication between teaching partners. Six interviews with individual faculty members took place in the second set of interviews in 2002, and they focused on the same three themes introduced in the first set of interviews. Based on the analysis of the interview data, the researchers proposed a model of effective partnership in team teaching.

Stewart and Perry (2005) illustrated four stages of the model, “beginning a partnership, committing to partnership’s continuation, making partnership work in the teaching process, and realizing effective partnership” (p. 5). The researchers provided recommendations to both individual teachers and institutions in order to encourage effective partnership in team teaching. The quality of evidence in this study such as sample selection and size (one third of the faculty), research design, and data analysis provide credibility in the results of this study.

Davison (2006) investigated the development of more collaborative relationships between English as a second language and content area classroom teachers in a large culturally and linguistically diverse English-medium elementary school in Asia. Data were collected using questionnaires and interviews as part of a school based professional development initiative. It attempted to focus on how to judge if and when collaborative teaching is effective, and the implications of this for professional development and institutional support. Data were collected through a short open-ended questionnaire,

semi-structured follow-up interviews, and focused observations at the end of the year of collaboration.

The study used grounded theory as a way of generating a theoretical model of collaborative development. The study involved 12 teachers from grades 1, 2, and 5 working in partnership with five English as second language teachers. Based on the data analysis the research presents an emerging framework that draws on teacher talk and critical discourse analysis to describe and evaluate the stages of collaboration and the different levels of its effectiveness. In this study the discourse was analyzed, not the competence of individual teachers. Some of the conclusions indicated that teacher attitude and effort varied dramatically depending on the level of collaboration that was reflected in the teachers' perception of their achievement with an emphasis on curriculum. Also, it provided implications for professional development benefiting from more action oriented teacher research (p. 472). However, the study did not indicate the number of the teacher population of both the English as a second language and the content area teachers to indicate if the sample interviewed was representative and the results arrived at are justified.

Arkoudis (2006) provided a theoretical framework to explore the dynamics of collaboration between ESL and mainstream teachers. The one-year research used a qualitative heuristic framework to study ESL and mainstream teachers that focused on interpreting the actions of the teachers through their planning conversations. Data collected for the case study included the planning conversations between ESL teacher and a science teacher at a secondary school in Australia. Furthermore, data analysis was

performed on interpreting planning conversations, interviews with the teachers before and after the planning, and classroom observations.

The researcher aimed at exploring what was happening in the planning conversations, and why it was occurring in order to investigate the teachers' positions and how they justify such positions. Two analytical tools, the appraisal theory and the discursive positioning theory, were used in the analysis of the teachers' planning conversations. The two theories were used to analyze the discourse the English as a second language teacher and science teacher used to negotiate pedagogic perspectives in the conversations and to explore how the teachers position themselves in the planning conversation. It was argued that developing collaborative practice between teachers who belong to different subject disciplines and who have different views of teaching is a complex process. Arkoudis (2006) argues, "ESL teachers need to know more of how to develop collaborative practices and strategic ways of gaining epistemological authority within the mainstream curriculum, and smoothing the rough ground that currently exists between ESL and mainstream collaboration" (p. 429). Even though the findings of the study were based on a yearlong case study of collaboration between an ESL teacher and science teacher, they still may not be sufficient to generalize to all other collaborative relationships.

Different studies addressed the topic of collaboration. They varied in terms of the educational settings. Sagliano and Greenfield (1998) and Stewart and Perry (2005) explored college collaboration, while Arkoudis (2006), Carrier (2005), Creese (2002), Davison (2006), and Zehr (2006) investigated collaboration in K-12 school settings. Some

studies used the teachers' conversations during planning as a main source of data collection as in Arkoudis (2006), Creese (2002), Davison (2006). All studies used qualitative research methods and interviews, observations, or analysis of teachers' planning conversations as their data. These studies revealed an improvement in students' achievement due to collaboration (Carrier, 2005; Davison, 2006; Sagliano & Greenfield, 1998; Zehr, 2006). Some studies were implemented internationally in Asia as in Davison (2006), Sagliano and Greenfield (1998), and Stewart and Perry (2005).

A review of the different studies related to collaboration between English as a second language and content area teachers seems to indicate that no one ideal model of collaboration has yet been identified. The choice of the collaboration approach should be made by the English as a second language teacher and content area teacher jointly with the main goal of helping all students obtain quality education and success. The teachers' personalities, experience, and discipline knowledge should be taken into consideration as well. More important is the teachers' ability to be open minded, flexible, and willing to accept the challenge and change and make it a pleasant, successful experience.

The English as a second language teacher and content area teacher should be the ones to decide on the model of collaboration to adopt taking into account the goal they strive to achieve by such collaboration. Adopting an eclectic model and being flexible to do what is best for the English language learners as well as all students should be an important factor. Honigsfeld and Dove (2008) pointed out that, "Co-teaching may use an eclectic model of instruction that best works when mainstream and English as

second language teachers have established rapport with one another and their teaching styles are able to accommodate more flexibility” (p. 10). Ideal collaboration can occur when the ESL and the content area teachers stop referring to the English language learners and mainstream students as yours and mine and instead include all students referring to them as ours.

This study is different from the other studies reviewed in this literature review in examining how being part of an ELL cluster content area classroom affects the learning experience of ELLs as well as regular education students in the collaboration between the ESL teacher and the content area teachers. It provides ELLs and regular education students an opportunity to voice their opinions through interviews and classroom observations on how they perceive their placement in an ESL cluster content area classroom co-taught by an ESL teacher and a content area teacher. This study is different from others in using a triangulation of multiple interviews and classroom observations in the process of gathering data.

Overview of Literature Review

The literature review described the different forms collaboration could take whether inside or outside the classroom. It explains the factors affecting the success of collaboration and the benefits of collaboration. It also examined specific studies on collaboration between ESL and content area teachers both national and international at different levels. The next chapter will introduce the methodology used in this study.

CHAPTER III

METHODOLOGY

Overview

The purpose for this study was to investigate the collaboration between ESL and content area teachers and its implications for working with ELLs. It is hoped that this study will add to the research on the topic of collaboration. This research is designed to answer questions related to the roles and responsibilities of the ESL and regular education teachers, benefits of collaboration, as well as the factors that lead to successful collaboration between ESL and content area teachers. It further explores the ELL and regular education students' perception of their placement in an ESL cluster content area classroom.

This chapter introduces the specific methodological approach used to address the purpose of the study and answer the research questions. It provides the rationale for choosing a qualitative approach and a case study as a research method. It describes the data collection methods as well as provides information about the study site and participants.

Qualitative Study

A number of features act as building blocks for a rationale for a qualitative study. Such features include the selection of naturalistic contexts, providing descriptive and in depth data, concern for process and inductivity, and search for meaning. Qualitative research is naturalistic. A qualitative study has a specific context or setting that serves as the direct source of data, and the researcher acts as the key instrument. In this study the context is represented by one middle class suburban school district at three educational levels, primary, intermediate and secondary. Bogdan and Biklen (2007) describe the inductive feature of qualitative research as: "Qualitative researchers are concerned with process rather than simply with outcomes or product" (p. 6). Bogdan and Biklen (2007) further add: "Theory developed this way emerges from the bottom up (rather than from the top down), from many disparate pieces of collected evidence that are interconnected. The theory is grounded in the data" (p. 6).

Exploring the participants' perspectives plays an integral role in qualitative studies; through interpreting such experiences the researcher aspires to shed light on the participants' lived experiences. Bogdan and Biklen (2007) state that: "Qualitative researchers set up strategies and procedures to enable them to consider experiences from the informants' perspectives" (p. 8). Throughout the study the researcher tried to obtain the most informative data through explaining the participants' perspectives represented by their capacity and role in the ESL cluster content area classroom collaboratively taught by an ESL and a regular education teacher. Such perspectives were obtained from the ESL and content area teachers as well as the ELL and regular

education students at three different educational levels with different experiences, viewpoints and perceptions. Denzin and Lincoln (2005) state: “Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). In this study, the researcher explored the perspectives of teachers (ESL and content area) and students (ELL and regular education) at three educational levels (primary, intermediate, and secondary) within a school district.

Case Study

This study is a qualitative piece of research designed as a case study. Case studies provide intense descriptions, details and in-depth analysis to explain the problem or phenomenon under investigation. As Baharein and Noor (2008) argue, “Case studies become particularly useful where one needs to understand some particular problem or situation in great depth, where one can identify cases rich in information” (p. 1602). Merriam (2002) defines the case study as “...an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community” (p. 8). Zaidah (2007) points out that “...through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioral conditions through the actor’s perspectives” (p. 1).

This qualitative study used semi-structured interviews and observations as instruments for data collection. It aimed at studying context represented by one school district that serves a number of ELLs at different levels. That ELL population was

considered a subgroup, and a case study was selected to explore the participants' perspectives related to the services provided and their effectiveness in educating ELLs.

This study is a case study of a single school district and its ESL program. The case study inquiry has been used due to its ability to investigate a phenomenon with the engagement of the investigator or researcher as a key instrument for data collection. It also allows for triangulation of data collection sources such as interviews, observations, documents and focus groups. Schwandt (2007) defines triangulation as "a means of checking the integrity of the inferences one draws. It can involve the use of multiple data sources, multiple investigators, multiple theoretical perspectives, and/or multiple methods" (p.298). Yin (1994) indicates that "The case study inquiry relies on multiple sources of evidence, with data needing to converge in a triangulating fashion" (p.13). The researcher chose a case study to investigate the collaboration between ESL and content area teachers at three educational levels due to the depth of information obtained through case studies.

Researcher's Perspective

The researcher's interest in implementing this study grew out of her experience as an ESL teacher who had seen other models of serving ELLs fail. Such models were mainly based on pull out services. The researcher gathered data personally through conducting the semi-structured interviews with the ESL and regular education teachers as well as with the ELLs and regular education students. Also, the researcher acted as a key instrument in implementing the classroom observations, for she participated in observing the ESL cluster content area classroom along with the school principal and the

district learning coordinator, and later analyzed the gathered data to describe what actually took place in the classrooms observed at the three educational levels.

Natural History of the Study

Participant and site selection play a crucial role in explaining the phenomenon under inquiry in a qualitative study. This requires following certain criteria in selecting a site as well as participants who would provide rich data. In this case such participants should be knowledgeable and engaged in collaboration involving ESL and content area teachers, or ELLs and regular education students who will be affected by such collaboration. Purposeful selection of participants who are anticipated to provide rich in-depth information that will help in understanding and explaining the research questions is crucial. Merriam (2002) referred to purposeful sampling as “a sample from which the most can be learned... to begin purposive sampling, you first determine what criteria are essential in choosing who is to be interviewed or what sites are to be observed” (p. 12).

This study was implemented in one school district at three different educational levels. The district adopted an in-class collaboration model between ESL and content area teachers at three educational levels (primary, intermediate and secondary). In such model, ELLs were included in the regular education setting through their placement in ESL cluster content area classrooms co-taught by an ESL and a regular education teacher. The collaborative model emerged based on the recommendations of a consultant hired by the school district as a result of ELLs’ failure to meet AYP, and their social and emotional struggle when functioning in the regular education settings as well

as interacting with regular education teachers and peers. Six teachers and twenty-three students participated in the study. They were selected because they fit the criteria described above. It was hoped that because these participants were familiar with the phenomenon under investigation they would provide such depth in the information that would allow for external validity in this research.

The researcher interviewed colleagues who work for the same district as that of the researcher as well as ELL and regular education students who attend schools in that same district. The student participants were chosen by their ESL teacher. The ESL teachers tried to include both males and females in their selection. They further tried to include ELLs with various proficiency levels and origins. They selected regular education students who would not be shy to speak to the researcher. This sample provided the researcher with in depth rich descriptive information. Through the interviews the researcher was introduced to the participants' perspectives and experiences related to the collaboration between ESL and regular education teachers. The observations provided additional data and served for data triangulation.

The interviews reflected the personal perspectives of all the parties involved in the collaboration between the ESL and the content area teachers. They touched on the roles and responsibilities of the collaborating teachers and the benefits of such collaboration for the collaborating teachers (the ESL and the regular education teachers) as well as the ELLs and regular education students. The interview questions further addressed the factors that lead to a successful collaboration and the effect of such collaboration on the learning experience of ELLs and regular education students.

The researcher gathered in depth descriptive data whether by means of encouraging and initiating dialogue through interviews or nonverbal communication through the classroom observations, or by exploring the physical atmosphere and the educational setting environment. The data collected provided rich descriptive information that helped explain and answer the research questions taking into account the participants' perspectives and experiences.

The semi-structured interviews were designed and administered by the researcher. The transcripts from the classroom observations using checklists and field notes provided by the five observers (the primary school principal, the intermediate school principal, the secondary school principal, the district learning coordinator and the researcher) were based on the classroom observations. The two observations at the three educational levels provided the primary source of observational data related to the collaboration between the ESL and the regular education teacher at the three educational levels.

To ensure inter-rater reliability the researcher used multiple observers and administered multiple observations. The researcher met with the observers before and after the classroom observations and went over the procedures for administering the observations and the checklist items and what each item meant to clarify and iron out any misunderstanding. Another meeting took place after the observations to discuss the field notes and reflections by the observers. Such classroom observations provided in depth descriptions of the physical surroundings of the environment or setting of the study, in this case the particular ESL cluster content area classroom at each educational

level. The observation also revealed the general atmosphere of the classroom as to whether it is inviting and conducive to learning, as well as the physical appearance of the classroom space - the walls, displays and artifacts and the message they portray.

Study Site

Rational for choice of study site. This study took place in a middle class suburban public school district in Ohio. This site was purposefully selected for various reasons; among them is the fact that the researcher is employed by the district as an ESL teacher who is involved in collaboration with regular education teachers in the areas of Science and World History at the ninth grade level. The study investigated a topic that is relevant to the daily work of the researcher.

Answering the research questions and the findings of the study would provide research based recommendations that the researcher can use in her daily practice to help ELLs increase their English language proficiency skills and scaffold their knowledge and facilitate their understanding of different content introduced in the regular classrooms. Furthermore, working for the district made it easier for the researcher to have access to implement the study and receive tremendous support that ranged from gaining permission to implement the study, to volunteering in gathering data, to observing classes and taking field notes, to scheduling and coordinating times for interviews and observations.

Another important factor that made this site a particularly rich setting for gathering information is that the district has become a diverse setting that serves English language learners from different countries predominantly from the Middle East:

Lebanon, Syria, and especially Palestine. In addition, there are students from other countries such as Mexico, Puerto Rico, Japan, China, Korea, Uzbekistan, and India. The study was implemented in three settings within the district where collaboration between ESL and content area teachers is currently being implemented. The purposeful sampling and selection of the site were essential in order to help obtain informative, in-depth cases that help describe the phenomenon under investigation. Patton (1990) in Merriam (2002) stressed the importance of selecting “information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling” (p. 12).

Characteristics of the study site. The district can be described as a middle class suburban district that includes three primary schools serving Kindergarten through third grade, three intermediate schools serving grades four through six, a middle school serving grades seven and eight, and a high school serving grades nine through twelve. According to the Ohio Department of Education (ODE), the district’s 2009/2010 school year (the academic year when this study was implemented and the data gathered) report card designated the district as “Excellent with Distinction”. There are six designations: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency. A combination of four measures that consist of state indicators, performance index, adequate yearly progress and value-added measures are the basis for assigning state designations for districts. The district

met 26 out of 26 of the state indicators and earned 101.2 on the performance index that ranges from (0 - 120) as well as met adequate yearly progress (AYP). (See Tables 1 and 2)

The district's student demographics for 2009/2010 reflected the average daily enrollment of 4149 students distributed among ten categories. White, non-Hispanic made up 87.7%, Black, non-Hispanic made up 2.2%, and Asian or Pacific Islander made up 3.1%, Hispanic made up 3.1% and Multi-Racial made up 3.7% of the student population. No students fell into the categories of American Indian or Alaska Native or the Migrant category.

The district had 36.4% economically disadvantaged students, and 9.1% Limited English Proficient students as well as 14.9% students with disabilities. The attendance rate for all grades was 95.6%, which exceeded the state requirement of 90%. Taking into consideration teacher information, 100% of teachers hold at least a Bachelor's Degree, 80.1% teachers hold at least a Master's Degree, and 100% of the core academic subject elementary and secondary classes were taught by properly certified teachers.

One of the sites where the study was conducted was the primary school that will be referred to as "Primary". It serves students in grades K-3. The primary school is populated by approximately 258 students, 9 of whom are identified as Limited English Proficient and qualify for English as a second language services. According to the ODE 2009/2010 report card, the primary school was designated as an "Excellent" school. The school met 3 out of 3 indicators and earned 108.8 on a scale of (0-120) on the performance index as well as meeting adequate yearly progress. Value added criteria

were not applicable for the primary school because they only apply to buildings that include students in grades 4 through 8.

The primary school's poverty status was described as medium-low poverty and the economically disadvantaged students made up 37.9% of the student population, while the students with disabilities made up 9.2% of the student population. The average daily student enrollment was 236 students. The vast majority of the students (88.7%) were White non-Hispanic while the rest were not identified under any other ethnic category due to having less than 10 students in each category. Therefore there were no percentages indicated under the Black non-Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic or Multi-Racial categories.

There was no percentage assigned to Migrant students or Limited English Proficient Students with only 9 ELLs at the primary school. In order to be calculated and displayed as a category the group must have 10 or more students. Regarding the teachers' information, 100% of the teachers held at least a Bachelor's Degree, while 70.4% held at least a Master's Degree, and 100% of the core academic subject classes were taught by properly certified teachers.

The second setting was an intermediate school that will be referred to as "Intermediate". It serves students in grades 4-6. The intermediate school is populated by 404 students, 43 of whom were identified as Limited English Proficient and qualify for English as a second language services. According to ODE, the intermediate school was designated as an "Excellent" school. The intermediate school met 8 out of 8 state indicators, and earned 99.6 on the performance index that range from (0-120); it met

adequate yearly progress and met the expected growth for the value-added measure that is applicable for grades 4 through 8.

The intermediate school's poverty status was described as medium-low poverty, with 36.1% of the students economically disadvantaged. The average daily student enrollment was 404 students distributed among different racial and ethnic categories. Black non-Hispanic made up 2.8%, Asian or Pacific Islander made up 4.6%, Hispanic made up 3.1%, Multi-Racial made up 5.5%, and White, non-Hispanic made up 83.4%. Limited English Proficient made up 9.7% and students with disabilities made up 15% of all students. There were no percentages for Migrant or American Indian or Alaskan Native categories. Regarding the teacher information for the intermediate school; 100% of the teachers held at least a Bachelor's Degree, while 83.7% held at least a Master's Degree, and 100% of the core academic subject classes were taught by properly certified teachers.

The third setting was a four-year comprehensive high school referred to as "Secondary" that serves students in grades 9-12. It has approximately 1512 students, 72 of whom qualify for English as a second language services. According to Ohio Department of Education, the secondary school was designated as an "Excellent" school. It met 12 out of 12 indicators, and earned 102.3 on a scale of (0-120) performance index. However the secondary school did not meet adequate yearly progress (due to the students with disabilities sub group not meeting the requirements) and was placed on improvement year one. The value-added was not calculated for the secondary school since it is only applicable to grades 4 through 8.

The student's attendance rate in 2009-2010 was 95.1%, which is higher than the state requirement of 93%. Also the graduation rate was 96.1%, which is also higher than the state requirement of 90%. Furthermore, the tenth grade students scored higher than the 75% on the Ohio Graduation Tests. They scored 87.9% on Reading, 87.3% on Mathematics, 91.8% on Writing, 83% on Science and 89.4% on Social Studies.

The secondary school's poverty status is medium-low poverty, with 30.3% of the students economically disadvantaged. The average daily student enrollment was 1512 students who were distributed among different categories. Black non-Hispanic made up 1.9%, Asian or Pacific Islander made up 3.7%, Hispanic made up 2.9%, Multi-Racial made up 2%, and White, non-Hispanic made up 89.3%. Limited English Proficient made up 4.7% and students with disabilities made up 15% of the students. There were no percentages for Migrant or American Indian or Alaskan Native categories. Regarding the teacher information for the intermediate school, 100% of the teachers held at least a Bachelor's Degree, while 87.1% held at least a Master's Degree, and 100% of the core academic subject elementary and secondary classes were taught by properly certified teachers.

Institutional Review Board approval and permissions to implement the study.

The data collection took place following the Institutional Review Board's (IRB) approval. The researcher obtained permission from the regular education students' and English language learners' parents or guardians to be part of the study (See Appendix A). The researcher also obtained the teacher participants' permission by having them sign the informed consent form (See Appendix C) as well as the ESL and regular education

Table 1.

A Comparison of the School District's Demographics for 2009-2010

Category	District	Primary Level	Intermed. Level	Secondary Level
Designation	Excellent with Distinction	Excellent	Excellent	Excellent
Indicators Met	26 out of 26	3 out of 3	8 out of 8	12 out of 12
Performance Index (0-120)	101.2	108.8	99.6	102.3
Adequate Yearly Progress (AYP)	Met	Met	Met	Not Met (Imprv. Year 1)
Value Added (Grades 4-8)	Above Expected Growth	NA	Met	NA
Attendance Rate (State Req. 93%)	95.6%	NA	NA	95.1%
Graduation Rate (State Req. 90%)	96.9%	NA	NA	96.1%
Avg Daily Student Enrollment	4149	236	404	1512
% of Black, non- Hispanic	2.2%	*None	2.8%	1.9%
% of Am. Indian or Alaskan Native	*None	*None	*None	*None
% of Asian or Pacific Islander	3.1%	*None	4.6%	3.7%
% of Hispanic	3.1%	*None	3.1%	2.9%
% of Multi-Racial	3.7%	*None	5.5%	2.0%
% of White, Non- Hispanic	87.7%	88.7%	83.4%	89.3%

Category	District	Primary Level	Intermed. Level	Secondary Level
% Economically Disadvantaged	36.4%	37.9%	36.1%	30.3%
% Limited English Proficient	9.1%	*None	9.7%	4.7%
% Students with Disabilities	14.9%	9.2%	15.0%	15.0%
% Migrant students	*None	*None	*None	*None
Poverty Status	Medium-Low	Medium-Low	Medium-Low	Medium-Low
% Teachers with at least Bach. Degree	100%	100%	100%	100%
% Teachers with Master's Degree	80.1%	70.4%	83.7%	87.1%
% Teachers Certified to Teach Core Subjects	100%	100%	100%	100%
OGT Reading (10 th grade)	87.9%	NA	NA	87.9%
OGT Mathematics (10 th grade)	87.3%	NA	NA	87.3%
OGT Writing (10 th grade)	91.8%	NA	NA	91.8%
OGT Science (10 th grade)	83.0%	NA	NA	83.0%
OGT Social Studies (10 th grade)	89.4%	NA	NA	89.4%

*Not calculated/displayed when there are fewer than 10 students in the group.

students permission by having them sign an informed assent at the three educational levels (See Appendix D, Appendix E, and Appendix F). The researcher also gained the district's permission to implement the research (See Appendix B). The time frame for the data collection was approximately two weeks.

The researcher protected the participant's privacy by replacing their names with pseudonyms and by following all ethical measures of implementing educational research. The student participants chose a nickname that was used throughout the study to refer to the particular student, while the researcher chose pseudonym names for the ESL and regular education teachers. The teacher participants were provided with an informed consent form that explained the research study to be implemented; its goals and possible risks as well as their right to stop participating at any time without any penalty (see Appendix C).

Participants

Teacher participants. A total of six teachers, five females and one male volunteered to be part of the study. The teachers have experience that ranges from 7 to 30 years (See tables 2 & 3). The participant's names were replaced by pseudonyms that would be used when referring to each teacher in this study. The teachers participated in an interview that lasted approximately 15-20 minutes. All interviews were tape recorded and then transcribed.

All ESL teachers have had more than one year of collaboration with a content area teacher. The collaborating teachers at the "Primary" and "Intermediate" school level were collaborating for the second year. The ESL teacher at the "Secondary" level

had two years collaborating experience but not with the same content area teacher. The content area teacher engaged in the collaboration process at the “Secondary” level had previous experience working with ELLs. The content area teachers and ESL teachers at the “Primary” and “Intermediate” levels received training through the district in collaboration and implementation of the Sheltered Instruction Observation Protocol Model (SIOP).

According to Short, Echevarria, and Richards-Tutor (2011) the SIOP Model is:

An approach that teaches subject area curriculum to students learning through a second language using techniques that make content material accessible and also helps develop the students’ second language skills.

The SIOP Model was developed initially for content teachers of students learning the subject matter through their second language. It evolved also as an approach for teachers of English to use and integrate content material (e.g. subject matter vocabulary, expository reading passages) in their lessons. Therefore, it is an approach for integrating language and content instruction in either content area or language development classes (p. 364).

The SIOP Model includes eight components: Lesson preparation, building background, comprehensible input, strategies, interactions, practice and application, lesson delivery, and review and assessment (Echevarria & Vogt, 2010). The content area teacher at the high school level received similar training as well as classes through another district in a different state. The three ESL teachers hold a Master’s Degree. Two

content area teachers hold a Master's Degree (the teachers in the "Intermediate" and the "Secondary" level), and the content area teacher at the "Primary" level holds a Bachelor's Degree.

The ESL teacher at the primary school was involved in co-teaching with two content area teachers of second and third grades. Mrs. Fahema, the ESL teacher has a Bachelor's degree in Education (Pre K-8) and a Master's degree in Curriculum and Instruction. She also has a TESOL Endorsement. She comes with 19 years of teaching experience, including two years being involved in co-teaching. Mrs. Amy is the content area teacher involved in the collaborative context. She has 30 years of teaching experience, and has been involved in co-teaching with the ESL teacher for two years. Mrs. Amy has a Bachelor's degree in Education.

The ESL teacher Mrs. Carmen serves the ELLs at the intermediate level; she has a Bachelor's degree in Middle Childhood Education (4-6) in Math and Language Arts and a Master's degree in Curriculum and Instruction as well as a TESOL Endorsement. At the time of the observation she had seven years of teaching experience in the area of ESL and she has been involved in co-teaching for two years. Mrs. Carmen co-teaches with three content area teachers, and the class that was observed was taught by Mrs. Rebecca who has a Bachelor's degree in Elementary Education (1-8) and a Master's Degree in Educational Technology. She has twelve years of teaching experience, and has been involved in co-teaching for two years.

The ESL teacher Mrs. Betty serves ELLs at the secondary level; Mrs. Betty has a Bachelor's Degree in Business Administration and a Master's Degree in Education

specializing in Curriculum and Instruction, as well as a TESOL Endorsement. She has ten years of teaching experience; she has been serving in the capacity of an ESL teacher for five years and has been in an ESL cluster content area classroom for two years. She co-teaches in two content areas (Biology and US History) at a tenth grade level. The content area teacher, Mr. Tom, earned a Bachelor’s Degree in Music and Business and a Master’s Degree in Educational Leadership. He is certified to teach Integrated Social Studies for grades (7-12) which includes US History and US Government. He had training and experience working with ELLs in California prior to moving to Ohio. He is a first year teacher in the district, and this is his first year collaborating with an ESL teacher. Prior to engaging in the collaborative context with the ESL teacher, he had an instructional aide in the classroom who mostly assisted one student. Tables 1 and 2 describe the ESL and regular education teachers’ characteristics.

Table 2.

ESL Teachers at the Three Educational Levels

ESL Teacher	Educational Level Taught	Teacher Educational Level	Years of Experience	Years involved in collaboration
Betty	Secondary	Master’s Degree	10	2
Carmen	Intermediate	Master’s Degree	7	2
Fahema	Primary	Master’s Degree	19	2

Table 3.

Content Area Teachers at the Three Educational Levels

Teacher	Educational Level Taught	Teacher Educational Level	Years of Experience	Years involved in collaboration
Tom	Secondary	Master's Degree	8	1
Rebecca	Intermediate	Master's Degree	12	2
Amy	Primary	Bachelor's Degree	30	2

Student participants. A total of 23 ELL and regular education students volunteered and participated in the study. The students were selected by the ESL teacher at each level. The ESL teachers tried to include both males and females in their selection. They selected regular education students who would not be shy to speak to the researcher, and tried to include ELLs with various proficiency levels and origins. The participants were 12 ELLs and 11 regular education students at the three educational levels. Each participant chose a nickname that would be used when referring to that student in this study. The students participated in an interview that lasted approximately 15-20 minutes. All interviews were tape recorded and then transcribed.

Seven students, 3 ELLs and 4 regular education students were interviewed at the primary level. Their age group ranged from 8-10 years old. Three ELLs, Tena, J.J. and Zozo, participated in the study at the primary level. Tena, a third grade ELL, is from Palestine and can be described as a high intermediate level student in terms of her language proficiency. J.J., a second grade ELL, is from Syria and can be described as a

high intermediate level student in terms of his language proficiency. Zozo, a second grade ELL, is from Palestine and can be described as a low intermediate level student in terms of her English language proficiency. Zozo is shy; Arabic is her first language, and she was very excited when she learned that the researcher also spoke her mother tongue. The researcher was unable to obtain information related to the number of years the ELLs have been living in the United States.

Four regular education students participated in the study at the primary school, two were in second grade and two were in third grade. Lonely Sprite is a second grade regular education student. She chose the nick name “Lonely Sprite” because she was the only one to order a Sprite while the rest of her family members ordered Coke while having dinner at a restaurant. Lonely Sprite was very relaxed and friendly throughout the interview. Trin is a second grade regular education student and Anca is a third grade regular education student. Gar Bear is a third grade regular education student. He chose the nickname Gar Bear because he likes bears.

Seven students, 4 ELLs and 3 regular education students participated in the study at the intermediate level. Their age group ranged between 11-13 years old. The ELLs were Aloush, Guada, Ulissa and Stevan. Aloush, a fifth grader, is from Palestine and Arabic is his first language. He can be described as a high intermediate ELL in terms of his English language proficiency level. Guada, a sixth grader, is from Mexico and Spanish is her first language. She can be described as a high intermediate ELL in terms of her English language proficiency level. Ulissa, a fourth grader, is from Mexico and Spanish is her first language. She can be described as a high intermediate ELL in terms of her

English proficiency level. Stevan, a sixth grader, is from Serbia. He can be described as a high intermediate ELL in terms of his English language proficiency level. The researcher was unable to obtain information that determines the number of years the ELLs have lived in the United States. The regular education students were Em, Amanda and Lipper. Em is a sixth grader, Amanda is a fourth grader, and Lipper is a fifth grader.

At the secondary level, a total of nine students, five English language learners and four regular education students volunteered to participate in the study. The students chose nick names that I would use to refer to them in this study. The English language learner participants are two females and three males; their ages range between 14-17 years old and they all qualify for English as a second language services. All English language learners were placed in the English as a second language/Language Arts class taught by an English as a second language teacher, received content support and were placed in an English as a second language cluster content area classroom for both Science and Social Studies.

The ELL participants are San, Rora, Jamik, Carmen, and Baby. Carmen is a ninth grade female student from Mexico and this is her second year in the United States and in the district. Carmen can be described as a beginner in terms of her English language proficiency. San is a tenth grade student from Syria and this is her second year in the United States and in the district. San falls within the intermediate level in terms of her English proficiency.

Baby is a tenth grade student from Puerto Rico and this is his sixth year in the United States as well as in the district. Baby falls within the intermediate levels in terms

of his English language proficiency. Rora is a tenth grade student from Lebanon and this is his second year in the United States as well as in the district. Rora falls between the intermediate to advanced level in terms of his English language proficiency. Jamik is a tenth grade student from Uzbekistan and this is his first year in the United States and in the district. Jamik falls within the beginner level in terms of his English language proficiency.

The regular education students were Big M., D. Free, Kenzie, and Puppie. Big M. is a ninth grade regular education student; he is placed in an ELL cluster content area classroom for Integrated Science co-taught by an ESL and a content area teacher. Big M. is very social and enthusiastic. He chose his nickname because he feels he is a big, strong young man. D. Free is a tenth grader; he is very outgoing and friendly. Kenzie is a tenth grader; she can be described as a very bright and self-confident student. Puppie is a tenth grader; she is friendly and funny. She chose the nickname Puppie because she loves puppies.

Table 4.

English Language Learners at the Primary Level

ELL	Gender	Age	Country of Origin	Years in the USA	Grade Level	Language Proficiency Level
Tena	Female	9	Palestine	NA	3	High Intermediate
J.J.	Male	9	Syria	NA	2	High Intermediate
Zozo	Female	9	Palestine	NA	2	Low Intermediate

Note: The researcher was unable to obtain precise information indicating the number of years the ELL had lived in the USA at the time of the classroom observation and interview.

Table 5.

English Language Learners at the Intermediate Level

ELL	Gender	Age	Country of Origin	Years in the USA	Grade Level	Language Proficiency Level
Aloush	Male	11	Palestine	NA	5	High Intermediate
Guada	Female	12	Mexico	NA	6	High Intermediate
Ulissa	Female	11	Mexico	NA	4	High Intermediate
Stevan	Male	11	Serbia	NA	6	High Intermediate

Note: The researcher was unable to obtain precise information indicating the number of years the ELL had lived in the USA at the time of the classroom observation and interview.

Table 6.

English Language Learner Participants at the Secondary Level

ELL	Gender	Age	Country of Origin	Years in the USA	Grade Level	English Language Proficiency Level
Carmen	Female	16	Mexico	2	9	Beginner
Jamik	Male	15	Uzbekistan	1	10	Beginner
San	Female	14	Syria	2	10	Intermediate
Baby	Male	14	Puerto Rico	6	10	Intermediate
Rora	Male	15	Lebanon	2	10	Intermediate/ Advanced

Table 7.

Regular Education Learners at the Primary Level

Student	Gender	Age	Grade Level
Lonely Sprite	Female	8	2
Trin	Female	8	2
Anca	Female	9	3
Gar Bear	Male	10	3

Table 8.

Regular Education Learners at the Intermediate Level

Student	Gender	Age	Grade Level
Em	Female	12	6
Amanda	Female	12	4
Lipper	Male	12	5

Table 9.

Regular Education Learners at the Secondary Level

Student	Gender	Age	Grade Level
Big M.	Male	16	9
D. Free	Male	17	10
Kenzie	Female	17	10
Puppie	Female	16	10

Triangulation of Data

The data were gathered from semi-structured interviews and observations to ensure triangulation. Yin (1994) introduced triangulation as a “rationale for using multiple sources of evidence” (p. 91). According to Flick (2007), triangulation plays a crucial role in promoting the quality of qualitative research. The researcher increased construct validity by using multiple sources of evidence gathered using interviews and observations. Participants were provided with a copy of the draft interview to check for the accuracy of the information provided. Yin (1994) indicated that “three tactics are available to increase construct validity. The first is the use of multiple sources of evidence in a manner encouraging convergent lines of inquiry, and this tactic is related to data collection. A second tactic is to establish a chain of evidence, also relevant during data collection. The third tactic is to have the draft case study report reviewed by key informants” (p. 34-35). Triangulation of data through six sets of interviews and six classroom observations provided in depth description that increased construct validity.

Instruments

Interviews. Six sets of semi-structured interviews were designed; one was used with the ESL teachers, the second was used with content area teachers. The third was used with ELLs at the primary and intermediate levels; the fourth was used with ELLs at the secondary level. The fifth was used with the regular education students at the primary and intermediate levels, and the sixth was used with the regular education students at the secondary level (see Appendices G, H, I, J, K & L). Semi-structured interviews were used to allow participants to elaborate and initiate new topics and

avenues to enrich the study and help clarify the various aspects that lead to successful collaboration between ESL and content area teachers as seen from the perspectives of ESL teachers, content area teachers, English language learners and regular education students. According to Kvale (2007), a semi-structured interview "... seeks to obtain descriptions of the interviewee's lived world with respect to interpretation of the meaning of the described phenomena" (p. 11).

The questions in the semi-structured interviews for the ESL teachers (See Appendix G) and the content area teachers (See Appendix H) were mostly based on the literature review related to the definition of collaboration (Buckley, 2000; Deighton, 1971 in Carpenter et al., 2007; Honigsfeld & Dove, 2008), types of collaboration as in class collaboration and the various models provided (Honigsfeld & Dove, 2008; Piechura-Couture et al, 2006), factors affecting the success of collaboration (Stewart & Perry, 2005), benefits of collaboration (DelliCarpini, 2008; Krashen & Biber, 1998 in DelliCarpini, 2008) and the out- of- class collaboration as planning, book selection and activities (Arkoudis, 2006; Creese, 2002; Davison, 2006; Stewart & Perry, 2005). The questions were designed to elicit information relevant to the four research questions.

All items on the semi-structured interview instrument were reviewed and critiqued by three educators, a teacher, a guidance counselor, and a doctoral candidate in the field of Urban Affairs. The reviewers checked for clarity of questions and provided feedback regarding wording, biased questions, or any semantic ambiguity and gave suggestions on how items might be improved. The researcher took all feedback into consideration and made changes accordingly.

The semi-structured interview instruments for the English language learners (Appendices I and J) and regular education students (Appendices K and L) were developed by the researcher based on her classroom experience as an ESL teacher involved in a co-teaching experience. Also, some of the questions were constructed based on some discussions with English language learners regarding the topic of collaboration between ESL teachers and content area teachers and their own experience in a pull-out ESL program as well as in an ESL cluster content area classroom. Two ESL learners who were not part of the study and an educator reviewed the semi-structured interview questions and checked for clarity and feedback. The researcher made changes accordingly.

The interviews were implemented at the target school during the teacher's preparation period, or before or after school. The interviews for the English language learners and regular education students took place during study hall periods or before school so that students were not pulled out of instruction time. The interviews used the English language and were not translated to other languages based on the ELLs first language. All interviews were transcribed and coded by the researcher (Appendix M) and then analyzed question by question (Appendix N).

Observations. Observations of the ESL and content area teacher in an ELL cluster content area classroom using a checklist and field notes provided a firsthand account of what was taking place in an authentic setting. Morse and Richards (2002) indicated that "Observing is the most natural of all ways of making data...researchers may be able to gain an understanding of some behaviors only through observations" (p.

96). Merriam (2002) pointed out that “Observational data represents a firsthand encounter with the phenomenon of interest” (p. 13). The observation checklist was derived from the interview questions for both the ESL teachers and the content area teachers (see Appendix O). This provided additional evidence to support or refute whether the practices that teachers stated to have implemented and adopted - when responding to the interview questions - reflected their actual practices in the classrooms.

Two observations using the same checklist and additional field notes were administered at the ELL cluster content area classroom. One observation was done by the researcher, the building principal (three different principals, one per school building), and the district learning coordinator, and the other observation was done by the designated school’s principal and the district learning coordinator.

In order to ensure for inter-rater reliability the three observers used the same checklist and wrote any additional field notes that supported their observation. The observers met before the observation to discuss the procedures to be followed during the observation procedure, as well as go over the checklist item for clarity to ensure that they were observing what should be observed. The observers took field notes that supported their observations and checklist items observed and wrote general comments of what took place in the classroom during the class period observed along with any irregularities or interruptions that might have taken place and affected the observation outcomes.

A total of six observations were implemented at the three educational levels. The observations were used to enrich the data collected through a firsthand examination of what took place within the ESL cluster content area classroom co-taught by an ESL and a content area teacher. Two observations were done at each educational level. The observation checklist was used in conducting the two observations. The observation checklist contained two parts; the first part consisted of fifteen items and the observers rated whether each item was modeled within the observed classroom “all the time”, “most of the time”, “sometimes”, or “not observed”. The second section consisted of ten items that describe tasks performed during the collaboration and who the responsible teacher for performing such tasks was- the “ESL teacher” or the “Content area teacher” (see Appendix O).

The researcher developed a summary of the classroom observation for each educational level based on the classroom observations and field notes written by the different observers. Each vignette described the ESL cluster content area classroom observed during one class period which happened to be the observation the researcher had participated in. It described what took place in the classroom, how the co-teachers delivered instruction, and how they met the needs of ELL and regular education students.

Procedures

Data were collected by interviewing ESL and content area teachers, as well as English language learners and regular education students. All interviews were implemented in a location convenient to the participants. For the English language

learners and regular education students, the interviews took place before or after school or during the learners' study hall periods so they would not miss classes. Each interview lasted between 15 to 20 minutes. English was the language used to interview ELLs, occasionally some Arabic was used to explain a question or to make an ELL whose first language is Arabic more comfortable. All interviews were tape recorded and transcribed, and the interview drafts were shared with the participants to check for accuracy of information. Following the interviews, observations took place using a checklist and field notes. The observations lasted approximately 45-50 minutes. Three vignettes describing in-depth what took place in the ELL cluster content area classroom were created.

Quality Criteria

In order to explore the goodness of the study, criteria for judging the quality of this qualitative study were set. The reliability, trustworthiness, credibility, transferability, dependability, and confirmability following Guba and Lincoln (1989) were addressed.

To address the concern of trustworthiness of the study, internal validity, external validity, reliability, and objectivity were taken into consideration. In this study, triangulation using six sets of interviews as well as six classroom observations (two at each educational level), which allowed for multiple responses of teachers (ESL and content area) and students (ELLs and regular education). Such triangulation allowed for internal validity through establishing confidence in the truth of the findings of this study.

The reliability of this study was enhanced by triangulation of data collection through multiple semi-structured interviews at different educational levels and multiple

classroom observations. Reliability was further enhanced by the detailed description of the study site and participants as well as the dependability of the data collected through the instruments such as the semi-structured interviews. It also depends on the classroom observations and the involvement of multiple observers, and the in-depth data gathered through the observation checklist and additional field notes.

In this study, prolonged engagement, persistent observations and member checks helped establish rapport and understanding of the school district context's culture at three educational levels. It helped explore the in-class collaborative model between ESL and content area teachers, and its implications in working with ELLs. The prolonged engagement of the researcher as an ESL teacher with experience in the field and the district, as well as the observer's experience as building principles or district learning coordinator added to the credibility of the study. Member checks provided validity to the study and accounted for the perspectives of teachers (ESL and content area) and students (ELLs and regular education). Peer examination contributed to the validity of the study as well. Two colleagues of the researcher examined and critiqued the data collection instruments, data analysis, process, findings and recommendations.

Transferability criteria were addressed in this study. Providing rich descriptive data of the study site (primary school, intermediate school and secondary school), participants (teachers and students), and the time frame for implementing the study and data collection allowed for the transferability of the current study to similar contexts.

Dependability and confirmability were taken into consideration in this study. Dependability was concerned with the stability of the study data over time. It was accounted for through adopting and documenting methods and processes for data collection and analysis that led to the study findings. This was implemented by the researcher in the simultaneous process of data collection and analysis. Confirmability was addressed by assuring that the data collection, findings and interpretations of the current study are based on the context of the study and can be tracked to their original sources. This was evident by accounting for the interview instruments and transcriptions of all interviews; ESL and content area teachers, as well as ELLs and regular education students at three educational levels. It was further evident by the classroom observations and vignettes that described what actually took place in an ESL cluster content area classroom at the three educational levels.

Data Analysis

With qualitative research there is always a concern with the process of data collection and analysis. In such research data is inductively analyzed to allow for building abstractions. In the current study the researcher gathered data from multiple sources that addressed different perspectives. According to Gibbs (2007), induction in qualitative research is defined as “the generation and justification of a general explanation based on the accumulation of lots of particular, but similar, circumstances” (p. 4).

The researcher personally transcribed all interviews and marked paralinguistic features like the laughing, periods of silence, repetition, etc. Then the researcher

analyzed the data obtained from the interviews and classroom observations trying to find instances that were related to each of the four research question. The researcher looked for answers to the four research question within the interview responses, classroom observations, and field notes. Additional themes that were addressed by the literature review were accounted for as well. Following that, the researcher wrote notes that summarized the main idea of each interview question and answer as to whether it addressed teacher status, planning time, willingness to be part of the collaboration or any other idea. The researcher identified the similar ideas by highlighting them with a certain color, and then combined ideas that addressed like topics into big ideas or subthemes that were used to arrive at general themes. The researcher used tree diagrams and web diagrams to arrange the data collected into subthemes that address similar ideas. This provided the researcher with visual representation that helped her combine the subthemes under six major themes.

Six general themes emerged as a result of the data analysis; each theme consisted of several subthemes related to the collaborative experience. The first theme addressed the roles and responsibilities of the collaborating teachers. The second theme touched on obstacles in the face of collaboration. A third theme investigated the professional growth that emerged from being part of the collaborative process. A fourth theme emerged in relation to the benefits of collaboration to the ESL and the content area teacher as well as how it benefited and affected the learning experience of ELLs and regular education students. A fifth theme referred to certain aspects of factors that lead to successful collaboration. A sixth theme touched on the perceptions of the ELL

and regular education students towards the collaboration between ESL and regular education teachers.

All data collected were simultaneously analyzed. Data were classified into major categories or subthemes that helped major themes emerge. The researcher looked for similarities and differences in the data collected and arranged them within the emerging themes in order to answer the four research questions. The data collected were analyzed and compared to findings from different studies in the literature review.

Overview of Methodology

The chapter on methodology provided information as to why a qualitative approach and a case study were used to examine the topic of collaboration between ESL and content area teachers. It described IRB procedures, data collection methods, specific information about the study site and participants. It described the instruments used for data collection such as semi-structured interviews and classroom observations. The next chapter will provide an analysis of the data collected and answer the four research questions.

CHAPTER IV

RESULTS

Data analysis was based on data from the semi-structured interviews with the ESL teachers, content area teachers, ELLs and regular education students. In addition data from two classroom observations of the ELL cluster content area classrooms at the three different educational levels were analyzed. Based on the analysis, the researcher arrived at general themes that were used in answering the research questions.

The following are summaries of the three sets observations at the different educational level. The vignettes described what actually took place during the classroom observations:

Summary of the Primary School Observation

Two observations took place in a second grade Language Arts ESL cluster content area classroom co-taught by Mrs. Amy, the content area teacher and Mrs. Fahemah, the ESL teacher. The first observation took place on May 19, 2010 and was implemented by the school principal, the district learning coordinator and the researcher. The second observation took place on May 27, 2010 and was administered by the school principal and the district learning coordinator. The description of the classroom observation

is based on the observation that the researcher participated in and the notes from the second observation.

Mrs. Amy, the content area teacher started by reading the objective following the Model Classroom Project. She then asked a student to read the objective. The lesson related to adjectives and students were to recognize the -er, -est endings on comparison adjectives and share ideas through a game and completing the workbook page. The lesson opened with a whole group instruction by reviewing the concepts and lesson taught in a prior class, then it was followed by a paired sentence strip activity and small group instruction using literacy work stations.

Both teachers assisted all students, and when one teacher led the instruction, the other observed from the side or back of the group. When students engaged in work both teachers circulated to check for understanding and completion of work and provided assistance to all students. At one point the students engaged in a game and both teachers monitored and provided assistance to all students when needed.

After the main instruction was delivered, the class was divided into two heterogeneous groups and was assigned to two stations. Each teacher worked with one group, and then students rotated to other stations. The co-teachers worked really well together; teachers tag team when delivering instruction and helping and engaging all students. Throughout the classroom observation the two teachers helped all students, the ESL and the content area teacher helped any student who needed help regardless of their status as ESL or regular students. Providing assistance was based on the proximity of the teacher to the student who needed help. The roles of the teachers overlapped

and it seemed that there were no separate roles assigned to each teacher or to their responsibilities as to who provided assistance to the ESL students, regular education students or both. There were no separate roles for the collaborating teachers, and they treated the students as equal. The ELLs actively participated during the lesson and felt comfortable to contribute or seek help when needed. The collaborating teachers' model was in line with Honigsfeld and Dove (2008) model of one group. It was represented by the content area teacher and the ESL teacher taking turns assuming the same role and teaching the same lesson. The collaborating teachers' model is similar to the team teaching and passive interplay models presented by Croteau (2000) in Piechura-Couture et al. (2006), as well as the collaborating teachers' full responsibility of planning, presentation, classroom management and evaluation introduced by Gately (2005).

Summary of the Intermediate School Observation

Two observations were implemented in a fourth grade ELL cluster Language Arts classroom co-taught by an ESL teacher Mrs. Carmen and a content area teacher Mrs. Rebecca. The first was implemented on May 20, 2010 and was administered by the district learning supervisor, the Intermediate School principal and the researcher. The second observation took place on May 26, 2010 and was implemented by the district learning supervisor and the Intermediate School principal. The observers met before and after the classroom observation to discuss the procedures and the clarity of the items to be observed as well as to share and discuss field notes following the observation.

A fourth grade Language Arts class that consisted of a heterogeneous mixture of regular education students and ELLs at various language proficiency levels was the setting of the observation. The classroom description is based on the first observation that the researcher participated in. For the first observation the lesson objective was posted as: “We will determine evidence to support our thinking of general statements using an anticipation guide and work stations”. The class started by the regular education teacher introducing the objective of the lesson and students were given an anticipation guide related to chapter eight in “Stone Fox”, and were allowed time to perform silent reading. Meanwhile, for the first fifteen minutes each teacher was stationed at one corner of the room and met with individual students or small groups to confer about the story being read and the anticipation guide statements.

Once the students had read chapter eight and completed their anticipation guides, the teachers engaged the class into a meaningful discussion related to the chapter read using the anticipation guide items. The teachers rotated and exchanged roles throughout the class period. Shortly afterwards, the teachers divided the students into heterogeneous groups in regards to their abilities and the ELLs were distributed among the groups, and were not assigned to one group in particular.

The groups were assigned to the various work stations that focused on a certain skill as reading, writing among other options. The ESL teacher and the content area teacher were able to work with two different groups while the other students were engaged at their stations. The classroom was inviting and reflected the learning

environment through the posters, lesson objectives, Bloom's Taxonomy levels of thinking skills and students' work which were displayed throughout the classroom.

The general atmosphere of the classroom was inviting and the students were well-behaved. It was evident based on the observation that the co-teachers modeled effective communication and cooperation and were equally responsible for what took place in the classroom all the time. Furthermore, the ESL teacher shared in content delivery and monitored all students and not just the ELLs to see whether they are on task and understanding and provided assistance accordingly. The ESL and the regular education teacher didn't have assigned roles and responsibilities; they both assumed any role or responsibility to help students both ELLs and regular education students. The ELLs felt comfortable and were not afraid to speak, contribute or seek help when needed. They further worked well with regular education students and contributed to the discussion during group assignments. The co-teachers' model of collaboration was similar to that of Gately (2005) who indicated that the collaborating teachers should assume full responsibility for planning, presentation, classroom management and evaluation in the collaboration context. The collaborating teachers' model was similar to the one group model introduced by Honigsfeld and Dove (2008) and the team teaching and passive interplay models introduced by Croteau (2000) in Piechura-Couture et al (2006).

Summary of the Secondary School Observation

Prior to implementing the collaboration between the ESL and content area teacher in the areas of Science and Social studies, the ESL teacher used to only see ELLs

during the self-contained ESL/Language Arts classes taught by the ESL teacher and during content support. Providing content support varied from one ELL to the other based on their language proficiency level and the ELL's schedule. So, ELLs who fell within the beginner to intermediate language proficiency level were assigned to a longer time period in content support compared to the ELLs with higher language proficiency levels.

The time assigned to content support ranged from a full period, which is fifty minutes, to half a period, which is twenty-five minutes. During lunch periods, the full period is split into two; one would serve as the ELL's lunch period, while the other was assigned to content support. And in some cases if the ELL's schedule permitted, the students were assigned to content support for a full period and a half, which is seventy-five minutes.

During content support, the ESL teacher helped ELLs with their homework, class work assignments, projects, academic vocabulary related to a lesson or unit, and went over notes. Furthermore, the ESL teacher enriched content covered in core classes, or administered and modified tests. If the students didn't need help, they would be provided with an opportunity to read books of their choice, or write in their journals on a topic of their choice or from the topics provided by the ESL teacher. They could also choose to use the computers to look up articles to read.

In some classes such as American Government and Health, the students had to select, read, summarize and reflect on a news article on a weekly basis. The ESL teacher assisted the ELLs in this assignment; such assistance could take the form of helping the ELL in selecting an article, explaining unclear concepts and editing. Content support also

served as a time for the ELLs to engage in conversations with their peers and develop relationships to feel more comfortable. Also during content support the ESL teacher played the role of a counselor in listening to ELLs and providing them with advice and recommendations, or advocating on their behalf to other teachers or even mediating between the ELLs and other peers to resolve any minor issues.

Prior to engaging in the collaboration between the ESL and the content area teacher, it was harder for the ESL teacher to know what was going on in the content area classrooms. Also, with the level of complexity of the core classes as Math (Algebra, Geometry and Calculus), Science (Biology, Chemistry, Physics and Integrated Science), Social Studies (World History, American History and American Government) it was time consuming for the ESL teacher to assist the ELLs with such classes since it was not her specialty.

Summary of the Observation

With the new mode of collaborating in the Science and Social Studies classes, it made it easier and less time consuming for the ESL teacher to help ELLs during content support since she was exposed to the material and took notes that might be used during content support. The ELLs assigned to content support classes were heterogeneous regarding grade levels and language proficiency levels. The new model helped the ESL teacher to assist a number of ELLs at different grade levels and with different core content within a short amount of time.

Two observations were implemented in a 10th grade US History class co-taught by Mrs. Betty the ESL teacher and Mr. Tom the content area teacher. The class period

was the 11th and last period of the school day and it happened to be that one observation took place two weeks prior to the end of the school year, while the second observation took place on the last day of classes before the final exams.

The first observation was of a regular class where Mr. Tom was mainly lecturing and Mrs. Betty was taking notes and circulating to make sure that the ELLs as well as regular education students understood and did not need further clarification of content. At the high school level, collaboration took a different form from that at the primary or intermediate levels. In order for a teacher to be a teacher of record and deliver instruction, she/he must be certified in the content area as well as the grade level. Because of these requirements, the ESL teacher's responsibilities at the high school level are dependent on the content area teacher's style. Therefore, quite often the ESL teacher would mainly take notes, assist all students and especially ELLs in their understanding, modify tests, projects, and clarify content. A main advantage of being in the ESL cluster content area classroom is to allow the ESL teacher to be comfortable in her/his understanding of the content and, hence, effectively facilitate the ELLs learning during the content support classes, while assisting them in an efficient way. It has proven to be less time consuming compared to the scenario prior to implementing the collaboration within classrooms.

The last observation took place during the 11th period on June 3rd, which happened to be the last class period before the final exams. Mr. Tom went over end of school procedures such as collecting books and providing eligible students with exemption slips from taking the US History final exam based on their having passed the

OGT for Citizenship. Following that, Mr. Tom reviewed for the final exam using a game. He divided the class into two groups, and it happened that one of the groups consisted mainly of ELLs (the content area teacher divided the students into two groups based on dividing the classroom into two sections and it happened that the ELLs were all located in one section of the classroom), and he chose a student to keep score. Meanwhile, the ESL teacher was stepping in to provide assistance when needed and to make sure all students were engaged. The collaborating teachers' model was in line with the proximity sweep model represented by one teacher teaching and one circulating introduced by Croteau (2000) in Piechura-Coture et al (2006).

The data collected during these two observations did not seem to reflect what typically happens in the classroom because one of the observations happened on the last day of school. In order to better understand the classroom dynamics at the secondary level the researcher asked both the ESL and regular education teachers to describe a typical day in the ESL cluster content area classroom. Based on such description the researcher came up with a description of a typical collaborative classroom co-taught by the ESL and regular education teacher at the secondary level. The following is a description of such classroom based on the perception of the collaborating teachers:

A Typical ESL Cluster Content Area Classroom At The Secondary Level

The ESL cluster American History classroom consisted of 23 students (5 ELLs and 18 regular education students). The ELLs' language proficiency level ranged from that of a beginner to intermediate/advanced level. The ELLs speak different languages; two

speak Arabic, two speak Spanish and one speaks Uzbek. The ELLs sit in the first and second row toward the front while the ESL teacher sits in the 4th seat out of 6 seats in the row next to the wall so she can get up and circulate without distracting students.

The class starts by the content area teacher going over the objective posted on the board. The objective quite often includes a “do now” which acts as the bell work, and it is done individually. The daily objective and the “do now” are copied in an assigned section in the students’ notebooks. The “do now” can range from looking up words through the use of context clues to determine the meaning of the given terms. Sometimes the “do now” requires answering some questions related to the topic introduced.

Meanwhile the ESL teacher walks around the room and clarifies any questions and provides assistance. The ESL teacher helps ELLs first and then she helps the general education students. And if a student finishes the work early, the ESL teacher would look over the answers and if they are wrong, she would clarify and restate the question in a simpler manner and provide hints. Then the content area teacher goes over the “do now” and answers students’ questions.

If that period was a lecture day, the content area teacher would usually have a Power Point presentation, and he would go over the notes and would have a guided reading worksheet that would have topics listed as Cornell notes and the students would be required to fill in the details. Sometimes the regular education teacher will show a film clip. Meanwhile the ESL teacher makes sure that the students and especially

the ELLs are on task, and if they get behind taking notes she would share her notes with individual students to get them caught up.

If the class period is a work day, students would be given a guided reading worksheet designed by the content area teacher. This guided reading activity requires students to read, write, think and analyze before writing and completing the answers. The ELLs use the same textbook used by the regular education students; they do not use adapted versions of the textbook. Sometimes the students work individually, and at other times they work in pairs to get the task done. Pairs were assigned by the content area teacher and stayed the same throughout the year. All ELLs were paired with a native English speaker on purpose. The students would get half of the period to get the task done and then the content area teacher would go over the answers with the class.

During that time, the ESL teacher helped students by clarifying materials and questions and explaining vocabulary using simpler words or synonyms, or rephrasing using simpler expressions. She sometimes pointed to the students the paragraph or section where they could find the information. When the content area teacher goes over the material, the students add any new information using a red pen and then highlight important information. While doing so, the ESL teacher makes sure that the students are on task and following directions by adding information and highlighting.

Sometimes the students are given a map on which they need to locate countries or information and then color code it. The ESL teacher makes sure that they understand the task and provides the needed assistance clarifying the new words to make content more comprehensible. During preparations for the Ohio Graduation Test (OGTs), the

students are scheduled at the computer labs to practice for the OGT tests. The ESL teacher takes the ELLs as well as other students who might benefit from the extra help or a small group setting to a lab, and the content area teacher takes the rest of the students to a different lab. The ESL teacher would help students by explaining the questions, or providing hints or strategies to help guide students to the correct answer.

Daily routines are taken care of by the content area teacher, for he is the one who takes attendance, and he is the one who distributes papers and sometimes the ESL teacher collects the papers from students and returns graded work.

Regarding discipline, both teachers are responsible, but it is mostly the ESL teacher's responsibility to take care of discipline while the content area teacher is lecturing to minimize distractions. The ESL teacher provides students with passes if they need to leave the classroom. Also the ESL teacher pulls out ELLs when they are taking a test. She further modifies their tests based on their proficiency levels, or reads the test questions and then restates and explains them using easier terms, and she decides if the ELLs should be provided with extended time to complete the test and determines the amount of extended time provided. The ESL teacher is the one responsible for helping all ELLs regardless of their language proficiency level. There is no instructional aide to help with translation for students who fall within the beginner's level in terms of their language proficiency.

Six general themes emerged as a result of the data analysis; each theme consisted of several subthemes related to the collaborative experience. The first theme addressed the roles and responsibilities of the collaborating teachers in regard to

planning, assessment, educational material selection, content and language delivery, modifications and adaptations. The second theme touched on obstacles in the face of collaboration such as the lack of sufficient meeting time between the collaborating teachers, teaching styles and power struggle, complexity level of the content delivered, licensure requirements to teach a content area and serve as teacher of record, and change in assignment. A third theme investigated the professional growth that emerged from being part of the collaborative process as gaining new relevant learning and teaching strategies and content, the establishment of rapport, trust, and bridges among disciplines while becoming a team player. A fourth theme emerged in relation to the benefits of collaboration to the ESL and the content area teacher as well as how it benefited and affected the learning experience of ELLs and regular education students. A fifth theme referred to certain aspects of the collaborative experience by addressing factors that lead to successful collaboration. A sixth theme touched on the perceptions of the ELL and regular education students towards the collaboration between ESL and regular education teachers.

Throughout the study, the researcher tried to find answers to the research questions based on the data gathered and analyzed from the feedback of the semi-structured interviews and classroom observations. The different themes that emerged were related to the four research questions.

Research Question One

What factors lead to a successful collaboration between ESL and content area teachers?

There are a number of factors that collectively played a role in leading to a successful collaboration between ESL and content area teachers. Among these factors is the willingness of the collaborating teachers to engage in such collaboration and share power and responsibility with another teacher. Also important is the ESL teacher's positioning within the collaborative context as that of belongingness and effectiveness rather than isolation and marginalization. Finally, it is important to provide sufficient time for the ESL and content area teachers to meet, plan and reflect on all aspects of the collaboration, as well as to maintain consistency in assigning the team teachers to the ESL cluster content area classroom. This consistency allows the collaborating teachers to help build trust and rapport and to bridge the gap among disciplines. Last but not least, the teacher's respect and acknowledgement of the other teacher's expertise contributed to successful collaboration.

Willingness to engage in collaboration. In order for the collaboration between the ESL and the content area teacher to be successful, both teachers should be willing to be part of such collaboration. This includes the willingness on the part of the content area teacher to give up some of his/her control and authority and accept the presence of another teacher who is sharing the same physical space, but more significantly sharing and assuming responsibility and authority within the classroom.

Primary level. At the primary level the content area teacher was asked by the administration to be part of the collaboration process with the ESL teacher; she expressed interest and agreed. The content area teacher, who had 30 years of having her own classroom, embraced the collaboration willingly with the understanding of the anticipated challenges of sharing power and control and the odds of personalities getting along with the other teacher. The content area teacher indicated:

I learned how to give up the control, and I am happy I had the opportunity to learn that; it is a lot of fun. Collaboration will not work if the teachers didn't get along, the personalities have to mix, and if the ESL teacher is coming to the classroom, the classroom teacher has to be willing to give up control. (Mrs. Amy, May 2010)

The ESL teacher had a similar view point, stating:

I think both teachers have to be willing to collaborate, and if one teacher is not willing to collaborate then it does make it difficult. Some teachers have a hard time negotiating the role of a classroom teacher, so it does make it more difficult to collaborate or to work with the children in the classroom as you would wish to do. (Mrs. Fahema, May 2010)

Intermediate level. The content area teacher was asked by the administration if she would like to be part of the collaboration with the ESL teacher. She expressed interest and willingness to be part of such collaboration. The ESL and the content area teacher are on friendly terms which contributed to the willingness to step into such collaboration and led to its success. During the classroom observations, the two

teachers treated each other professionally, and dealt with one another informally. They stepped in to consult and help one another and seemed to be friendly. Guada, an ELL student at the intermediate level reflected: “They (ESL and content area teacher) never argue which is great. They might like have some differences like either doing just reading or adding something to it. But they work things out” (Guada, May 2010).

Secondary level. At the secondary level, the content area teacher involved in the collaboration with the ESL teacher is a first year teacher at the district, so he was assigned to the collaboration in the US History ESL cluster content area classroom, since he assumed the responsibilities and assignment of the teacher he had replaced. In this case the content area teacher had no say as to whether he would like to engage in such collaboration. The content area teacher had experience and training working with ELLs while working at a secondary school in California; such experience involved having an aide in the classroom and not an ESL certified teacher. Mainly the aide worked with a student one on one and did not assume further responsibilities. Having an aide in the classroom is different from having a teacher who is viewed as an equal regarding the educational level and certification to work with a group of students. This implied that the content area teacher is having another teacher in the classroom who shares roles and responsibilities as well as authority. The content area teacher at the secondary level indicated:

I learned how it is to have another teacher, an ESL teacher with me in the class so we can work together to help ELLs. It is a different experience than what I had before for I used to have an aide that works only with

one student one on one, but with the ESL teacher it is different for she works with all students (Mr. Tom, May 2010).

The content area teacher shared that he was not asked to be part of the collaboration. He felt that being a new teacher with experience working with ELLs at his previous school had contributed to being chosen to be a part of such collaboration. The content area teacher said “It was just part of my schedule. I taught ESL in California so I think they gave me the ESL class. I think that this is the reason they gave me that. First year teacher, I was not asked” (Mr. Tom, May 2010).

The willingness on the part of the ESL and the content area teachers to engage in the collaboration positively affected the outcomes of such collaboration for the team teachers as well as on the targeted population of ELL and regular education students. Such willingness on the part of the teachers helped to avoid any power struggles among teachers and allowed them to embrace such collaboration with a positive attitude and acceptance of the other and her/his expertise and contributions to such collaboration. It further made it easier on the part of the teachers to share authority and assume various roles and responsibilities, and develop a positive view towards having another teacher in the classroom as having an extra set of eyes and ears with the same goal of helping all students learn and excel.

When assigning teachers to teams, it seems helpful to assign teachers who are on friendly terms to work together. This facilitates the participants’ willingness to engage and explore new challenges that make the collaboration work and succeed. The results related to the willingness of the ESL and regular education teachers to engage in

collaboration are in line with Stewart and Perry (2005) who found that agreeing to a partnership, as well as personality and individual teaching style, play an important role in the team teaching relationship.

ESL teachers' positioning. Another factor that led to successful collaboration was the ESL teacher's perception of his/her role as an important partner in the collaborative context that was dominated by an atmosphere of involvement and belongingness rather than a feeling of marginalization and isolation. Such involvement improved the ESL teacher's positioning and satisfaction with engaging in such collaboration and its positive outcome for the ELL and regular education students. When the ESL program at the district first started, tutors and instructional bilingual aides were hired at the various educational levels; each school had one ESL tutor, and at the primary and intermediate levels, there was both an ESL tutor and a bilingual instructional aide.

The tutors were responsible for helping ELLs develop their language proficiency skills. The tutors neither served as teachers of record nor provided grades; instead they served in a supplemental role. The tutors were not looked at as being equal to teachers; the tutor's position was viewed as less than a teacher's position. After a few years the tutors' positions were eliminated and replaced by ESL teachers' positions.

The ESL teachers were TESOL endorsed or certified, and were mainly responsible for serving as English language teachers for ELLs as well as providing help in other core subjects within the self-contained ESL classroom. Moving from ESL tutor positions to ESL teacher positions improved the status of the ESL teachers, which positively affected

their self perceptions. It also improved their status among other teachers as well as among students. With the new model, the ESL teacher worked in collaboration with the content area teacher in the main classroom. This seems to have helped for boosting the ESL teachers' confidence and self perceptions as equal partners in the education process.

Data from the interviews with ESL and regular education students at the three educational levels indicated that students viewed the ESL teacher and the content area teachers as equals and consulted whichever teacher that was available for help and clarification.

Primary level. The ESL teacher at the primary level perceived her positioning as an equal to any other teacher in any other discipline. The ESL teacher at the primary level stated: "No, I don't feel isolated; I feel I am constantly collaborating and I am constantly contributing, and I feel I am as busy as any other teacher in the classroom" (Mrs. Fahema, May 2010).

Data from the classroom observations showed that both the ESL and the regular education teacher shared in content delivery and in helping all students and assumed the role of educating all students interchangeably. There was no obvious distinction as to the roles and responsibilities of the collaborating teachers. The same view point of the importance of the two teachers was shared by Bianca, a regular education student at the primary school. When asked which teacher she consulted for help she stated:

I would ask both of them but at different times. I'd ask either one of them, but if Mrs. Amy (content area teacher) has something else to do I'll

ask Mrs. Fahema (ESL teacher), and if Mrs. Fahema had something to do I'll ask Mrs. Amy. I'll ask either one of them (Bianca, May 2010).

Intermediate level. Collaboration within the classroom helped the ESL teacher overcome the feeling of loneliness, but such feeling was occasionally triggered when considering collaborating or meeting with fellow ESL colleagues. The ESL teacher at the intermediate level stated: "I used to be lonely. I had a resource room, so I didn't go into the classrooms and that was more isolated and loneliness ... also, I feel isolation regarding collaborating with the other ESL teachers in the district" (Mrs. Carmen, May 2010).

Stevan who is an ESL student at the intermediate school viewed both teachers as equal. When asked which teacher (the ESL teacher or the regular education teacher) he would consult when he needed help, he indicated: "I ask both teachers, because it doesn't matter who I will ask. Both of them are good teachers" (Stevan, May 2010).

Secondary level. At the secondary level, the ESL teacher felt isolated at times when she wanted to contribute to the class content but was unsure if such interference would interrupt the class plan and take away time that the content area teacher preferred to use differently. On a different note, the ESL teacher felt at ease around students, both ELLs and regular education, through being constantly involved and engaged in taking notes and providing the needed support. The ESL teacher at the secondary level explained:

... at occasions when I feel I know something that can add to the lesson but I'm not sure how much time the content area teacher wants to spend

on the lesson I feel frustrated. Sometimes, I don't know if it is isolation or loneliness that I don't feel comfortable necessarily adding it or because I'm not sure if this is where the teacher wants to go. I don't feel isolation or loneliness with kids, a lot of kids know me and I have come to know them, and I'm usually quite busy taking notes or moving about checking for understanding (Mrs. Betty, May 2010).

During the observation the ESL teacher seemed comfortable sitting in one of the seats beside students when taking notes. The data from the interviews showed that in certain cases the regular education students felt that they would consult the ESL teacher for help rather than consulting the regular education teacher. This was evident through the response provided by Big M. a ninth grade regular education student who stated: "I'll ask the ESL teacher because she explains things more deeply and help me a lot like if I don't understand something, she explains it to me making me understand it using different words" (Big M., May 2010). In addition to that, some students were selective as to the teacher they sought for help depending if it were a basic knowledge or an advanced content question. Kenzie, a regular education student at the secondary level indicated:

If the question is more general, I go with Mrs. Betty [ESL teacher] whereas if it is something dealing with the lesson I go simply with Mr. Tom [content area teacher] simply because he is teaching the actual material and Mrs. Betty [ESL teacher] is filling in material and answering basic questions (Kenzie, May 2010).

ESL teachers' perception of their positioning within the collaborative context played a crucial role in determining their responsibilities and how they embraced such collaboration. The more the ESL teacher perceived her/himself as an equal to any other teacher in other disciplines, the more engaged and less marginalized the teacher felt and was treated thus by other educators as well as by students. This is especially important since the marginalization of the ESL teacher would eventually lead to the marginalization of the ELLs and the ESL program in general.

The teachers' positioning was related to the factors that led to successful collaboration described by Stewart and Perry (2005) who speak about the partners' perception of their respective roles in the relationship and how it influences their roles and commitment to such partnership. There were no studies or literature on the ESL teachers' feeling of loneliness and isolation in meeting fellow ESL teachers outside formal district meetings as indicated by the ESL teacher at the intermediate level. In addition, no other studies talk about the ESL teacher's loneliness and doubt about whether she should contribute to the lesson when she has a valuable piece of information to add. This hesitation stems from the uncertainty about whether this is the route the content area teacher is aiming for, or if the time allotted to the lesson will allow for additional information. In this case such uncertainty would be eliminated if the collaborating teachers had common planning time, or assigned weekly time to collaborate. The researcher's search revealed no studies that addressed the ESL and regular education students' perceptions of the ESL teacher's positioning and status.

Sufficient meeting time. Providing time for the collaborating teachers to meet and discuss educational aspects that positively affect the educational experience of ELLs and regular education students was a key factor to the success of the collaboration. Meeting time between the ESL and content area teachers was utilized for planning for lessons, assessments and activities. Other uses included discussing the progress of students and deciding on instructional strategies that meet the needs of individual students and hence differentiate instruction accordingly. Also, meeting time helped the collaborating teachers to get to know each other more and develop trust and rapport, and smoothed any rough grounds at early stages. It further helped in evaluating and re-evaluating their co-teaching through constructive criticism that led to success and positive effects on the learners.

At the primary and intermediate levels the collaborating teachers were assigned a full day or a half day per month for planning. At the secondary level the ESL and the content area teacher met briefly after school (since it happened that the ESL cluster content classroom they co-taught was the eleventh and last period of the day) and discussed issues related to the collaborative context, students' progress and modifications.

The content area teachers at the three educational levels primary, intermediate and secondary agreed that lack of time to plan for collaboration was the major obstacle they encountered in their collaboration. In addition to that, at the primary level, the content area teacher felt the time the ESL teacher was assigned to be with her was not enough. At the primary level the content area teacher was the homeroom teacher and

she spent most of the time with her class. She basically taught all core subjects to her class, and the ESL teacher was only collaborating with her during the Language Arts class.

The collaborating teachers took every opportunity to meet and discuss items related to the collaboration; they met between classes and before or after school. Due to insufficient planning time, the collaborating teachers used other means of communication besides the traditional face-to-face meetings and communication. Such means included phone calls, text messages as well as communication via email.

Primary level. The ESL and content area teacher met weekly and wrote lesson plans as well as meeting briefly every day in the morning before classes started to go over their plan for that day; occasionally they called each other or communicated via email. Also, the collaborating teachers were provided with a full day or half a day per month for planning. The ESL teacher stated:

We meet weekly to sit, do our lesson plans and then within that we try to meet the needs of every child... but for the ELL kids we focus a lot on the vocabulary, we have them read to us a lot, we ask them a lot of questions in order to make sure that they are understanding everything... we work together, it's not like she does one thing and I do another thing, everything is together and it just blends (Mrs. Fahema, May 2010).

Furthermore, the content area teacher indicated: "The obstacles are just a lack of time for planning as well as the lack of time the ESL teacher spends with me in the classroom" (Mrs. Amy, May 2010).

Intermediate level. The ESL teacher collaborated with the content area teacher during the monthly meetings arranged by the district for professional development as well as when they met during intervention. They planned lessons and discussed specific items; but the planning time was insufficient knowing that the ESL teacher collaborated with content area teachers at multiple levels. The ESL teacher stated:

We do planning together...sometimes it is a full day or a half day per month, and sometimes we meet during intervention ... just finding the time to collaborate, just a little challenge of being with three different grade levels when you only have common planning time with only one grade level" (Mrs. Carmen, May 2010).

Furthermore, the content area teacher shared the same view regarding the insufficient planning time and looked into suggestions for solving the problem of lack of time. The content area teacher indicated:

I think one of the major obstacles would be time, time to meet, time to get together although we do get sometime set aside, we don't have common planning which would be nice. We have to find other times and it takes a little longer when you try to find strategies that work for them to come up with ideas and lessons, so it is a struggle to have time (Mrs. Rebecca, May 2010).

Secondary level. The ESL and content area teacher were not assigned a monthly day or half a day as the collaborating partners at the primary and intermediate levels. The content area teacher remarked that lack of time for planning was the major

obstacle to collaboration. The collaborating teachers did not have common planning time to sit, plan and reflect on topics related to collaboration and its outcomes. The content area teacher explained:

Lack of planning time, while I think planning and collaboration are really good ideas and I think most teachers would embrace, what ends up happening is the biggest obstacle finding the time...time, time and more time, we need time to do that. It is not a motivational thing, it is a time thing (Mr. Tom, May 2010).

The lack of sufficient time for the collaborating teachers to meet and plan for instruction was considered a major obstacle in the face of collaboration. The importance of providing sufficient time for the collaborating teachers to meet and plan for instruction, assessments, and pedagogical strategies and differentiate instruction to meet the needs of all students as well as discuss the students' progress and integrate language and content objectives that help develop the literacy skills among ELLs cannot be overstated.

In addition, evaluating the collaborative context was considered a major factor that leads to successful collaboration. My findings about providing sufficient planning time for the collaborating teachers are similar to Stewart and Perry's (2005) who also talk about the importance of providing planning time and Honigsfeld and Dove's (2008) recommendations related to the importance of providing meeting time on a weekly basis for planning activities and strategies.

No studies discussed specifically building in time within the school day for teachers to collaborate, such as using a block schedule or common planning time. Also, there were no studies that touched on having the ESL teacher physically present in the classroom with the content area teacher for more than one period as indicated by the content area teacher at the primary level.

Planning outside the classroom was crucial, and it became even more important when the collaborating teachers' schedules did not allow for in-class collaboration. In such a case the ESL teacher would be able to build the literacy skills and vocabulary needed for a content area while the content area teacher teaches the content knowing that the ELLs have been introduced to the academic vocabulary by their ESL teacher. This goes hand in hand with the findings of Carrier (2005) whose study stressed the importance of collaborating and preparing lessons before the class and how it helped both the ESL and the content area teacher when collaboration within the classroom was not an option.

Consistency in team assignment. A key factor that led to a successful collaboration was consistency in assigning the ESL teachers to team teach with the same content area teacher(s) on a yearly basis. This allows the collaborating teachers to get to know and understand one another more and to get used to each other's personality and style, which builds rapport, trust and collegial relationships among the ESL and content area teachers. There are factors that contribute to the success or failure of the consistency in the team assignment as the collaborating teachers' personalities and the content area taught. Consistency in team assignment succeeds when the teachers'

personalities get along, and the ESL teacher feels comfortable teaching a certain content area over another. The consistency in assigning the ESL teacher to work with the same content area teacher was a problem at the secondary level, for the ESL teacher was assigned to a different content area teacher in the second year of the collaboration.

Primary level. Consistency in the collaborating team assignment was a positive factor in the success of the collaboration between the ESL and the content area teacher at the primary level. The co teachers had been collaborating for two years, and were satisfied with their assignment. This was reflected in the trust and rapport built by the two teachers in the way they went about handling their classroom without assigning explicit roles and responsibilities.

Consistency in working with the same teacher helped build friendships and informal relations that made it easier for teachers to consult to best meet the needs of ELLs. The content area teacher added: “We consult anytime it is necessary. We plan before school, but basically she and I have a very good relationship, we could pass each other in the hallway, I could talk to her on the phone anytime, but we have a planning time once a week” (Mrs. Amy, May 2010). During the classroom observations, the collaborating teachers modeled effective communication, and both were aware of and responsible for what took place in the classroom. They both provided assistance to all students regardless of whether they were ELLs or regular education students.

Intermediate level. The ESL and the content area teacher have been collaborating for two years. This consistency in the assignment helped build trust and rapport among the teachers as well as build collegial relationships. This was evident

during the classroom observation when the co-teachers modeled effective communication and cooperation and stepping in to help one another. Throughout the observation the co-teachers modeled and maintained a professional relationship that reflected respect as well as ease in everything they did.

Secondary level. The ESL teacher at the high school level felt that the greatest barrier to collaboration was the lack of consistency in working with the same teachers; for it needs time for the collaborating teachers to get used to each other's style. She indicated that she was overcoming such barriers by applying what she had learned from her prior experience. The ESL teacher indicated:

... one barrier to collaboration has been that last year I was working with a teacher in the science classroom and a teacher in the social studies classroom and I was hoping to be with them again this year. The assignment changed and I was with brand new teachers. I feel that is a barrier to collaboration because we need to learn teacher's style and I would say it would take six months to a year to be comfortable with those teachers. And if you need to start over I think that is a barrier. How I overcame such barrier, I guess by using what I have learned the prior year, talking to the content area teacher to find out what she or he is comfortable with and just preparing to move forward (Mrs. Betty, May 2010).

Consistency in the team assignment was an important factor that led to successful collaboration between ESL and content area teachers. Such consistency

helped build relationships of friendship, trust and rapport among the collaborating teachers. Building such positive relationships required time and willingness to get to know each other's personality and style and make the best out of it. The benefits of consistency in team assignment can be linked to the studies by DelliCarpini (2008) that indicated that collaboration opens dialogues across disciplines and enhances collegial relationships among educators. It also relates to the findings of the study by Stewart and Perry (2005) that pointed out the essential elements of a partnership model displayed at a college level as "beginning a partnership, committing to a partnership's continuation, making partnership work in the teaching process, and realizing effective partnership" (p. 5).

The importance of beginning a partnership and the commitment to such partnership paired with the continuation were also evident to be important factors to the success of the collaboration in the current study especially at the primary and secondary levels. A search of the literature did not reveal any studies that discussed the benefit of consistency in team assignment and its role for a successful collaboration between ESL and content area teachers. Therefore this finding might be considered of interest for future research.

Respect and acknowledgment of expertise. Respect and acknowledgement of each other's expertise was instrumental in accomplishing a successful collaboration between ESL and content area teachers. Learning from one another and acknowledging each other's subject matter, content expertise, or pedagogical expertise. As well as positively embracing what had been learned from the co-teacher and accepting the idea

of becoming lifelong learners were crucial in a successful collaboration. These behaviors displayed by the content area teacher or the ESL teacher applying the pedagogical strategies, content subject knowledge, or classroom management and dedication to the students and profession.

Primary level. At the primary level, the ESL teacher showed respect to the content area teacher and her expertise by acknowledging what she had accomplished and learned by co-teaching with her. She indicated that she learned many lifelong skills from the content area teacher. The ESL teacher stated: “I feel that I have learned so many skills from her, the way she runs her classroom, the way she interacts with the children, the way she is so dedicated to her profession and the children... I learned a lot just watching and observing” (Mrs. Fahema, May 2010).

The content area teacher felt that she had enjoyed and benefited from her collaborative experience. She stated: “It has made me a better teacher, I have enjoyed it. I think that when the two teachers work well together, it is an outstanding situation” (Mrs. Amy, May 2010). Throughout the observation the two teachers modeled effective communication and cooperation and shared the responsibility of helping and educating all students. Neither of the teachers dominated the classroom, which was important considering the fact that the regular education teacher was the more experienced one in this collaboration. It was obvious that the content area teacher was treating the ESL teacher as an equal in terms of roles and responsibilities and was acknowledging her expertise by involving her both when collaborating inside the classroom as well as in planning for instruction.

Intermediate level. The content area teacher noticed that collaboration with the ESL teacher helped her develop new skills in relation to working with all students. She explained:

It helped me learn strategies to meet the needs of ELLs and help them reach where they should be without treating them differently. I also use the strategies I learned when working with ELLs and regular education students when the ESL teacher is not with me in the class (Mrs. Rebecca, May 2010).

In addition to that, respect and open communication and making an effort to work with the collaborating teacher knowing that it is a process that builds over time all led to effective collaboration. The content area teacher indicated:

I think communication and respect for one another as well as not having power struggle are very important. I think in the beginning it is hard to get your personalities to go together, but once they click or when you are with the right person it works beautifully. I think in the beginning, it is trying to work out how to work together and to balance the power. It is not being competitive with one another; we respect each other (Mrs. Rebecca, May 2010).

Secondary level. Collaboration allowed the content area teacher to learn pedagogical strategies that helped all students and not only the ELLs stay focused and understand the content introduced. The ESL teacher explained:

Strategies that I would share with him as putting things on the board in writing and repeating for understanding... In science it is necessary to understand a large amount of new vocabulary so we often introduce vocabulary prior to beginning the section (Mrs. Betty, May 2010).

Respect and acknowledgment of each other's expertise led to successful collaboration between the ESL and content area teacher; it helped them embrace the collaboration with a general feeling of respect toward the other and her/his expertise. The results regarding the role of respect and acknowledgement are in line with the study of Sagliano and Greenfield (1998) who pointed out their example of collaboration and the factors that "lead to a successful collaboration represented by instructors working toward a common teaching philosophy while establishing mutual respect for each other's expertise and unique perspectives, and being open and receptive to feedback" (p. 24).

Research Question Two

What are the benefits of the collaboration to the ESL teacher, content area teacher, ELLs and regular education students?

This study shed light on the benefits of collaboration for the ESL and content area teachers as partners involved in a collaborative context as well as the benefits for the ELLs and regular education students assigned to an ESL cluster content area classroom co-taught by an ESL and a content area teacher. Benefits to the ESL teacher include: Acquiring content knowledge, scaffolding ELLs' knowledge to that of their regular education peers, confidence and professional growth.

Benefits for the ESL teacher. The Collaboration between the ESL and the content area teacher had noticeable benefits to the ESL teachers at the three educational levels.

Gaining knowledge and experience that help scaffold ELLs' knowledge to that of their regular education peers. In-class collaboration helped the ESL teacher in assisting the ELLs with content at the various educational levels. At the primary level, the ESL teacher served in a tutor's position for a number of years, so she was mainly supporting ELLs in a self-contained ESL tutoring classroom. During that assignment the ESL teacher was not present in the content area classroom and did not assume the responsibilities of a teacher; therefore she was not responsible for writing lesson plans or assessments, or serving as a teacher of record. Then her assignment changed and she became a full time ESL teacher responsible for teaching the ELLs Language Arts in an ESL self-contained classroom as well as providing support to ELLs during intervention. The ESL teacher was isolated in her self-contained classroom and was not aware of what took place in the regular classrooms and what skills and expectations were held for the regular education students at a certain grade level.

Engaging in team-teaching and physically being in the content classroom allowed the ESL teacher to have a firsthand experience of what the regular education students are capable of doing, which helped the ESL teacher work with the ELLs at their current level and scaffold their knowledge to match that of their regular education peers. Liggett (2010) indicated: "Building collaborative relationships with English language teachers within schools is one way to expand teacher knowledge. In so doing, school

communities move closer to more substantive integration of linguistically and culturally diverse students” (p. 229). The data analysis of this study corroborated these views. In her interview, the ESL teacher at the primary level indicated:

...it keeps the ELL kids pretty much on the same level as the other children...and it helps me learn what regular education children are capable of doing, because sometimes you make things too easy for them and so they don't push themselves too much. I think it help me push the ELL kids a little bit more to make them kind of be at the same level as the other kids (Mrs. Fahema, May 2010).

At the secondary level, such collaboration helped the ESL teacher gain content knowledge that she applied when helping ELLs while in the ESL cluster content area classroom as well as when she met with them during content support. A search of the literature did not reveal any studies dealing with how the ESL teacher's presence in the content area classroom allows for a comparison of the ELLs academic competence to the level and knowledge of regular education students at the same age group and grade level. This study showed that working together with a content area teacher helped the ESL teacher assist ELLs in building their academic skills to match those of their peers.

Acquisition of content knowledge and confidence. At the secondary level, the inclusion of the ESL teacher in the ESL cluster content area classroom helped her become comfortable and confident in her understanding of the academic content. This led to effective facilitation and support to ELLs during the co-taught classes as well as during content support which made content more comprehensible for ELLs. Being in the

content area classroom benefited the ESL teacher by helping her feel more comfortable and confident when assisting with content especially at such a high level and in content that is not in the range of her expertise. It further allowed the ELLs to develop more trust and confidence in the abilities of the ESL teacher. They viewed her as a source of information and as an equal to the content area teacher, which improved the ESL teacher's self-confidence and self-image. The ESL teacher remarked: "...I think at the high school level collaboration really works to increase my knowledge and understanding of the subject being taught since I'm not the expert in that area" (Mrs. Betty, May 2010).

Acquisition of content knowledge and confidence was more important at the secondary level compared to that at the primary and intermediate levels for two reasons. First, the ESL teachers collaborated with the content area teachers mainly in an English Language Arts class at the primary and intermediate levels. A teacher who is TESOL certified or endorsed is trained and permitted to teach English to ELLs and act as the teacher of record. Second, the level of content complexity is relatively easier at the primary and intermediate levels compared to that of an advanced level at the secondary level.

The ESL students at the three educational levels felt that the ESL teacher was knowledgeable and felt comfortable consulting her for assistance. J. J., an ESL student at the primary level felt more comfortable consulting the ESL teacher when he needed help. He explained: "I ask Mrs. Fahema (ESL teacher) for help, she helps me with my work and explains words to me. I have known her for a long time" (J.J., May 2010).

Furthermore, Ulissa, an ELL at the intermediate level felt more comfortable by having the ESL teacher in the content area classroom and consulted her when she needed assistance. She stated:

I ask Mrs. Carmen [ESL teacher] for help in my work and I would like Mrs. Carmen [ESL teacher] to be with Mrs. Amy [content area teacher] because I like being with lots of students and seeing how they teach them and how they teach me and if it is different (Ulissa, May 2010).

Not only did the ELL students feel comfortable consulting the ESL teacher, but also regular education students had a similar view regarding consulting the ESL teacher for help. Puppie, a regular education student at the secondary level consulted the teacher who was within her proximity. She said:

If Mrs. Betty [ESL teacher] is right next to me then I would ask her for help. If Mr. Tom [content area teacher] is next to me then I'll ask him for help. I'm not going to raise my hand across the room for Mr. Tom while Mrs. Betty is right there next to me. She is as knowledgeable as he is (Puppie, May 2010).

The findings of the study related to making content more comprehensible for ELLs are in line with DelliCarpini (2008) who indicated that collaboration could encourage the transferability of skills across disciplines and develop strategies that make content more comprehensible for ELLs. A search of the literature did not reveal any studies that deal with the question of collaboration and how it helps to boost the ESL teacher's confidence and comfort level due to her presence in the content area

classroom with the collaborating content area teacher. To the researcher's knowledge there are no studies that addressed improving the ESL teacher's status in the eyes of ELLs by developing more trust and confidence in the ESL teacher's knowledge and abilities as being an equal source of information as the regular education teacher's due to engaging in such collaboration.

Professional growth. Collaboration between the ESL and the content area teachers helped ESL teachers grow professionally. Such collaboration helped the teachers learn how to work with another teacher and assume roles and responsibilities accordingly. It allowed less experienced teachers to learn from the more experienced ones as was the case at the primary and intermediate levels.

The newly acquired knowledge included academic content, teaching strategies, classroom management skills, healthy collegial relationships as well as dedication to students and the profession. The ESL teacher at the primary level explained "... I feel that I have learned so many skills from her, the way she runs her classroom, the way she interacts with the children, the way she is so dedicated to her profession and the children... I learned a lot just watching and observing" (Mrs. Fahema, May 2010). The ESL teacher at the intermediate level stated:

... just hearing other's ideas, working with other teachers especially experienced teachers as one teacher I am working with has been working for 27 years, and I learned so much from her... I learned how she leads her class and discipline and things like that. It has been very eye opening, a great learning experience (Mrs. Carmen, May 2010).

In addition to that, the ESL teacher at the secondary level explained:

Collaboration helped me grow as a professional, sometimes teachers can be isolated in their own subject matters and in their classroom and I think it forces teachers to leave the comfort zone of their own subject matter especially at a high school level... I've learned a lot not only about students, but also about teachers as well as about US History and Biology that I either have never learned or have forgotten. It gives me a broader background of understanding of items that include my knowledge base and I am able to bring this to the kids too (Mrs. Betty, May 2010).

The findings related to professional growth touch on similar aspects as DelliCarpini (2008) who indicated that collaboration opens a dialogue across disciplines and enhances collegial relationships among educators. Results from the study are also similar to Piechura-Couture et al. (2006), who revealed that teachers' learning strategies depended on the teachers' strengths and what they were hoping to achieve. The findings also relate to Stewart and Perry (2005) and the factors they proposed as "affecting the success of the interdisciplinary team teaching model of experience, such as matching an experienced teacher with an inexperienced one" (p. 7). Matching an experienced teacher with an inexperienced one is similar to what was going on at the primary and the intermediate levels, but that was not the case at the secondary level, for both teachers had almost the same number of years of experience.

Benefits for the content area teachers. The data analysis showed that collaboration between the ESL and the content area teachers benefited the regular

education teachers in the following areas: Providing an opportunity for professional growth, additional support and assistance within the classroom and the acquisition of pedagogical strategies and knowledge related to ELLs.

Professional growth. The collaboration process helped content area teachers grow professionally; it added to their knowledge in the area of ESL and introduced them to pedagogical strategies that best meet the needs of ELLs. It also provided content area teachers with an opportunity to become team players by engaging in such collaboration through bridging the gap among disciplines.

Another important implication was the change of the content area teachers' perception of ELLs from that of inferior students to that of students belonging to their classroom. It made content area teachers view the process of educating ELLs as part of their responsibility and teaching load and not as being solely the ESL teacher's responsibility. The content area teacher at the primary level shared: "Absolutely, collaboration made me grow as a professional. I feel I can do more, and I feel my professional skills have enhanced because I know how to work with another person and share my responsibilities" (Mrs. Amy, May 2010).

The content area teacher at the intermediate level indicated: "Collaboration helped me grow as a professional. It allowed me to use the strategies I learned from the ESL teacher and we use with ELLs when working with regular education students" (Mrs. Rebecca, May 2010).

Regarding the content area teacher at the secondary level, his experience working with the ESL teacher enriched and reinforced what he had learned earlier

through his training in serving ELLs as well as working with ELLs at his previous school assignment. He now started his lessons with introducing new vocabulary words as well as writing the objectives on the board to help students and specifically ELLs comprehend the content.

The findings of the study in relation to providing an opportunity for professional development for the content area teacher through engaging in in-class collaboration with the ESL teacher are similar to the findings of Steward and Perry (2005) who indicated that, "collaboration provides an opportunity for the collaborating teachers' growth and creativity" (p. 10).

Support and assistance. Collaboration between the ESL and content area teachers provided the content area teachers with support and assistance in performing responsibilities that provided adequate educational opportunities for all students. Having the ESL teacher in the ESL cluster content area classroom helped the content area teacher by having another teacher who shared the roles and the responsibilities in the classroom; this decreased the content area teacher's load and encouraged the delivery of quality instruction.

At the primary and intermediate levels, the ESL and the content area teachers shared the responsibility in educating all students. Due to the consistency in team-assignment, the teachers did not need to specify and assign explicit roles; they simply collaborated and shared in content delivery, planning and assessment. At the primary level, the content area teacher stated: "We both work together; we both share the

duties equally. I don't think we have certain duties for each of us, we both share it equally" (Mrs. Amy, May 2010).

At the intermediate level, there were no explicit classroom responsibilities assigned to the ESL teacher and the content area teacher. The content area teacher at the intermediate level indicated: "We don't really do explicit responsibilities, we build such a rapport, I think we take turns doing things" (Mrs. Carmen, May 2010). Throughout the classroom observations, the three observers (the district learning coordinator, the school principal and the researcher) noticed that the co-teachers were equally responsible for what took place in the ESL cluster content area classroom. Furthermore, the observers noticed that the content area teacher involved the ESL teacher in content delivery or in elaborating on the material presented at the primary and intermediate levels.

Based on the student interviews, it was evident that both the ESL and the regular education teacher shared in content delivery as well as helped all students. Em, a regular education student at the intermediate level indicated:

I like having two teachers in my classroom; Mrs. Carmen [ESL teacher] helps us out in the class when they split the class. They take turns to help us. Both are my favorite teachers and they both do the same thing. Mrs. Carmen will take over what Mrs. Rebecca [content area teacher] is teaching and Mrs. Rebecca will answer our questions or grade papers (Em, May 2010).

J.J. an ELL at the primary level had a similar view point. He shared: “They split the class to groups and we go to stations and they will work with us and tell us what to do” (J.J., May 2010). The observers also noticed that although at the secondary level the ESL teacher did not share in content delivery, she helped the content area teacher by sharing in monitoring all students’ progress. She further monitored students being on-task during instruction; this helped in minimizing distractions and maximizing instructional time.

During the interviews, Kenzie, a regular education student at the secondary level shared that both teachers contributed to the lesson and described what took place as:

Mr. Tom (content area teacher) starts with the “do now” and tells us what we are doing for the day, then he goes over the material for that class and makes sure that everybody is on task and no one falls behind. And Mrs. Betty (ESL teacher) monitors the class and walks around and if anyone has a question she helps them out and makes sure that nobody falls behind (Kenzie, May 2010).

The findings of this study regarding the support and assistance that the teachers provided to one another is in line with DelliCarpini (2008) who pointed out that collaboration opened dialogues across disciplines, and enhanced the collegial relationships among educators.

Gaining new pedagogical strategies and knowledge related to ELLs.

Collaboration with the ESL teacher provided the content area teacher with an opportunity to acquire knowledge related to ELLs and pedagogical strategies that best

meet their needs. Some pedagogical strategies addressed front-load teaching academic vocabulary, highlighting important information, using visual representations to help make input more comprehensible. Other pedagogical strategies were based on the SIOP model and MAX Teaching strategies as anticipation guides, KWL charts, and addressing content and language objectives both orally and in a written form displayed for students to read. Such knowledge made the content area teacher more able to work with ELLs and meet their needs. Furthermore, the content area teacher applied the acquired pedagogical strategies when working with regular education students or when working with ELLs without the presence of the ESL teacher. The content area teacher at the intermediate level indicated: "Collaboration helped me grow as a professional. It allowed me to use the strategies I learned from the ESL teacher and we use with ELLs when working with regular education students" (Mrs. Rebecca, May 2010).

The findings of this study regarding the benefit of the collaborating teachers' learning from each other strategies and/or content knowledge that makes them more effective in working with ELLs and regular education students were similar to those of Piechura-Couture et al. (2006) who found that collaboration allows teachers to learn new strategies. No studies reviewed in Chapter II spoke specifically of how content area teachers acquired learning strategies through collaborating with the ESL teacher and how the content area teachers apply such knowledge when working with ELLs as well as regular education students when the ESL teacher is not physically present in the classroom.

Benefits to ELLs. ELLs' placement in an ESL cluster content area classroom had great benefits to ELLs; the benefits that emerged from the data analysis include: simultaneous acquisition of language and content, on-going support, minimized wait time, improved self-perception through the inclusion in the regular education setting, optimal instruction and minimal distractions, and receiving instruction in a socially supportive classroom.

Simultaneous acquisition of language and content. Integrating language and content in the instruction of ELLs in an ESL cluster content area classroom helped ELLs acquire language and content simultaneously. It further made content more comprehensible due to including the language components that were represented by front load teaching the academic vocabulary for a lesson, chapter or unit, or by teaching other language skills that facilitated comprehension.

At the primary and secondary level the integration was based on vocabulary and checking for comprehension, while at the intermediate level it was implemented using pair work discussions and listening for comprehension. The ESL teacher at the primary level stated: "...the vocabulary is a big part of this, so it is very important that the kids understand the vocabulary words to begin with...The content area teachers are aware of the ELL kids and they go slower in order to make sure they understand" (Mrs. Faheema, May 2010).

The ESL teacher at the intermediate level explained that they used different strategies for vocabulary teaching:

We ask students to discuss with the person sitting next to you, discuss in your small group...we might have them write down ideas and discuss with a partner so they are doing listening, speaking, reading and writing... and we try to integrate more listening and speaking and read aloud like the teacher would read aloud and they have to listen and answer questions (Mrs. Carmen, May 2010).

Furthermore the ESL teacher at the secondary level indicated:

One of the teachers I work with starts out with definitions of words that need to be known for all students prior to the lesson and they are introduced usually daily or every other day and they are made part of the lesson. This will increase not only the ELL's language but all students' language in the curriculum area of their understanding of the topic (Mrs. Betty, May 2010).

Based on the data analyzed from the ELL's interviews, it was evident that the ELLs learned both content and language simultaneously. The data reflected that the ELLs received the needed support to build their language skills while learning content. At the primary level, Zozo, an ELL student described how the ESL teacher helped her improve her language skills while working with her in the ESL cluster content area classroom. Zozo stated:

Mrs. Fahema (ESL teacher) helps me when I get an answer wrong; she explains the question to me and help me find the answer. She reads with me and helps me read. Like when it is reading time; she takes us to the

back table and reads the story to us and then we read after her (Zozo, May 2010).

At the intermediate level, Ulissa, an ELL indicated: “Mrs. Carmen [ESL teacher] would help me if there is a word I don’t understand, she pronounce it to me and helps explain it to me in different words so I can understand it” (Ulissa, May 2010). At the secondary level, Baby an ELL student felt that being placed in the ELL cluster content area classroom with the presence of the ESL teacher helped him improve his language skills. He explained: “The teachers help me learn words, new words and by learning new ways to write. Like Mr. Tom (content area teacher) makes us write paragraphs and that help me improve more how to write more and better each time” (Baby, May 2010).

Also, through the classroom observations, the researcher noticed posters that listed and explained the writing process as well as word walls at the intermediate level. The students were working on an anticipation guide at the intermediate school which required the students to read and apply what had been read to decide if the given statements were right or wrong. They were further asked to cite evidence that supported their answer. This helped ELLs build their language skills by using higher levels of thinking that extend beyond the knowledge and comprehension to the application and analysis of what had been read.

This finding of the benefit of collaboration in helping ELLs acquire language and content through building vocabulary and language skills using various interactive pedagogical strategies is similar to the findings of Fu et al. (2007), whose study indicated that collaboration helped develop ELLs’ overall literacy and language skills. It is also

similar to the view point of Haley and Austin (2004) on content- based learning through the integration of language and content and its role in scaffolding the ELLs language acquisition.

On-going support. Having two teachers in the ESL cluster content area classroom allowed for more individualized attention to students. The ESL teachers' main goal in the collaboration was to assist ELLs and meet their language needs as well as to support them learn the academic content. The ESL teacher monitored and assessed the language development of the ELLs and contributed to their assessment using different styles based on the educational level. At the primary and intermediate level the ESL teacher and the content area teacher monitored and assessed the language development of ELLs as well as regular education students on a daily basis and modifications or extra support were provided as needed. The content area teachers at the three educational levels, primary, intermediate and secondary remarked that the presence of both the ESL teacher and the content area teacher helped ELLs acquire both content and language simultaneously. At the secondary level, the ESL teacher continuously monitored the ELLs progress, made inferences and decided on the appropriate accommodations accordingly.

During the interviews, the ESL teacher at the secondary level remarked:

I keep up with their development and know how they are doing on assignments. If they do poorly, I try to make the determination as to whether it was a lack of understanding or just a lack of preparation that brought about the result. In discussing lessons in the content support

classes I make sure that they are understanding the main ideas and the main vocabulary of the section of the unit, and that helps me determine if they are really understanding the language that is being used or not (Mrs. Betty, May 2010).

Classroom observations reflected how both teachers collaborated to provide on-going support to students. At the primary level, one teacher provided support and checked for comprehension while the other was in charge of content delivery. At the intermediate level each teacher worked with a group and students approached them for assistance. At the secondary level, the ESL teacher took notes and circulated around and provided support for all students. The ESL teacher rephrased sentences and provided synonyms or context clues that helped students figure out the meaning of new terms.

The ELLs at the three educational levels felt that their placement in the ESL cluster content area classroom co-taught by the ESL and the content area teacher provided them with on-going support. Tena, an ELL at the primary level stated:

I like having two teachers in my class. They always help me, if one is busy talking or helping another student the other teacher will help me. They always go around and check our pages. If I get an answer wrong, Mrs. Fahema [ESL teacher] would help me fix it (Tena, May 2010).

Guada, an ELL at the intermediate level indicated: “Because I have two teachers and others may not have that privilege to have two teachers. It is good primarily because if I don’t get something, I get two points of views of two teachers. They work together by helping me understand what I don’t get” (Guada, May 2010).

At the secondary level, San, an ELL stated:

Mr. Tom (content area teacher) gives us a lot of handouts and he would make us read from the book and then he would explain to us. And Mrs. Betty (ESL teacher) would explain it more to us and she would help us understand the language, the words, like some words are hard for us. She would make it easier. And she always goes around to check if we need help (San, May 2010).

The collaboration between ESL and content area teachers allowed ELLs to be exposed to the expertise of two educators. Such collaboration provided ELLs and regular education students with an opportunity to receive on-going support that met the ELLs' language needs, content support or both. It even helped in clearing any misunderstanding or confusions as they occurred. The findings of the study regarding the positive effect of on-going support and differentiating instruction to meet the learners needs were similar to the findings by Chu (2006) who indicated that co-teaching aims at catering to learner diversity in the class and enhances the quality of teaching through differentiating content and instruction.

Minimizing wait time. Having two teachers collaborate to meet the needs of students within an ESL cluster content area classroom minimized the wait time on the part of ELLs as well as regular education students to have their questions answered and their inquires or concerns taken care of. When content and language experts collaborated and shared roles and responsibilities in educating students within their classrooms, the students' questions were being answered as soon as they occurred by

one of the collaborating teachers depending on the question. If it was a content question the content area teacher answered it; if it was a language question the ESL teacher answered it. In relation to this, the content area teacher at the intermediate level indicated:

I think collaboration definitely helps with both of us in here, for one is more aware of the content which would be me, and one is more aware of the language which would be the ESL teacher. Anytime you have two teachers it is beneficial as long as both are doing their work and they take responsibility for what they are doing (Mrs. Rebecca, May 2010).

The data from the ELLs' interviews revealed that the ELLs enjoyed being taught by two teachers and felt that the presence of both teachers minimized their wait time to get their questions answered. At the primary level, J.J., an ELL stated: "With two teachers I always get help. I don't have to wait for Mrs. Amy (content area teacher) to help me, I ask Mrs. Fahema (ESL teacher). I don't have to wait like in other classes that I have only one teacher" (J.J., May 2010).

At the intermediate level, Ulissa, an ELL indicated: "With two teachers it is more fun than with one teacher. With one teacher it is kind of lonely and empty, but with two teachers we do more activities and get more help. If one teacher is busy the other would help me" (Ulissa, May 2010).

At the secondary level, Rora, an ELL stated:

I like having Mrs. Betty [ESL teacher] with me in my class. She helps me understand and if I am not sure if I am doing things right, I ask her and

she tells me if it is right or wrong and helps explain it to me if it is wrong. Because I have two teachers I don't have to wait long before Mrs. Betty [ESL teacher] or Mr. Tom [content area teacher] will see that I need help and come to help me (Rora, May 2010).

Furthermore, Anca, a regular education student at the primary level said: "Because we have two teachers and if there are two students having questions, then both students would get the help at the same time. But if there was one teacher then the other will have to wait" (Anca, May 2010). Also, Big M., a regular education student at the secondary level indicated: "When having two teachers, there is a lot of help and you are not waiting. There is more time to do individual work" (Big M., May 2010).

Throughout the classroom observations, the ELL as well as the regular education students had their questions answered by either teacher. Both teachers monitored all students and made sure that they were on task and provided them with the needed support in a timely manner. When one teacher was busy lecturing or helping a student, the other teacher stepped in and provided the needed support and helped the student(s) who needed help.

Optimal instructional time and minimal distractions. Collaboration between the ESL and the content area teacher allowed for providing students with optimal instructional time and minimal distractions. Co-teaching and sharing responsibilities as well as being introduced to learning through teachers with two different specialties and experiences helped ELLs and regular education students learn to their highest potential. This was represented through the teachers' adoption of different strategies that met the

students' language and content needs. Such collaboration proved that having two sets of eyes and ears made it possible for teachers to adopt and enforce a classroom management plan. It eliminated distractions or at least decreased such distractions to the minimal level that barely affected or took away from the instructional time. This took place throughout the classroom observations at the three educational levels represented by both teachers monitoring and providing educational instruction to students, and if one teacher was engaged in content delivery, the other stepped in and helped with minimizing distractions or clarifying content using a different or simpler strategy.

Puppie, a regular education student at the secondary level felt that having two teachers contributed to minimizing distractions and maximizing instructional time. She indicated:

The class with two teachers, you can always get the help you need and can concentrate better because the kids are not rowdy. You always know if one teacher is busy then you have another one and you don't have to wait till like they answer the question. They will take their time to give you individual help because there is always another teacher there to continue on the lesson and it seems that everything just goes a lot smoother with two teachers (Puppie, May 2010).

The finding on providing optimal instructional time with minimal distractions as a result of collaboration between the ESL and content area teacher within the classroom and how it benefits ELLs is similar to the findings of Stewart and Perry (2005) who

believed that collaboration provided more attention and multiple perspectives for students.

Improve self-perception through the inclusion in the regular education setting.

The inclusion of ELLs in the regular education setting proved to be a major benefit of the collaboration between the ESL and the regular education teacher, in an ESL cluster content area classroom at the various educational levels. Assigning ELLs to a regular education classroom and allowing them to receive the same instruction as their regular education peers with the presence of the needed language and literacy support from the ESL teacher helped them improve their language skills as well as their content knowledge. It further allowed ELLs to boost their self-confidence by viewing themselves as equal to their regular education peers.

In her interview, Zozo, an ELL at the primary level stated: “I like to be in the class with my friends, but I feel better when Mrs. Fahema [ESL teacher] is with me. I feel comfortable asking her questions. I am not as shy when Mrs. Fahema is in my class” (Zozo, May 2010).

Carmen, an ESL student at the secondary level, felt better about herself as a result of her placement in the ESL cluster content area classroom. Carmen shared: “I like to be with my friends and have the ESL teacher help me. I feel smart when I understand and answer questions like the other kids in the class” (Carmen, May 2010).

The finding of this study is similar to that of Zehr (2006) who indicated that collaboration was one factor that contributed to closing the achievement gap between the ESL and regular education students. There were no studies in the literature that

aimed at exploring the improvement of ELLs' self-perception due to their inclusion within the regular education setting in an ESL cluster content area classroom.

Socially supportive classrooms. The collaboration between the ESL and the content area teachers created socially supportive classrooms through the pairing of students and engaging them in activities that had a positive effect on ELLs and regular education students. Such classrooms made content more comprehensible through providing students with an opportunity to learn, form friendships, and feel comfortable and safe through being cared for in an educational environment that was conducive to learning under the supervision of two educators collaborating to meet the students' educational as well as social needs and well-being. The collaborating teachers worked together, each following his or her expertise and comfort level in his/her roles and responsibilities and engaged students in meaningful learning experiences.

The ESL teacher at the intermediate level stated:

I think when we plan together, we group the students, and we try to pair them with different students in case maybe they haven't met that student so they will feel safe. Occasionally, we let students choose who they work with so they feel comfortable with that (Mrs. Carmen, May 2010).

Data from the ELLs' interviews showed that at the intermediate level, Guada, an ELL student felt that: "I like having Mrs. Carmen (ESL teacher) in my class because I've known her for a long time. Also, I like being with a lot of kids and make many friends" (Guada, May 2010).

Benefits to the regular education students. Collaboration between the ESL and the content area teacher had many benefits on the regular education students, including introduction to diversity within the educational setting, on-going support, optimal instructional time and minimal distractions and minimized wait time.

Introduction to diversity. The regular education students benefited from being educated in an ESL cluster content area classroom along with their ELL peers. Such an opportunity allowed them to experience diversity in educational settings by meeting and socializing with students from different countries that brought in exposure to different cultures, languages, and experiences, which enriched the classroom.

The regular education students were introduced to some vocabulary terms from the ELLs, or acquired information related to the ELL's culture or country. Such experience helped regular education students become open-minded and more tolerant of people who are different from them in terms of the country of origin, culture, language or even race. This was evident through the classroom observation where students worked well in heterogeneous groups as well as through the data obtained from the interviews.

At the primary level, Lipper, a regular education student stated: "I like having students who speak a different language in my class. It is really cool because I have a friend who helps me speak another language. It is really cool because Mrs. Fahema (ESL teacher) speaks the same language to them sometimes" (Lipper, May 2010). Furthermore, Lonely Sprite, a regular education student at the primary level stated: "I think it is fun to have students who speak a different language. You can learn new words

in different languages and you can learn about holidays from different countries” (Lonely Sprite, May 2010).

At the intermediate level, Amanda, a regular education student indicated:
I like having students who speak other languages, ya because sometimes when we read a book or story and they come from different places like China, they can tell us about it too. And they can tell us if they need help, we can help them too and we can learn from them and they can learn from us (Amanda, May 2010).

Gar Bear, a regular education student at the same level said:

Oh, ya, that is pretty interesting to have students from other places. I kind of learn something from them. They are the same as everyone else, but it is kind of interesting to have someone of a different culture in your room. And sometimes if we are doing a project about immigrants so they can say some stuff. It is very interesting (Gar Bear, May 2010).

At the secondary level, the regular education students enjoyed and acknowledged having ELLs in their classes. D. Free, a regular education student indicated: “I like it, I think it is cool having people who speak different languages. If I hear a word from a different language, they will explain it to me” (D. Free, May 2010).

Also, Big M., a regular education student at the secondary level stated: “I like having ESL students, they are really nice people. I made really good friends in this class” (Big M., May 2010). Furthermore, Kinzie, a regular education student at the same level indicated: “Since this is a History class, I would say yes simply because they can give

their views and viewpoints on their actual background, and we don't just have our viewpoints, and we will see if our views clash" (Kinzie, May 2010). In addition to that, Puppie, a regular education student indicated: "I think cultural diversity is very important to our school. And if you want to survive in the real world you need to broaden your vision on culture and language and everything" (Puppie, May 2010).

On-going support. The regular education students' placement in an ESL cluster content area classroom co-taught by two teachers provided them with an opportunity to experience on-going support. This support took the form of answering their questions or resolving misunderstanding at early stages of emergence. Furthermore, regular education students had the opportunity to be supervised and monitored all the time to make sure that they stayed on task and actually involved and engaged in the educational process.

Furthermore, such placement allowed them to learn from two teachers with different expertise and teaching styles. This was evident throughout the classroom observations at the three different educational levels at which both teachers cooperated to provide the needed support to students and made sure they were on task. At the intermediate level, Trin, a regular education student indicated: "Having two teachers makes me more confident if one teacher doesn't know an answer to the question I can ask the other teacher and hopefully they will know. They both see my work, and I learn more when I have both of them" (Trin, May 2010).

Also, D. Free, a regular education student at the secondary school had a similar viewpoint. He pointed out: "I think having the two teachers is better because it is more

helpful. I ask either one, it doesn't matter, I ask whoever is not busy at the time" (D. Free, May 2010).

There were no studies that addressed how the placement of regular education students in regular education content area classrooms co-taught by an ESL and a regular education teacher will positively benefit them by providing them with on-going support.

Optimal instructional time and minimal distractions. Placement in the ESL cluster content area classroom co-taught by an ESL and a content area teacher allowed regular education students to receive optimal instructional time and minimal distractions. Having the two teachers in the classroom provided the regular education students with an opportunity to learn from two experts at the same time. This also helped minimize distractions such as discipline and other issues related to classroom management.

Having two teachers made it easier to keep an eye on all students and handle disciplinary issues as they occur; or even clarify misunderstandings or provide additional explanations. There were no studies that addressed how collaboration between the ESL teacher and the content area teacher led to optimal instructional time and minimal distractions.

Minimizing wait time. Collaboration between the ESL and the content area teachers in the ESL cluster content area classroom minimized the wait time for the regular education students. They had their questions answered faster compared to being in the classroom with only one teacher. This provided an opportunity for more individualized attention and less wait time when receiving assistance. During the

classroom observation, the ESL teacher as well as the content area teacher both answered students' questions promptly. On certain occasions, the two teachers were helping more than one student at the same time. Big M., a regular education student at the secondary school felt that his placement in the ESL cluster content area classroom co-taught by two teachers provided him with support and minimized the waiting time.

He said:

If I am in a class with two teachers it takes a long time for him to get to me if I don't understand a question. It is better when I have two teachers in my class, because when I have one teacher he goes to help other people because I am one of the smartest in the class, he says I can figure it out myself. So in the class with two teachers they help me even though I can figure it out (Big M., May 2010).

Research Question Three

What are the roles and/or responsibilities of the ESL teacher and the content area teacher in such collaboration?

The ESL and the content area teachers assumed different roles and responsibilities in the collaboration. Such roles and responsibilities varied from one teacher to another, as well as from one educational level to the other. Assigning explicit roles for the ESL and the content area teacher varied based on the educational level whether the primary, intermediate or secondary level. At the primary and intermediate levels there were no assigned explicit roles for the ESL teacher and others for the content area teacher. The ESL teacher at the primary level stated: "We don't really

assign her-the content area teacher-a job and me a job, we just have it so it kind of blends” (Mrs. Fahema, May 2010).

Furthermore, the ESL teacher at the intermediate level said: “We don’t really do explicit responsibilities, we build such a rapport, I think we take turns doing things” (Mrs. Carmen, May 2010). She further added: “...discipline, checking homework, signing planners, grading, we share responsibility...the only thing I don’t do is to enter the grades on the computer” (Mrs. Carmen, May 2010).

At the secondary level, there were explicit assigned roles with respect to content delivery due to the level of complexity of the content as well as the licensure requirement to teach a content area at that educational level. Due to the above mentioned logistics, the content area teacher was the one responsible for teaching the core content and the ESL teacher was the one supporting instruction.

The roles and responsibilities of the collaborating teachers included facilitation and support of instruction, modification of content and differentiation of instruction, planning for instruction, assessment, performance of daily routines and content delivery.

Facilitation and support of instruction. The ESL teachers supported instruction in the ELL cluster classroom in different capacities depending on the grade level and the ELLs’ needs. The support ranged from total involvement as teaching content to the role of a facilitator providing supplemental support. At the primary and intermediate levels, the ESL teacher collaborated with the content area teacher in a Language Arts

classroom while at the secondary level the ESL teacher collaborated in the content areas of Biology and US History.

The ESL teacher at the intermediate level is certified to teach Language Arts in addition to ESL. A teacher who is TESOL endorsed or certified is qualified to teach and act as a teacher of record for English or Language Arts for ELLs. Such information helps explain why the ESL teachers at the primary and intermediate levels shared in content delivery while at the secondary level the ESL teacher assumed the role of a facilitator through supporting instruction due to the requirement of a certain degree and certification to teach Biology or US History and serve as a teacher of record.

The ESL teacher at the primary level indicated: "We share duty within the classroom, so she teaches part of the lesson, and I teach the next part of the lesson. I mean we just switch out" (Mrs. Fahema, May 2010). Furthermore, the ESL teacher at the intermediate level stated: "I work together with the general education teacher on doing certain instruction that helps the ESL students; it may be visual, graphic organizers" (Mrs. Carmen, May 2010).

At the secondary level, the ESL teacher's role was more that of a facilitator while the content area teacher's role was more focused on instruction delivery. The ESL teacher at the secondary level explained:

I support instruction in the ESL cluster content area classroom; I go around checking for the students to be on the correct page... taking the correct notes and taking notes myself, that way if they are missing something in the classroom, I give them my notes to copy. When the

class involves a hands-on activity such as an experiment in science or a guided reading in social studies, I clarify directions or questions that are unclear for students or impeding their progress. I may begin the process with them (in the case of an experiment) or direct them to a page or paragraph in the text (in the case of a worksheet or guided reading) if students are stuck (Mrs. Betty, May 2010).

In their interviews the students gave further details about the roles of the two teachers. For example, Baby, an ELL at the secondary level felt that both the ESL and the content area teacher helped him learn and provided him with the needed support. Baby indicated: "Both teachers help me understand, they both help explain content to me, and check if my answers are correct. Also, Mrs. Betty [ESL teacher] makes sure that I do my homework and she reminds me if I forget. This helps me keep my grades up". (Baby, May 2010).

Based on the classroom observations, it was evident that the ESL and the content area teacher shared the roles and responsibilities in both teaching and content delivery to the entire class as well as working with different groups and providing support accordingly. But at the secondary level, during both observations, the content area teacher Mr. Tom was the one delivering content - either lecturing or initiating a review game before the final exams. Meanwhile, Mrs. Betty, the ESL teacher monitored the students' progress and provided the needed individual assistance to any student who needed it. D. Free, a regular education student at the secondary level stated:

Mr. Tom [content area teacher] starts the class by having us copy the classroom objective and then the “do now” and would tell us what we are going to do, then Mrs. Betty [ESL teacher] and Mr. Tom would go around and help us if we need help. Then he would go over the “do now” and start the lesson. Mrs. Betty would stay with us, she explains things to us and checks if we are doing our work. Also, if Mr. Tom is teaching, and I need to go to the bathroom, I ask her for a pass (D. Free, May 2010).

Facilitation and support of instruction varied among ESL teachers at the three educational levels. At the primary and the intermediate levels, the ESL teacher shared in content delivery as well as facilitated and supported instruction while the content teacher delivered instruction. At the secondary level, the ESL teacher’s role was more of a facilitator that provided language and content support to help content become more comprehensible for ELLs while the content area teacher delivered instruction. The roles of the ESL teachers at the primary and intermediate levels are similar to the teaching approaches provided by Piechura-Couture et al., (2006), which were referred to as “Passive Interplay”. This approach was described as: “The co-teachers interact and interject in the lesson in a casual fashion” (p. 42). It is also in line with Honigsfeld and Dove’s (2008), one group teaching model that stated “The mainstream teacher and the English as a second language teacher take turns assuming the lead role, while the other teacher ‘teaches on purpose’” (p. 9).

The results from this study regarding the primary and intermediate levels are also similar to Sagliano and Greenfield’s (1998) findings, who indicated that the TESOL

specialist and the history teacher collaborate as equals in both being present in the classroom for the entire time and as to both jointly being responsible for helping students master the content material and language development. The ESL teacher's role at the secondary level is similar to the "Proximity Sweep" role described by Piechura-Couture et al., (2006) as follows: "Proximity sweep is implemented when one teacher leads the instruction and the other sweeps through the class and monitors the students progress and behavior" (p. 42).

Modification of content and differentiation of instruction. Modification of content and differentiation of instruction provided ELLs with an opportunity to be included within the regular education setting and receive the same instruction and content as their regular education peers through the support of a language specialist.

Modifications and differentiation of instruction were adopted depending on the individual ELL's language proficiency level. These helped ELLs learn the same content as the regular education students but using language that was comprehensible to their level. The modifications were also based on the ELL's "Plan of Support" which includes the OTELA scores, target skills that still need to be reinforced, suggested teaching strategies, modifications as well as any further information the ESL teacher deemed as essential.

Such modification or differentiation of instruction to present the same materials made content more comprehensible for ELLs. The ESL teacher collaborated with the content area teacher to differentiate or modify instruction to meet the ELLs' needs and language proficiency levels. The collaboration and modification for ELLs ranged from

decreasing the workload and providing additional support at the primary level; deciding on the appropriate modifications during planning at the intermediate level; to collaborating on modifying tests and seating charts arrangements at the secondary level.

The ESL teacher at the primary level indicated: “We just basically discuss everything, so if we have to lessen the load for a kid, we do that. If one of them needs an extra support from me or her –the content area teacher- we do that... we share this responsibility” (Mrs. Fahema, May 2010).

At the intermediate level, the ESL teacher and the content area teacher decided on the appropriate modifications during planning lessons and activities. The ESL teacher at the intermediate level indicated: “During our planning, we think about grouping kids, we think about assigning different activities...different questions for ELL kids to answer...so we try during our planning, we try to pick what we are going to do to differentiate for those students”(Mrs. Carmen, May 2010).

The ESL teacher at the secondary level indicated:

When I administer tests, I administer tests out of the classroom. I read the questions and explain the questions and the answer choices to the students in a simple language. I quite often modify the tests by eliminating one or even more responses on the most difficult tests. ...We collaborate on the seating arrangements that will best serve the students with regard to their proximity to me and the regular education students (Mrs. Betty, May 2010).

The content area teachers acknowledged their responsibility towards ELLs, and indicated the manner they addressed such responsibility. At the primary level, the content area teacher modified work as needed while following regular education standards. At the intermediate level, the content area teacher scaffolded the students' knowledge starting at their current level and helped them reach a level at which they should be. At the high school level, the content area teacher took into consideration the ELLs' needs and level and incorporated modifications accordingly when delivering instruction.

At the primary level, the content area teacher felt she was responsible for making the needed modifications while teaching using the regular education standards aimed at educating all students. The content area teacher explained: "I think my responsibility is to teach them everything in the regular education standards and make accommodations as needed" (Mrs. Amy, May 2010).

At the intermediate level, the content area teacher felt she was responsible for working with ELLs starting at their current level and provided the needed support to scaffold them to the level they are expected to reach for the particular grade level. The content area teacher indicated:

I believe my responsibility is to support them in any way that I can to help them reach their goals that other students are reaching and at least start from where they are at but with expectations in mind that we want them to be where other students are as well (Mrs. Rebecca, May 2010).

At the high school level, the content area teacher took into consideration the ELLs' needs and the challenges they encounter when delivering content instruction. The content area teacher expressed his role as:

To deliver content instruction taking into consideration the needs that they will have as ELL students. So even though I believe it is the role of the ESL teacher to keep an eye on those students specifically during lessons when I am delivering content I still need to take into consideration what challenges those students might have and keep an eye on them as well (Mr. Tom, May 2010).

The ESL teacher and the content area teacher shared the responsibility of adapting content at the three educational levels. The ESL teacher at the primary level stated: "I think we both are, we both take a responsibility and we both adapt content as we see fit for the children" (Mrs. Fahema. May 2010).

At the intermediate level the ESL teacher indicated: "We both work together to do it. We look at the standards that we have to teach, we look at the materials that we have to teach. We both work together to figure out what works best for our class" (Mrs. Carmen, May 2010). Furthermore, the ESL teacher at the secondary level stated:

I think we both need to be responsible. I think probably the adaptations should be recommended by the ESL teacher because she again is familiar with the capability of the individual students, each individual ELL. But I think adapting the content cannot be done alone by the ESL teacher

because the content area teacher has the understanding of where each piece fits in the scheme of things (Mrs. Betty, May 2010).

What the researcher found in this study regarding the ESL teacher's role of modifying content and differentiating instruction is similar to the findings of Zehr (2006) that related to the collaboration of the team teachers on differentiating instruction to meet the needs of ELLs and how such differentiation helped improve ELLs' scores. However, there were no studies that addressed the modification of content in relation to test administration.

Facilitate language acquisition. The main purposes for having the ESL teacher collaborate with the regular education teacher in the classroom were to provide the language support for ELLs, to build their language skills, and to expand their vocabulary to make content more comprehensible. The ESL teacher supported the ELLs' language needs in the ELL cluster content area classroom in a variety of ways based on their educational and language proficiency levels and need. At the primary level, the ESL teacher facilitated the language acquisition of ELLs by building their vocabulary and enhancing their skills of reading, writing, listening and speaking. The ESL teacher is bilingual. She is proficient in English and Arabic which is a distinguishing characteristic that added to her credentials because she had a large number of ELLs who speak Arabic. In many cases the ESL teacher used the Arabic language and translated certain words to help make content more comprehensible. Zozo, an ELL at the primary level shared:

I ask Mrs. Fahema [ESL teacher] to help me, because if I ask Mrs. Amy [content area teacher] I'm probably not going to understand what she

says because I speak two languages. I ask Mrs. Fahema to tell me in Arabic instead of telling me in English so I can understand it better... Mrs. Fahema helps me in reading to like understand what I am reading. If I don't understand a word, like what it means in English, she explains it to me in Arabic and we look it up in the dictionary (Zozo, May 2010).

Furthermore, the ESL teacher at the primary level pointed out:

I support language for all students; we divide students into smaller groups so that they get individual work....we review the vocabulary a lot with them and support their needs. The ELL kids are basically doing what all the other children are doing. So when we give them reading tests, or we just give them spelling tests or any kind of work, we are constantly looking to see how they are doing. And if they are not progressing like the other children then we have to sit back and pull them aside and work with them a little bit more (Mrs. Fahema, May 2010).

At the intermediate level the ESL teacher helped build the ELLs' language proficiency skills. She constantly provided additional help one-on-one or in small groups to reinforce what has been introduced in the classroom. She further helped build the ELLs academic content vocabulary and taught them how to consult the dictionary to look up a word and decide on the appropriate definition using content clues. The ESL teacher added: "We can pull the ESL kids, or any kids that need extra help, so there are two people in there who are able to work with them" (Mrs. Carmen, May 2010).

Stevan, an ELL at the intermediate level indicated:

Mrs. Carmen (ESL teacher) helps me by giving me hints sometimes and to look in my book. She also helps me look up words in the dictionary. Sometimes she just comes to me and help [sic] me and sometimes she take me and my friends to her room to read and do work (Stevan, May 2010).

At the high school level, the ESL teacher facilitated the ELLs acquisition through monitoring their progress and helping them acquire new academic content as well as enhancing their language proficiency through making content more comprehensible. The ESL teacher assisted ELLs in comprehending new content by restating complex content and using synonyms and context clues to clarify difficult vocabulary. At the high school level, the ESL teacher shared that:

Students will ask me if they don't understand what a word is, and if I can quickly tell them what that word is then I do so. I explain it in other words or give them synonyms and/or ideas, or we talk about it when we get together in content support. I keep up with their development and know how they are doing on assignments. If they do poorly, I try to make the determination as to whether it was a lack of understanding or just a lack of preparation that brought about the result. In discussing lessons in the content support classes I make sure that they are understanding the main ideas and the main vocabulary of the section of the unit, and that helps me determine if they are really understanding the language that is being used or not (Mrs. Betty, May 2010).

Baby, an ELL at the secondary level felt that his vocabulary expanded due to his placement in the ESL cluster content area classroom. He indicated:

We do vocabulary each day. He [content area teacher] puts two or three vocabularies and we find definitions, this really helps me because I learn new words every day... Mrs. Betty [ESL teacher] helps me study the new words and do my homework and study for a test during content support. If I was absent Mrs. Betty give me her notes and help me get caught up before I go to class (Baby, May 2010).

Facilitating the language acquisition of ELLs in the ESL cluster content area classroom by the ESL teacher helped ELLs expand their vocabulary and practice the four skills of reading, writing, listening and speaking with the support of an ESL specialist. They further learned synonyms for difficult terms, and benefited from the assistance in additional clarification of content and restatement of complex sentences which rendered content more comprehensible. The findings of the study in relation to facilitating language acquisition is similar to the findings of Fu et al. (2007) who indicated that collaboration helped develop the ELLs' overall literacy and language skills.

Planning for instruction. Planning for instruction played a crucial role in determining the success of the collaboration between the ESL and content area teachers. Through planning, both the ESL and the content area teacher brainstormed ideas and came up with lesson plans that they felt best met the needs of all students and differentiated instruction accordingly. They also planned instructional activities and strategies that accommodated the needs of various students.

Furthermore, they determined assessment modules, discussed the progress and needs of individual students, evaluated and remarked on the success of the students and the collaboration and came up with ways to improve all of these activities. Having a common planning time was possible at the primary and the intermediate levels while it was not applicable at the secondary level. The ESL and the content area teacher collaborated on planning instructional activities to achieve the sought goals at the primary and intermediate levels.

At the secondary level it was the responsibility of the content area teacher to plan instruction and the ESL teacher stepped in and provided feedback about necessary adjustments when content was inappropriate to the ELLs' language level. Furthermore, she provided suggestions if asked or approached by the content area teacher. At the primary level the ESL teacher indicated:

We meet weekly to sit, do our lesson plans and then within that we try to meet the needs of every child... but for the ELL kids we focus a lot on the vocabulary, we have them read to us a lot, we ask them a lot of questions in order to make sure that they are understanding everything... we work together, it's not like she does one thing and I do another thing, everything is together and it just blends.... we both sit down once a week and plan lessons together (Mrs. Faheema, May 2010).

At the intermediate level, the ESL teacher shared: "We plan everything together. We do planning together...sometimes it is a full day or a half day per month, and

sometimes we meet during intervention” (Mrs. Carmen, May 2010). At the secondary level, the ESL teacher added:

The content area teachers I’ve been working with have been comfortable assigning the instructional activities to achieve their goals, they are experienced teachers who have different ideas in their toolbox...they are the ones planning the instructional activities, but if I saw something that is appropriate I would feel comfortable approaching the content area teacher on adjusting something, or if I was approached by the content area teacher I would be pleased to collaborate and discuss what activities and ideas are appropriate (Mrs. Betty, May 2010).

Regarding collaboration to identify goals and objectives for a unit or chapter or a lesson, total collaboration in every aspect took place at the primary and intermediate levels. But at the high school level, the ESL teacher did not collaborate with the content area teacher to identify goals and objectives for a unit or chapter or a lesson.

At the primary level, the ESL teacher and the content area teacher collaborated in planning and all aspects of instruction. The ESL teacher pointed out “...we know the goals and objectives for each lesson that are necessary that the children master.... When we work together to form our lesson plans we include all the main things because we know they are going to be on their theme test” (Mrs. Fahema, May 2010). Also the ESL teacher at the intermediate level stated: “...we collaborate for everything...we sit and plan everything from start to finish” (Mrs. Carmen, May 2010).

At the secondary level, the ESL teacher was not involved in collaborating to identify goals and objectives for a unit or lesson or chapter because the ESL teacher is not certified in Biology or US History. She further felt that the content area teacher was the expert in that aspect. She explained "...the content area teacher is the expert in that area, so I feel that it is appropriate for the content area teacher to determine what the goals and objectives should be" (Mrs. Betty, May 2010).

The content area teachers had different views regarding negotiating certain topics with the ESL teacher in relation to the ELLs when planning lessons. At the primary level, the content area teacher and the ESL teacher worked together and shared responsibilities equally for all students, so there was no negotiation in regards to ELLs. At the intermediate level, the content area teacher and ESL teacher discussed during their lesson planning what worked best for ELLs, what their needs were, and how they should be taught. This included teaching strategies and activities as well as content to be incorporated within the particular lesson. They also discussed the vocabulary terms related to the content that would help content become more comprehensible. At the secondary level, the content area teacher and the ESL teacher did not negotiate topics in relation to ELLs; for they had no common planning time.

At the primary level, the content area teacher and the ESL teacher did not negotiate topics in relation to ELLs during planning since both teachers shared responsibilities and duties for all students and not just ELLs. The content area teacher remarked: "We both work together; we both share the duties equally. I don't think we have certain duties for each of us, we both share it equally" (Mrs. Amy, May 2010).

At the intermediate level, the content area teacher and the ESL teacher negotiated topics in relation to ELLs during planning lessons. The teachers discussed topics that best meet the needs of ELLs as well as strategies to reach them and content that facilitated their learning and made it meaningful as the incorporation of vocabulary within lessons. The content area teacher stated:

We really go by our standards and what we need, we kind of talk about how we want to plan a lesson so they will understand it. As far as negotiating, I don't know if it is called negotiation, it is more of communicating. She offers what she knows ELLs need and how they need it taught. She knows that vocabulary is very important, so we make sure we incorporate it in our lessons. I respect her opinions and decisions and she respects mine, and I take her input very seriously since she deals with ELLs and knows about them and about ESL more than I do (Mrs. Rebecca, May 2010).

The finding about collaboration between the ESL and regular education teachers in planning for instruction and its benefits to the ESL and content area teacher as well as ELL and regular education students was similar to the findings of Stewart and Perry (2005) that stressed the importance of planning for the collaborating teachers. It is also in line with Honigsfeld and Dove (2008) who indicated the importance of providing meeting time on a weekly basis to plan activities and strategies.

Assessment. Assessment was an integral part of instruction in an ESL cluster content area classroom, for it helped the ESL and the content area teachers determine

whether the educational goals were met. Such assessment affected decisions about differentiating instruction and evaluating the progress of ELLs and assessing their language development. The ESL teacher collaborated with the content area teacher when establishing and implementing a grading and assessment procedure and they worked together on scoring papers, checking on students' progress, developing rubrics and entering grades.

The ESL teacher at the primary level said: "We do that together, I take papers to grade them, and she takes papers, we discuss how we are going to put the grades and then we enter them into the computer together and we do the report cards together" (Mrs. Fahema, May 2010).

At the intermediate level, the ESL teacher indicated:

I have grade sheets for each class where I keep grades when I grade them, I give those to the teachers and they enter them into the computer...we use some type of rubric so even if we are splitting papers to grade we want to make sure that we are grading on the same level (Mrs. Carmen, May 2010).

At the high school level, the ESL teacher was involved in a different way, for she was responsible for modifying the tests and deciding on the extra time given to complete a test. The ESL teacher added:

I am allowed to determine how much time students are able to get on an assessment, extra time, and whether some questions should be eliminated without penalizing the student as to the grade. I also am

given freedom in modifying the tests and some of the assignments. This allows the content area teacher to grade them without taking off for areas related to their language capabilities (Mrs. Betty, May 2010).

ESL teachers played an important role in monitoring and assessing ELLs' progress and language development. Assessments helped the ESL teacher determine the type of support needed to allow ELLs develop language skills which helped them understand the content by making it more comprehensible.

Collaboration in content delivery. The ESL teacher and the content area teacher shared the responsibility of teaching the class content at the primary and intermediate levels, while the content area teacher was the one responsible for delivering content at the high school level. The ESL teacher explained: "We both do teach content; we share responsibility because we don't want the children to differentiate who is who. We want the students to know that we are both teachers in the classroom, we both teach" (Mrs. Fahema, May 2010).

Tena, an ELL at the primary level enjoyed having two teachers in her class and thought that this experience positively influenced her learning and achievement. She indicated: "I like both Mrs. Fahema and Mrs. Amy, they teach me and help me with my workbook and in reading" (Tena, May 2010). At the intermediate level, the ESL teacher indicated:

We both teach... we both split roles depending how we do it, sometimes one will teach and the other will walk around. It just depends on who feels comfortable with what and I guess it depends on what we are doing

if I might be more helpful to the ELLs walking around then I'll walk around because I know how to help certain students in different ways (Mrs. Carmen, May 2010).

At the high school level, the content area teacher was the one responsible for teaching the content due to being the expert in the content area as well as licensed by the Ohio Department of Education to teach that content area. The ESL teacher stated:

Primarily the content area teacher teaches the class content. It is a level at the high school that I don't feel comfortable teaching without having a degree or licensure in the content area and I feel it is appropriate for the content area teacher to teach it (Mrs. Betty, May 2010).

Data from the classroom observation revealed that the ESL and content area teacher both were in charge of content delivery, group work, as well as providing individual support to all students in the ESL cluster content area classroom. During one observation at the primary level both teachers took turns delivering content and then working with small groups. When one teacher delivered instruction the other monitored and provided help to students. Also at the intermediate level the teachers worked with different groups and provided the same content. At the secondary level, the content area teacher was the one responsible for lecturing or playing the review game and the ESL teacher went around to provide individual support for students as well as to make sure they were on task.

Classroom management. Collaboration to develop a classroom management plan was demonstrated in different ways at the different educational levels. At the

primary level, the content area teacher was the one in charge of developing a classroom management plan. The ESL teacher at the primary level mentioned: “We just discuss what we expect from the children...she is more the one who develops the classroom management plans since she is with the kids all of the time, so I basically follow her lead” (Mrs. Fahema. May 2010).

At the intermediate level, the ESL teacher had two different experiences. At one grade level, she actually collaborated with the content area teacher to develop a classroom management plan. But at the other grade level, they followed a pre-designed classroom management plan. The ESL teacher explained:

Usually we work together in our fifth grade classes, we collaborate and work together to come up with a classroom management plan...normally with the other classes as the sixth grade, the sixth grade team had their own rules that they had in place forever, so I just follow their lead (Mrs. Carmen, May 2010).

The ESL teacher at the secondary level followed the classroom management plan designed by the content area teacher, and she contributed in the classroom by making sure that all students were on task without the content area teacher having to interrupt instruction. The ESL teacher added:

At the beginning of the year and on an on-going basis the content area teacher has set the tone as to how students are expected to behave. I move about the room and work not only with ELLs but I with all students. So I think my being there helped with classroom management in that if I

see students who are off task I am able to approach them and get them back on task without the content area teacher stopping the lecture (Mrs. Betty, May 2010).

During the classroom observations, the students were very well behaved. There were no distractions or behavioral issues that needed to be addressed by the collaborating teachers. The researcher cannot confirm if this is the norm in the ESL cluster content area classrooms, or due to having three other adults in the classroom (the district learning coordinator, the school principal and the researcher) besides their ESL and content area teacher.

Providing individual assistance. The ESL and the content area teacher shared the responsibility of providing individual assistance at the primary, intermediate and high school level. At the primary level, the ESL teacher said: “We both are, we both take that responsibility” (Mrs. Fahema. May 2010).

Zozo, an ELL at the primary level felt that both teachers helped her when she needed help, but she mainly sought the extra help from the ESL teacher due to the comfort level and to the fact that both spoke the same mother tongue language. Zozo said:

Mrs. Fahema [ESL teacher] comes to my English class, she helps me and Mrs. Amy [content area teacher] also helps me, but I don't always understand what she is telling me. I like Mrs. Faheema to help me because I know her for a long time and she speaks Arabic and I speak Arabic (Zozo, May 2010).

At the intermediate level, the ESL teacher added: “We will pull anybody who needs the extra help, because there are two of us there, and there are sometimes when our ESL kids don’t need that extra support so I provide it to someone else” (Mrs. Carmen. May 2010).

Amanda, a regular education student at the intermediate level indicated: “I like having both teachers because they both teach me and help me when I need help. And they divide us into groups and we go to different stations and each teacher works with a group to read and answer questions” (Amanda, May 2010).

At the secondary level, the ESL teacher and the content area teacher provided assistance to individual students in the ELL cluster content area classroom, but the ESL teacher provided additional assistance to ELLs during content support. The ESL teacher added:

We both, the content area teacher and I, are responsible for providing individual assistance to students. Part of my job while I am in the classroom is checking to see if the students are working on homework or a project in class. We move about the room to assist, to give individual assistance outside of the classroom. I am the one responsible for providing individual assistance for ELLs during content support (Mrs. Betty. May 2010).

During the classroom observations, the ESL and the regular education teachers were providing individual assistance to students regardless if they were ELLs or regular education students.

Performance of daily routines. Performing daily routines such as taking attendance or collecting and distributing homework was a shared responsibility between the ESL teacher and the content area teacher at the intermediate and high school level, while it was mainly the content area teacher's responsibility at the primary level.

The content area teacher was the one who was mainly responsible for performing daily routines and especially taking attendance since the ESL teacher was not assigned to that classroom at that time of the day. The ESL teacher indicated: "The main teacher in the classroom, not the ESL teacher is responsible for performing daily routines such as taking attendance" (Mrs. Fahema, May 2010).

The ESL teacher and the content area teacher shared the responsibility of performing daily routines as collecting and distributing homework, but the content area teacher, who was also the homeroom teacher, was the one who was responsible for taking attendance since the ESL teacher was not present in the classroom early in the morning. The ESL teacher added: "It is both teachers doing anything that has to do with homework, assignments or assessment" (Mrs. Carmen, May 2010).

At the secondary level, the ESL teacher and the content area teacher shared the responsibility of performing daily routines. While the ESL teacher was responsible for collecting papers, the content area teacher was responsible for taking attendance and distributing papers. The ESL teacher indicated:

I do most of the daily routines, although no one I collaborate with assigned this...I'm quite often the one collecting homework and as for

taking attendance and distributing homework, quite often the content area teacher has the papers that the kids need, so that teacher will distribute it (Mrs. Betty, May 2010).

Research Question Four

How does being part of an ESL cluster content area classroom affect the learning experience of ELLs and regular education students?

Being part of an ESL cluster content area classroom co-taught by an ESL and a regular education teacher had a positive effect on the learning experience of ELLs and regular education students. Such experience allowed students to be taught by two teachers with different specializations and experiences, which enriched the educational setting and added to the learning experience and process.

Having a language specialist along with a content specialist met the content needs as well as the language needs of not only ELLs but regular education students as well. On different occasions the ESL teacher provided language support to regular education students. Such help was represented in explaining the definition of an academic term or paraphrasing a sentence or question or piece of information using simpler terms or using a different strategy. Furthermore, the ESL teacher provided language support to ELLs and helped them acquire language and content simultaneously. Such help was represented by explaining new vocabulary terms using simpler terms, examples or mental images, or by using synonyms, hints or context clues that help ELLs acquire the new academic vocabulary. Also, the ESL teacher helped by restating or paraphrasing academic content using simpler terms. Such language support

helped build the ELLs' language skills, expanded their academic vocabulary and made content more comprehensible.

The content area teachers at the three educational levels, primary, intermediate and secondary noticed that collaboration with the ESL teacher within the ESL cluster content area classroom positively affected ELLs both academically and socially. The content area teacher at the primary level mentioned: "I think it is a good thing, I think it has a very positive effect on ELLs" (Mrs. Amy, May 2010).

The content area teacher at the intermediate level thought that collaboration with the ESL teacher had positively benefited the ELLs. It helped ELLs as well as regular education students learn by modeling through observing the collaborating teachers engage in conversation and seek each other's help. The content area teacher remarked:

I think it is benefiting the ELLs. I think that having both of us working together and collaborating even in the middle of a lesson it will show them that it is ok to ask people for help or that you get ideas from other people. I feel that they are really benefiting of having two people working together in the classroom that they can come up to and ask and motivate them to get their work finished (Mrs. Rebecca May 2010).

Collaboration between the ESL teacher and the content area teacher at the secondary level had a positive impact on both the ESL and regular education students through creating a positive atmosphere that is conducive to learning and social growth. The content area teacher said:

I think that it did benefit ELLs. I think they know that we are working together and that they have an extra set of eyes on them in terms of helping, and they like it. Also, the ESL teacher helped somehow bridge the social gap between the ESL kids and the other kids in the class. They interact well together (Mr. Tom May 2010).

The placement in the ESL cluster content area classroom co-taught by an ESL and a regular education teacher helped bridge the gap between ELLs and regular education students. It further helped in meeting the social, emotional and cultural needs of ELL.

Bridging the social gap between the ELL and regular education students. The placement of ELLs in the regular education setting in an ESL cluster content area classroom with the presence of the ESL teacher to provide language support helped ELLs increase their self-esteem and become aware their abilities. Such collaboration helped bridge the social gap between ELLs and their regular education peers. The ELLs were able to engage in authentic conversations with their regular education peers. This helped them form friendships and develop a sense of belongingness rather than isolation.

San, an ELL at the secondary level reflected on her experience in the ESL cluster content area classroom:

I like it because we get to know more American students and how they speak in English, and the way they learn. It makes us get used to the English language... It helps me a lot because it helps me talk like American

people with no accent which help us pick up the language really faster
(San, May 2010).

Meeting the social, emotional and cultural needs of ELLs. The content area teachers at the three educational levels felt that the social, emotional and cultural needs of ELLs were met in a content area ESL cluster content area classroom. The content area teacher felt that she met the needs of ELLs in the same manner she met the needs of the regular education students. She tried to meet their emotional needs, stressed good citizenship, addressed cultural needs and exposed them to the American culture as well as including the ELLs' culture through food or celebrations, etc.

The content area teacher indicated: "I meet their needs as I do in meeting the needs of regular students. I talk about good citizenship, and I meet their cultural needs and address aspects such as celebrations, holidays and food" (Mrs. Amy May 2010).

The content area teacher at the intermediate level felt that she met the needs of ELLs as well as those of all students. She worked with the ESL teacher to fulfill their social and emotional needs through incorporating and embracing the different cultures. The content area teacher indicated: "We try to work on the social and emotional not just with ELLs but with all students. We try to incorporate different cultures and celebrations. We try to contact counselors if we see any need, we also might contact parents." (Mrs. Amy May 2010)

The content area teacher at the secondary level remarked that the ELLs' social, emotional, and cultural needs were met in the ESL cluster content area classroom. He felt that by including the ELLs within the regular education setting with two teachers, an

ESL teacher to help meet their language needs and a content area teacher to deliver content while allowing them to communicate and engage in meaningful conversation contributed to meeting the ELLs' needs. The content area teacher added: "I think the ELLs' needs are absolutely met, for by just being in a regular classroom with two teachers to meet their language and content needs while interacting with other kids. I think it is great" (Mr. Tom May 2010).

At the secondary level, San, an ELL student shared: "Being in the classroom with Mrs. Betty and Mr. Tom helps me learn more. It also makes me meet more friends and at the same time makes my English better a lot better, and I can understand more English" (San, May 2010).

Conclusion

Data analysis based on the semi-structured interviews with the ESL teachers, content area teachers, ELLs and regular education students as well as the classroom observations revealed the benefits of such collaboration to all the participants. It shed light on the factors that lead to successful collaboration, which are the willingness of the collaborating teachers to engage in such collaboration and share power and responsibility, improving the ESL teachers' positioning of belongingness and effectiveness, providing sufficient meeting time for the collaborating teachers to plan instruction, respect and acknowledgment of expertise among the collaborating teachers, as well as consistency in team assignment to help build rapport and trust among teachers.

Furthermore data showed that the collaborating teachers grew professionally and acquired content knowledge as well as pedagogical skills as a result of engaging in such collaboration. This helped teachers scaffold ELLs' knowledge to that of their regular education peers and helped them acquire language and content simultaneously. The collaboration between the ESL and regular education teacher in the ESL cluster content area classroom helped both ELLs and regular education students receive on-going support through the help of two teachers. This helped in minimizing the wait time to get their questions answered and allowed them to be educated in socially supportive classrooms. It further helped in bridging the social gap between ELL and regular education students through meeting the social, emotional and cultural needs of ELLs. Finally, it helped regular education students become more tolerant and open-minded through introducing them to diversity in educational settings by meeting and interacting students from other cultures.

The next chapter will provide a summary and discussion of the results as well as recommendations and implications for further research in the area of collaboration between ESL and content area teachers.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

The study investigated collaboration between ESL and content area teachers and its implication for working with ELLs at three educational levels at a middle class suburban district. The following discussion will summarize the results as well as address the implications of initiating collaboration between ESL and content area teachers. This chapter also presents the limitations of the study, and makes recommendations for future research.

Summary of Results

Overview of the study. This study investigated the collaboration between ESL and content area teachers at three educational levels; primary, intermediate and secondary in a middle class suburban school district and its implications for working with ELLs. The study explored the factors that lead to successful collaboration between ESL and regular education teachers, the benefits of such collaboration for the ESL teacher, content area teacher, ELLs and regular education students, the roles and responsibilities of ESL and regular education teachers and the impact of such collaboration on the learning experience of ELLs and regular education students.

Discussion

To better understand the results of the study, an overview of the data obtained through the semi-structured interviews of the ESL teachers, content area teachers, ELLs, and regular education students as well as classroom observations were used in discussing the outcome of the four research questions. The discussion will address each of the research questions and the implications for educational settings similar to the ones where the study was conducted.

Research Question One

What factors lead to a successful collaboration between ESL teachers and content area teachers?

A number of factors led to successful collaboration between the ESL and the content area teacher. The first factor was the willingness to engage in the collaboration on the part of both the ESL and the regular education teachers. The results from the interviews seem to indicate that voluntary involvement in such collaboration eliminated or decreased the odds of the occurrence of power struggle among the collaborating teachers. Furthermore, attempting to pair teachers who were on friendly terms increased the likelihood of the teachers embracing the collaboration in good faith. Such willingness on the part of the ESL and the content area teachers to team up helped them acknowledge each other's expertise and participate in the collaboration with a positive attitude. This created an educational environment that was conducive to learning. These results are similar to what Stewart and Perry (2005) found in their study

that also revealed the importance of agreeing to a partnership and its effect on the success and outcome of the collaboration.

A second factor that led to a successful collaboration between ESL and content area teachers was represented by the ESL teachers' perception of their status in the schools. The ESL teacher, content area teachers, ELLs and regular education students all mentioned that the ESL teachers in such collaboration were viewed as equal in status to the content area teachers. The current study reflected that the ESL teachers at the three educational did not feel marginalized (Liggett, 2010) when working with students both ELLs and regular education students. At the same time the students viewed both teachers as knowledgeable and sought help from either one. The ESL teachers at the primary and intermediate level shared in content delivery and assumed the same roles and responsibilities as those of the content area teacher. At the secondary level collaboration followed a model of one teacher teaches (in this case the content area teacher) and the other provides individual assistance (in this case the ESL teacher). Such a model was appropriate for that level due to the complexity of content at the secondary level and the licensure requirements.

The third factor that led to successful collaboration between the ESL and the content area teachers was providing time for the co-teachers to meet and plan for instruction especially at the primary and intermediate levels. In the current study the district assigned the collaborating teachers a full day or half a day per month to plan for instruction. Such planning time was not granted at the secondary level. In addition to the assigned time the teachers at the primary level met weekly and planned lessons,

assessments, and activities as well as discussed students' progress. They also met briefly in the morning to review the day's plan. Such planning and meeting time allowed the ESL and regular education teacher to develop a rapport and become more aware of what took place in the classroom. It allowed both teachers to assume the same roles and responsibilities for the most part. But both teachers felt that additional meeting time would add to the success of the collaboration.

At the intermediate level, besides the assigned meeting time set by the district, the collaborating teachers met during intervention and communicated via email, phone or using any other means. Such meeting time allowed the collaborating teachers to plan and effectively coordinate their roles and responsibilities within the classroom, which positively affected the well-being of all students and especially ELLs. At the secondary level the ESL and the content area teachers were not assigned common planning time, so they used a few minutes after school since their class period happened to be the last period of the day to discuss assessment, student progress, topics to be covered and the like. On certain occasions, the lack of sufficient meeting time made the ESL teacher hesitant if she wanted to contribute during lessons as to whether it would fit within the lesson frame and time assigned to that particular topic. Although the collaborating teachers were assigned or worked out times or means to communicate, lack of sufficient planning time was the major obstacle in their collaboration considering that the ESL teachers collaborated with more than one teacher and at different educational levels. The importance of the factor of providing sufficient planning time for the collaborating teachers was addressed by Stewart and Perry (2005) who indicated that

team teaching involves planning before and after classes or courses. It was also similar to Honigsfeld and Dove (2008) who viewed the ideal co-planning relationship as the one that provides ESL and content area teachers' time to meet weekly and plan for instruction.

Consistency in team assignment was the fourth factor that led to a successful collaboration between the ESL and content area teachers at the primary and intermediate level. The co-teachers were collaborating for the second year and were satisfied with their assignment. Such was not the case at the secondary level due to the change of assignment. Despite that, the ESL teacher overcame this obstacle by applying what she had learned from her previous collaboration into her current assignment. Also, one of the content area teachers involved in the collaboration had experience and training in working with ELLs, which positively contributed to the success of the collaboration. Consistency in team assignment allowed co-teachers to get to know and get used to each other's personality and style. It allowed them to gradually build trust, rapport and effective collegial relationships and opened a dialogue among different disciplines as was the case in the DelliCarpini (2008) study, which pointed out that collaboration opens dialogue across disciplines and enhances the collegial relationships among educators. It also touched on the commitment to a partnership introduced by Stewart and Perry (2005) and how it provides an opportunity for teachers' growth and creativity.

Consistency in team assignment increased the comfort level among the collaborating teachers in dealing with each other as well as when performing their

duties within the classroom. All this was reflected in the quality learning environment and the students' positive attitude in relation to being taught by an ESL and a content area teacher. The students also expressed their satisfaction with the manner the two teachers handled the classroom and provided them with the needed support.

Respect and acknowledgment of each other's expertise among the ESL and content area teachers represented the fifth factor that contributed to the success of the collaboration. The current study reflected how the collaborating teachers' acknowledgement of the pedagogical skills and content area knowledge of the other teacher contributed to providing ELLs and regular education students with optimal opportunities for success at the three educational levels. This was especially prominent at the secondary level due to the complexity of the content taught. It helped the ESL teachers acquire content knowledge and become more comfortable explaining it to all students within the ESL cluster content area classroom or when providing assistance to ELLs during content support classes.

Research Question Two

What are the benefits of the collaboration to the ESL teacher, content area teacher, ELLs and regular education students?

The current research study highlighted the benefits of the collaboration between the ESL and content area teachers to all parties involved: The teachers (ESL and content area) and the students (ELLs and regular education). On the ESL teachers' part, the collaboration helped ESL teachers learn how to scaffold ELLs' knowledge to that of their regular education peers. It further benefited the ESL teacher in acquiring content

knowledge and confidence. This was especially evident at the secondary level, for the ESL teacher acquired content knowledge that made her comfortable transferring such knowledge to all students within the ESL cluster content area classroom, or when she met with ELLs for extra support outside the content class. The ESL teacher was able to restate or elaborate on the content or even present it in a different style that made it more comprehensible for all students and in particular ELLs.

The content area teachers at the three educational levels (primary, intermediate, secondary) benefited from their collaboration with the ESL teacher within the classroom. The content area teacher was able to obtain additional support and assistance through having another teacher present in the classroom. The ESL teacher shared in carrying on the responsibility of educating students and meeting their needs and thus helped the content area teacher. The ESL teacher supported the content area teacher in content delivery, planning, grading and in almost every aspect of teaching. Such support and assistance at the secondary level was displayed by the ESL teacher when providing individual assistance to all students within the classroom as well as keeping students on task. Such assistance allowed the content area teacher to concentrate on content delivery, which allowed students to experience optimal instructional time and at the same time helped teachers develop collegial relationships. These results are similar to DelliCarpini (2008) who found that collaboration encouraged the transferability of skills among disciplines.

Gaining new pedagogical strategies and knowledge related to ELLs was one great benefit to the content area teacher that resulted from the involvement in such

collaboration. These new strategies helped the content area teacher best meet the needs of ELLs when presenting content or engaging in activities or even administering assessments. The results regarding the newly acquired strategies as a result of the collaboration were similar to Piechura-Couture et al. (2006) who found that collaboration allowed teachers to be introduced to learning strategies through their interaction with one another. The content area teacher further applied such learned strategies and pedagogical skills when working with ELLs in other classes where there was no ESL teacher.

The collaboration process helped ESL and content area teachers to grow professionally. Such growth was represented by gaining pedagogical skills or content knowledge that added to their expertise. It further provided the collaborating teachers with an opportunity to become team-players, and helped transfer knowledge across disciplines. Stewart and Perry (2005) report similar results on how collaboration provided teachers with an opportunity for professional growth and creativity.

The collaboration between the ESL and content area teacher in the ESL cluster content area classroom had great benefits for the ELLs. Such placement allowed ELLs to acquire language and content simultaneously through receiving instruction and individual assistance from a language specialist and a content expert. It also provided ELLs with an on-going support by having two teachers physically present in the classroom. This on-going support was provided by either teacher (ESL or content area teacher) in the form of individual assistance, rephrasing content and presenting content in a more comprehensible manner. Or by simply differentiating instruction and content

(Chu, 2006), activities or assignments based on the ELLs specific language needs that allowed comprehensible input and meaningful learning to take place. Such collaboration minimized the waiting time on the part of ELLs to get their questions answered or to receive assistance. It also went hand in hand with experiencing optimal instructional time and minimal distractions through receiving instruction in socially supportive classrooms. This also led ELLs to improve their self-perception through their inclusion in the regular education setting with the support of a language specialist to meet their language needs and make content more comprehensible.

The collaboration between the ESL and the content area teacher had a positive effect for the regular education students. Such placement allowed them to receive ongoing support by two teachers which also maximized the instructional time by minimizing distractions due to having two teachers responsible for meeting the needs of all students and helping them excel. Their placement allowed them to experience minimal waiting time to get their questions answered and allowed them to acquire content knowledge by two experts with different experiences. Also, such placement allowed the regular education students to experience diversity in their educational setting by having peers from different cultures. Having their ELL peers in the same classroom allowed the regular education students to become more tolerant towards students with a different background, culture and language and learn from them as well as form new friendships.

Research Question Three

What are the roles and/or of the ESL and the content area teacher in the collaborative situation?

The ESL and content area teachers involved in the collaboration had similar roles and responsibilities for the most part especially at the primary and intermediate levels. At these two levels the ESL and content area teachers collaborated for two years, had common planning time or were assigned time per month for collaboration. Facilitation and support of instruction (Honigsfeld & Dove, 2008; Piechura-Couture et. al, 2006; Sagliano & Greenfield, 1998) and content delivery were the responsibility of both the ESL and the regular education teacher and the ESL teacher to a certain degree at the different educational levels (primary, intermediate, secondary).

At the primary and intermediate level both teachers (ESL and content area teacher) shared in content delivery and facilitated and supported instruction. At the secondary level the ESL teacher facilitated and supported instruction of all students by providing individual assistance, checking for comprehension and keeping students on task. The content area teacher at the secondary level was the one who delivered instruction and he also facilitated and supported instruction. The licensure requirement and the content complexity level made the above- mentioned assignment ideal at the secondary level.

The current study revealed that the ESL and the content area teacher both were responsible for the modification of content and the differentiation of instruction and providing individual assistance for all students, which is similar to Zehr (2006). Zehr

(2006) stressed that both teachers should be responsible for educating all students and differentiating instruction to meet the ELLs' needs, also noting how it will help improve the ELLs' scores. Both teachers were also responsible for planning for instruction at the primary and intermediate levels. The teachers met and brainstormed ideas, developed assessment instruments and planned activities that met the learners' needs. This is similar to the findings of Honigsfeld and Dove, (2008) and Stewart and Perry (2005) who stress the importance of assigning meeting time for planning instruction.

Regarding classroom management, both teachers (ESL and content area) were responsible for monitoring the students' behavior and minimizing distractions. But the content area teachers at the primary and secondary levels were the ones responsible for writing the classroom management plan. At the intermediate level, the ESL and the regular education teacher collaborated in writing the classroom management plan at certain grade levels and followed a pre-designed plan for other grade levels. Furthermore, the ESL teacher was mainly responsible for facilitating language acquisition and scaffolding the ELLs' learning to the level of their regular education peers. The content area teachers also contributed to such facilitation of language acquisition. This helped ELLs develop overall literacy and language, which is in line with Fu et al. (2007). Regarding the assessment, both the ESL and the regular education teachers were responsible for either designing or coming up with the appropriate assessment based on the students' level, and the ELLs' language proficiency level. But at the secondary level, the ESL teacher modified the tests based on the ELLs needs; such modifications were represented by eliminating choices, or reading questions, or

rephrasing the questions and providing hints to ELLs. Also, the ESL teacher pulled the ELLs to the ESL room and provided them with the needed extra time based on their language proficiency level to complete their tests. And regarding performing daily routines, the content area teacher was mostly responsible for performing daily routines as taking attendance at the primary and intermediate levels for the ESL teacher was not present during the first period of the day when attendance was taken. However, other daily routines, such as collecting and distributing papers and signing passes were a joint responsibility performed by the ESL and the regular education teacher.

Research Question Four

How does being part of an ESL cluster content area classroom affect the learning experience of ELLs and regular education students?

Being part of an ESL cluster content area classroom positively affected the learning experience of ELLs and regular education students. The students were educated by two teachers with different levels expertise and experiences. This allowed for creating a learning environment that was conducive to learning and social growth. Such collaboration between the ESL and content area teacher bridged the social gap between the ELL and regular education students. It provided them with an opportunity to engage in authentic conversations that helped improve the ELLs' language skills. It further promoted friendships among students as well as secured a sense of belongingness of the ELLs within the ESL cluster content area classroom.

The placement of ELLs and regular education students in an ESL cluster content area classroom co-taught by an ESL and a regular education teacher led to meeting the

ELLs' social, emotional and cultural needs. Such placement allowed ELLs to learn and experience the American culture as well as educate teachers and regular education students about their own culture. In such placement the ELLs' holidays, cultural background and mother language tongue was acknowledged instead of frowned upon and they experienced a sense of belongingness in the educational setting. At the same time they were constantly enriching the classes by sharing about their culture and bilingualism.

Implications for teaching in an ESL cluster content area classroom.

1. Include content and language objectives for all lessons. The content objective will address the content to be taught in a specific content area following the content standards recommended by the Ohio Department of Education as well as the course of study adopted by the school district. The language objective will describe the language skills needed for the specific lesson.
2. Front-load teach the academic vocabulary associated with a lesson, chapter or unit. This allows ELL and regular education students to experience a better grasp of the academic content.
3. Incorporate reading and writing skills as part of the curriculum. This helps students develop such skills that are increasingly becoming an integral part of the new common core standards for college readiness.
4. Allow ELLs and regular education students avenues to engage in cooperative learning opportunities. This helps ELLs develop language

skills through authentic immersion in the target language through active interaction with their monolingual peers. It further positively affects the regular education students by broadening their horizons through interaction with peers who come from other cultures. This opportunity will help them become more open-minded and tolerant toward others.

5. Promote diversity in educational settings by promoting the ELLs' culture, bilingualism and experiences.
6. Initiate a cultural awareness day, week or month among the different educational levels within the district to highlight the diversity and different cultures including the American culture. Such cultural awareness will help students become more culturally aware and tolerant of others.

General. Although in some districts it is a contractual issue. Every effort should be made to include both names of the collaborating teachers; the ESL teacher and the content area teacher on the students' schedules and report cards as teachers of record. This improves the positioning of the ESL teacher.

Also, in order for the collaboration between the ESL and regular education teachers to be successful the district should assign sufficient meeting or planning time for the collaborating teachers that allows the ESL teacher to collaborate with all the content area teachers she co-teaches with. Such time can be common planning time or assigned time every week or month as needed and as deemed sufficient. Providing

sufficient meeting time allows the collaborating teachers to be aware and comfortable of what takes place in the classroom.

Consistency in the team assignment between the ESL and content area teachers allows teachers to get to know and get used to each other's styles. It further allows them to develop a comfort level, trust and rapport that would be reflected when collaborating within the ESL cluster content area classroom. Such positive relationship allows ELLs and regular education students to experience and receive education in a comfortable setting that adds to their learning experience.

Limitations of the Study

The following limitations should be taken into consideration when interpreting the results of the current study:

1. The sample was small which implies that the ability to draw generalizations of the results is limited. Recruiting a larger sample would provide richer information and multiple perspectives that lead to greater generalizations.
2. The sample of ELLs and regular education students who were interviewed was limited to those identified by the ESL teachers at the three educational levels.
3. The study targeted the ESL teacher collaborating with only one content area teacher within one academic content area.
4. The instruments, interviews and observation checklists were designed and used by the researcher following the literature review, the

researcher's experience and conversations with fellow colleagues and ELLs. But despite face and content validity verifications, the results of the study must be interpreted with the knowledge that this is the first implementation of these instruments.

5. The study was implemented in one district at three educational levels, which only allows for a comparison between the collaborative contexts among the three educational levels within the same district or with other districts with similar demographics serving ELLs and adopting collaboration between ESL and content area teachers.

Recommendations

Based on the study findings, the researcher arrived at recommendations addressing a variety of aspects including professional development, time, consistency in team assignment, implications for teachers, and suggestions for further research. The recommendations are presented as follows:

Implications for Districts and Policy Makers

If the American schools wish to acknowledge the reality of the influx of ELLs and the accompanied responsibility and obligation for educating them and meeting their language and content needs and providing them with quality instruction, they might consider providing ELLs with the same quality education that is offered to regular education students. It would be helpful if such quality knowledge would be offered in a manner that is comprehensible through providing ELLs with the needed language support within the content area classrooms. It would be beneficial for school districts to

adopt a collaboration model between the ESL and content area teacher that best serves and meets the needs of ELLs by including them in the regular setting. Such a model requires the districts to take into consideration factors that lead to the success of such model.

The study found that meeting the ELLs' language and content needs and at the same time integrating them within the regular education setting provides ELLs with optimal instruction through acquiring both language and content. The content was delivered by a content specialist and an ESL teacher at the primary and intermediate levels and by the content area teacher at the secondary level. At this level, the language instruction was provided by a language specialist represented by the ESL teacher.

The placement of ELLs in an ESL cluster content area classroom co-taught by an ESL and a content area teacher will provide ELLs with exceptional learning experience that helps them learn and excel to the best of their abilities. In order for districts to achieve such a goal, based on the current study, it would be beneficial to allow teachers to step into such collaboration willingly due to its long-term effect of avoiding power struggles if otherwise assigned to such collaboration. Also, the administrators would be advised to nominate teachers who are on friendly terms to be part of such collaboration and plan to provide them with training before embracing such collaboration.

Professional development.

1. Districts should provide professional development and training for the collaborating teachers at the various educational levels. The professional development will introduce pedagogical strategies and different models

of in-class collaboration and recommendations for adopting each model. This will broaden the collaborating teachers' horizons to the various models and pedagogical strategies available and the ability of each to best meet the needs of the target ELLs being served.

2. Educate regular education teachers in the area of ESL, ELLs' characteristics, pedagogical strategies that meet the ELLs' needs taking into account the specific language needs, and the educational and cultural background experience of the students. Help ELLs feel part of the educational community within the content area classroom setting.
3. Provide cultural awareness training that focus on ELLs' culture and its implications in education settings.
4. Provide an Arab cultural awareness class -in particular- due to the increase in the numbers of ELLs from the Middle East within the district.
5. Initiate and encourage opportunities for on-going collaboration through open dialogue amongst the ESL and content area teachers involved in the collaborative process. The opportunities might include an online forum that would allow teachers to engage in meaningful conversations related to daily practices, pedagogical strategies, collaborative projects, as well as provide support, encouragement and feedback. Creating an online knowledge building community for educators would provide a place for ESL and regular education teachers involved in such collaboration to network, share and learn collaboratively.

Time factor.

1. Build in time within the school day to allow the ESL teacher and content area teacher to be involved in a collaborative relationship to meet and plan for instruction. Such planning time can be used for developing lesson plans, coming up with content and language objectives, assessment, activities, and discussing students' progress. It can be used for deciding on pedagogical strategies and differentiating instruction to meet the needs of ELLs and their language proficiency level and reflect on the collaborative context and how it can be improved.
2. Provide a scheduled meeting time on a quarterly basis for ESL teachers and content area teachers involved in a collaborative context at the three educational levels. The teachers would share their experiences, pedagogical strategies, obstacles in the face of collaboration and solutions for such obstacles, goals and responsibilities. They would further plan a smooth transition for the ELLs from one educational level to the next.

Consistency in team assignment. Assign the ESL teacher to collaborate with the same content area teacher(s) year after year to allow for consistency. Such consistency helps build rapport and trust among the teachers involved in the collaboration context. It allows teachers to become acquainted with each other's teaching styles, preferences as well as personality. This will help decrease the power struggle and ownership among the collaborating teachers and improve the ESL teacher's positioning and develop

collegial relationships. It further helps the content area teacher positively embrace the reality of having another teacher who is viewed as an equal sharing the physical space of the classroom and more importantly sharing the responsibilities and obligations to educate all students and in particular ELLs.

Team assignment.

1. Allow the ESL and content area teacher nominees to voice their opinions regarding their willingness to embrace such collaboration. Entering such relationship willingly will increase the likelihood to its success.
2. Administrators should nominate teachers that are on friendly terms to be assigned to team- teach.

Further research. The area of collaboration between ESL and content area teachers is a relatively new line of research. This implies a need for further future studies to be implemented. The following are some suggestions for further research:

1. Conduct further studies that investigate the topic of collaboration between ESL and content area teachers using quantitative methods or by using mixed methods; qualitative and quantitative. Design longitudinal qualitative studies that investigate the collaborative experience over a number of years.
2. Conduct studies that explore the benefits of consistency in team assignment and its role in leading to a successful collaboration between ESL and content area teachers.

3. Study the ESL teacher's experience collaborating with more than one content area teacher at each educational level.
4. Compare the collaboration between the ESL and the content area teacher at the different educational levels with similar collaborations at other school districts.
5. Design a comparative study to compare the effect of collaboration on ELLs' achievement.

Conclusion

Collaboration between ESL and content area teachers and its implications for working with English language learners and regular education students at three educational levels: primary, intermediate and secondary at a middle class suburban district in Ohio was investigated in the current study. The study explored the factors that lead to a successful collaboration, and its effects on the learning experience of ELLs and regular education students as well as the roles and responsibilities of the ESL and regular education teachers.

Results indicate that such collaboration benefits the ESL and regular education teacher(s) as well as the ELLs and regular education students at the three educational levels. The study had limitations that should be taken into consideration when interpreting the results. The study results revealed a number of recommendations in the areas of professional development, time, consistency in team assignment, and implications for teaching in an ESL cluster content area classroom as well as recommendations for future research. Taken into consideration the study results

combined with the recommendation and findings of other research in the area would collectively lead to a successful collaboration between ESL teachers and content area teachers to emerge, which will have great benefits to both ELLs and regular education students.

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APPENDICES

APPENDIX A

INFORMED CONSENT - PARENT

Dear Parent or Guardian:

My name is Widad Mousa and I am a doctoral student in Urban Education/Learning and Development at Cleveland State University. I am doing research on collaboration between English as a second language teachers and content area teachers. We are asking your permission for your child to participate in the study administered at school. The purpose of this study is to gain insight and a better understanding of how English language teachers and content area teachers can collaborate to better serve English language learners and meet their needs. And how being part of an ELL cluster content area classroom taught by an ESL teacher and content area teacher affects their learning experience. I would like to interview your son/daughter and ask some questions that will take about 15-20 minutes and will take place at his/her school. I will use pseudonyms to replace his/her name and protect his/her privacy in any written reports of this dissertation.

Your child's responses to the interview questions will be treated with confidentiality. Your child's name will not be collected or appear anywhere in the dissertation. Complete confidentiality will be guaranteed.

The only possible risk for participating in this study may be a feeling of discomfort when answering some questions. In such case, your son daughter should feel free not to answer these questions.

Your consent and your child's participation are completely voluntary and your child may withdraw at any time.

For further information regarding this research please contact Dr. Maria Angelova at (216) 523-7115, email address m.angeloval@csuohio.edu or Widad Mousa at (216) xxx-xxxx, email address widadmousa@hotmail.com.

I read and understand that participation of my son/daughter is voluntary and that they may withdraw at any time. I understand that if I have any questions about my son/daughter's rights as a research participant I can contact the Cleveland State University Institutional Review Board at (216) xxx-xxxx.

There are two copies of this letter. After signing them, keep one copy for your records and return the other one to your child's school. Thank you in advance for your cooperation and support.

Please check one of the following options:

----- I grant my son/daughter permission to participate in the study by being interviewed by the researcher.

----- I do not grant my son/daughter permission to participate in the study by being interviewed by the researcher.

Parent's Signature: _____

Child's Name _____ (Please Print)

Date: _____

APPENDIX B

PERMISSION FROM THE DISTRICT TO IMPLEMENT THE RESEARCH

February 2010

To Whom It May Concern:

Mrs. Widad Mousa is granted permission from the XXXX XXXX XXXX School District to conduct research for the study: *Collaboration between English as a Second Language Teachers and Content Area Teachers: Implications for Working with ELLs.*

Participation in this study will be voluntary by all individuals and an Informed Consent to Participate will be obtained for each person. A copy of all Informed Consent documents will be kept on file in the district.

If you have any questions, please do not hesitate to contact me at 440 xxx-xxxx.

Respectfully submitted,

District Learning Resource Supervisor

XXXX XXXX Road

XXXX XXXX, Ohio 44xxx

Phone: (440) xxx-xxxx

Fax: (440) xxx-xxxx

*Information removed to protect the privacy of participants.

APPENDIX C

INFORMED CONSENT - TEACHER

My name is Widad Mousa and I am a doctoral student in Urban Education/Learning and Development at Cleveland State University. I am doing research on collaboration between English as a second language teachers and content area teachers. Through this research, I hope to gain a better understanding of how English language teachers and content area teachers can collaborate to better serve English language learners and meet their needs. Data will be collected using semi-structured interviews, class observations and focus group discussion. I would like to ask you some questions that will take about 20-30 minutes. Also, I will observe your classroom along with your building principal and the district learning coordinator for two pre-planned class periods of your choice. The observation would last for approximately 40-50 minutes. The focus discussion group will take place in the board of education office following the ESL/content area teachers' monthly meeting and would last for approximately 50-60 minutes. I will use pseudonyms to replace your name to ensure confidentiality and protect your privacy in any written reports of this dissertation.

The only possible risk for participating in this study may be a feeling of discomfort when answering some questions. In such case, please feel free not to answer these questions.

Your participation in this research is voluntary. If, at any time, you want to withdraw from the research, you are free to leave any time without penalty.

Your cooperation is highly appreciated.

Please sign below the following paragraph:

If you have questions about this research, you may contact Dr. Maria Angelova at (216) 523-7115, email address m.angelova@csuohio.edu or Widad Mousa at (216) xxx-xxxx, email address widadmousa@hotmail.com.

I read and understand that participation is voluntary and that I may withdraw at any time. I understand that if I have any questions about my rights as a research participant I can contact the CSU Institutional Review Board at (216) 687-3630,

Name (printed)

Signature

Date

APPENDIX D

INFORMED ASSENT - PRIMARY SCHOOL (K-3)

Hello!

Have you ever helped an adult with homework? I have a homework assignment and I need your help. My name is Widad Mousa, and I am a student at Cleveland State University.

You can help me by talking to me and answering some questions about your classes with your ESL teacher Mrs. _____ and your English/Science/Social studies teacher Mrs. _____.

You can help by being honest because when I do my homework assignment I will not use your name, but use a nickname of your choice.

I will meet with you at your school for a short time, about 10-15 minutes sometime during May.

If you would like to know more about my homework assignment and your rights, please ask your teacher to call the CSU Institutional Review Board (IRB) office at (216)687-3630.

Thank you for your help

If you agree to talk to me, please sign your name below.

Name: _____

Thank you for helping me with my homework!

APPENDIX E

INFORMED ASSENT - INTERMEDIATE SCHOOL (4-6)

Hello!

Have you ever helped an adult with homework? I have a homework assignment and I need your help. My name is Widad Mousa, and I am a student at Cleveland State University and my assignment is related to how ESL teachers and content area teachers like English, Science and Social Studies teachers can work together in the same classroom to better help English language learners.

You can help me by talking to me and answering some questions about your classes with your ESL teacher Mrs.----- and your English, Science, Social Studies teacher Mrs.--
-----.

You can help by being honest because when I do my homework assignment I will not use your name but use a nickname of your choice.

I will meet with you at your school for a short time about 10-15 minutes sometime during May.

If you would like to know more about my homework assignment and your rights, please ask your teacher to call the CSU Institutional Review Board (IRB) office at (216) 687-3530.

Thank you for your help

If you agree to talk to me please sign your name below.

Name _____

Thank you for helping me with my homework!

APPENDIX F

INFORMED ASSENT - SECONDARY SCHOOL (9-12)

My name is Widad Mousa and I am a doctoral student in Urban Education/Learning and Development at Cleveland State University. I am doing research on collaboration between English as a second language teachers and content area teachers. Through this research, I hope to gain better understanding of how English as a second language teachers and content area teachers can collaborate to better serve English language learners and meet their needs. I would like to ask you some questions that will take about 15-20 minutes at your school sometime in May. The only possible risk for participating in this study may be a feeling of discomfort when answering some questions. In such case, please feel free not to answer these questions. Your name will not be used, I will replace your name with a nickname of your choice to ensure confidentiality and protect your privacy in any written reports of this dissertation.

Your participation in this research is voluntary. If, at any time, you want to withdraw from the research, you are free to leave any time without penalty.

If you like to know more about my research and your rights, please call the CSU Institutional Review Board (IRB) office at (216)687-3630.

Your cooperation is highly appreciated.

Please sign below if you agree to participate in the study.

Name (Please Print)

Signature

Date

APPENDIX G

SEMI-STRUCTURED INTERVIEW QUESTIONS - ESL TEACHER

1. How can you support instruction within the mainstream ELL cluster classroom?
2. How do you support the ELLs language needs in a mainstream ELL cluster classroom?
3. What pedagogical strategies do you discuss with the content area teacher?
4. How do you collaborate with the content area teacher to meet the needs of ELLs?
5. Do you think it is important to assign explicit classroom responsibilities for you as an ESL teacher as well as for the content area teacher? Why?
6. How do you collaborate with the content area teacher to differentiate/modify instruction to meet the ELL's needs and language proficiency level?
7. How can language and content be integrated in the instruction of ELLs in an ESL cluster content area classrooms?
8. Do you negotiate flexible, regular teaching responsibilities in the classroom with the content area teacher?
9. How do you monitor and assess the language development of the ELLs and contribute to their assessment?
10. What value does in- class collaboration add to your ability to assist ELLs with content?
11. Describe an ideal collaborative scenario between an ESL and a content area teacher.
12. As an ESL teacher serving in an ESL cluster content area classroom, do you feel a culture of isolation or loneliness? Elaborate.
13. What are some barriers to collaboration that you experienced? How did you overcome such barriers?
14. Do you feel collaboration helps you grow as a professional?
15. Do you collaborate to identify goals and objectives for a unit/chapter/lesson? How?

16. Who is responsible for planning instructional activities to achieve the sought goals?
17. Who teaches the class content? Why?
18. How do you collaborate in teaching learning strategies and study skills/test-taking skills? Why?
19. How do you collaborate when establishing and implementing a grading and assessment procedure?
20. How do you collaborate to develop a classroom management plan?
21. Who is responsible for modifying curricular and materials as tests, worksheets, projects, assignments, etc.?
22. Who is responsible for providing individual assistance to students? Why?
23. Who is responsible for performing daily routines as taking attendance, collecting/distributing homework?
24. How do you collaborate to develop a socially supportive classroom?
25. Who is responsible for adapting content, the ESL or the content area teacher? Why?

APPENDIX H

SEMI-STRUCTURED INTERVIEW QUESTIONS - CONTENT AREA TEACHER

1. What is your responsibility as a content area teacher toward ELLs?
2. How do you integrate the mandates of NCLB to provide an ELL who is not proficient in academic English equal access to a higher quality education?
3. How do you collaborate with the ESL teacher to provide comprehensible input to ELLs?
4. How do you combine content objectives and language objectives as a content area teacher serving ELLs as well as regular education students?
5. Do you think it is important to plan your lessons with the ESL teacher? Why? If so do you have a set time (planning time), meet before/after school, email, notes, etc.?
6. When you plan your lessons, what topics do you negotiate with the ESL teacher in relation to the ELLs?
7. How did you end up being part of the collaboration (volunteered/asked/made/mandated)?
8. Did you receive any training related to teaching in a collaborative situation prior to engaging in the collaborative process? If so, what type of training?
9. Did you feel collaboration helped you grow as a professional? How?
10. What obstacles do you feel are present in your collaboration? What can be done to overcome such obstacles?
11. How do you think your collaboration with the ESL teacher is affecting the ELLs?
12. What elements are essential for effective collaboration?
13. Did you experience any key difficulties in implementing effective collaboration?
14. Do you think that decisions on textbook and teacher material adoption should be taken by both the ESL and the content area teacher?
15. What aspects/areas do you think should be found/addressed in the collaboration process?
16. How would you like the ESL teacher to help you?

17. Describe an ideal collaborative scenario between an ESL and content area teacher?
18. Some educators think that content area teachers should be responsible for delivering the content, while ESL teachers should provide help for individual ELLs. Reflect.
19. When do you consult with the ESL teacher?
20. Do you feel that both the ESL teacher and you are equal partners in the collaborative process?
21. What new skills did you develop as a result of your collaboration with the ESL teacher?
22. What is your role as a content area teacher in the collaboration process?
23. What is the role of the ESL teacher in the collaborative process?
24. Do you think the presence of both the ESL teacher and the content area teacher help ELLs acquire both content and language simultaneously?
25. How are the social, emotional, cultural needs of the ELLs met in a content area clustered ESL classroom?
26. Who is responsible for monitoring the ELLs progress on a regular basis?

APPENDIX I

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR K-6 ELL STUDENTS

1. Do you like having two teachers in your classroom? (Mrs. --- and Mrs.---)
2. How does the ESL teacher (Mrs. ---) help you?
3. How does (Mrs.---)the classroom teacher help you?
4. Are you happy to have the ESL teacher (Mrs. ---) in your English/Science/Social Studies classroom?
5. How do Mrs. --- and Mrs.--- work together to help you learn?
6. If you need help, or you don't understand, whom do you ask for help Mrs. --- or Mrs.---? Why?
7. How do you like the ESL teacher (Mrs. ---) to help you?
8. Do you prefer to stay in the ESL teacher's room , or have her come to your Science/social Studies/English classroom with Mrs.---?Why?
9. Do you think having Mrs.--- and Mrs. --- in your classroom helps you learn more? Why?
10. Tell me what does (Mrs. ---) the ESL teacher do in your classroom?
11. Tell me what does (Mrs. ---) the content area teacher do in your classroom?
12. Who is more important to you Mrs. --- or Mrs.---? Why?
13. What would you like to tell me about your English/Science/Social Studies classroom with Mrs.--- and Mrs. ---?
14. What do you like most about being in Mrs.--- and Mrs. --- English/Science/Social Studies classroom? Why?
15. What don't you like about being in Mrs.--- and Mrs. --- English/Science/Social Studies classroom? Why?

APPENDIX J

SEMI-STRUCTURED INTERVIEW QUESTIONS - ENGLISH LANGUAGE LEARNERS (9-12)

1. What do you like most about being placed in an ESL cluster content area classroom?
2. What do you like least about being placed in an ESL cluster content area classroom?
3. How does the content area teacher help you understand the material taught?
4. How does the ESL teacher help you while in the ESL cluster content area classroom?
5. How does the content area teacher meet your language needs?
6. Do you feel more confident/comfortable/better when the ESL teacher is in the class collaborating with the content area teacher? Why? Give examples.
7. How do you think both the ESL teacher and the content area teacher can work together to help you succeed?
8. Can you please compare your experience in an ESL cluster content area classroom to that in a content area classroom without the presence of the ESL teacher?
9. If you need help, whom would you ask, the ESL teacher or the content area teacher? Why?
10. Do you feel that the ESL teacher and the content area teacher are of the same importance to you? Why or why not?
11. Did the presence of the ESL teacher in the content area classroom make a difference to you? Explain.
12. How are your language needs met in an ESL cluster classroom?
13. If it is up to you, how would you like the class to be run (what roles and responsibilities should each teacher have)?
14. Did you feel being in the ESL cluster content area classroom helped you be more successful?
15. How does being in an ESL cluster content area classroom positively affect your success at school?

APPENDIX K

SEMI-STRUCTURED INTERVIEW QUESTIONS - REGULAR EDUCATION STUDENTS (K-6)

1. Do you like having two teachers in your classroom? (Mrs. --- and Mrs.---)
2. How does the ESL teacher (Mrs. ---) help you?
3. How do (Mrs.---)the classroom teacher help you?
4. Are happy to have the ESL teacher (Mrs. ---) in your English/Science/Social Studies classroom?
5. How do Mrs. --- and Mrs.--- work together to help you learn?
6. If you need help, or you don't understand, whom do you ask for help Mrs. --- or Mrs.---? Why?
7. How do you like Mrs.--- to help you?
8. Do you prefer to stay in Mrs. ---'s room , or have her come to your Science/social Studies/English classroom with Mrs.---?Why?
9. Do you think having Mrs. R. and Mrs. --- in your classroom helps you learn more? Why?
10. Tell me what does Mrs. --- do in your classroom?
11. Tell me what does Mrs. ---do in your classroom?
12. Who is more important to you Mrs. --- or Mrs.---? Why?
13. What would you like to tell me about your English/Science/Social Studies classroom with Mrs.--- and Mrs. ---?
14. What do you like most about being in Mrs.--- and Mrs. --- English/Science/Social Studies classroom? Why?
15. What don't you like about being in Mrs.--- and Mrs. --- English/Science/Social Studies classroom? Why?
16. Do you like to have students who speak another language as Arabic, Spanish in your class? Why?

APPENDIX L

SEMI-STRUCTURED INTERVIEW QUESTIONS - REGULAR EDUCATION STUDENTS (9-12)

1. What do you like most about your placement in an ESL cluster content area classroom?
2. What do you like least about your placement in an ESL cluster content area classroom?
3. How does the content area teacher help you comprehend the material taught?
4. How does the ESL teacher help you while in the ESL cluster content area classroom?
5. Do you feel comfortable having two teachers in your ESL cluster content area classroom? Why? Give examples.
6. How do you think both the ESL teacher and the content area teacher can work together to help you succeed?
7. Can you please compare your experience in an ESL cluster content area classroom to that in a content area classroom without the presence of the ESL teacher?
8. If you need help, whom would you ask the ESL or the content area teacher? Why?
9. Do you feel that the ESL teacher and the content area teacher are of the same importance to you? Why or why not?
10. Did the presence of the ESL teacher in the content area classroom make a difference to you? Explain.
11. If it is up to you, how would you like the class to be run (what roles and responsibilities should each teacher have)?
12. Did you feel being in an ESL cluster content area classroom helped you be more successful?
13. How does being in an ESL cluster content area classroom positively impact your success at school?
14. Do you like to have students who speak other languages as Arabic, Spanish, etc., in your class? Why?

APPENDIX M

SAMPLE TRANSCRIPTION OF AN ELL'S INTERVIEW AT THE SECONDARY LEVEL

- Widad: What do you like most about being placed in an ESL cluster content area classroom?
- Baby: Um(^) I like it because you learn a lot. The stuff they do to teach the lesson really help me to understand things and taking time in the lessons. And the way they teach help me a lot to understand the work.
- Widad: What do you like least about being placed in an ESL cluster content area classroom?
- Baby: ☺ Sometimes the people talk a lot and they don't listen.
- Widad: How does the content area teacher help you understand the material taught?
- Baby: Sometimes he takes his time and when I need help he comes and explains.
- Widad: How does the ESL teacher help you while in the ESL cluster content area classroom?
- Baby: Well (^) if I have a question, like if there is a question (//) in the book and I don't understand it. She puts it in a simple language that I understand.
- Widad: How does the content area teacher meet your language needs?
- Baby: We do vocabularies and each day he puts two or three vocabularies and we find definitions. And this helps me because I learn new words every day.
- Widad: Do you feel more confident/comfortable/better when the ESL teacher is in the class collaborating with the content area teacher? Why? Give examples.
- Baby: Ya (^), I feel a lot comfortable having Mrs. Betty (the ESL teacher) in the classroom because sometimes I feel embarrassed like asking questions to Mr. Tom (regular education teacher). And since I know her for a long time, I feel very more comfortable asking her questions(++).
- Widad: How do you think both the ESL teacher and the content area teacher can work together to help you succeed?
- Baby: I don't know, ☺ they really do a pretty good job for myself. Everything they are doing helped me throughout the year to really understand. So I really don't have that much suggestions for them.

- Widad: Can you please compare your experience in an ESL cluster content area classroom to that in a content area classroom without the presence of the ESL teacher?
- Baby: I feel if Mrs. Betty (the ESL teacher) is there I would learn better because if I have a question, the teacher you know (^) sometimes is busy helping other kids and by the time he comes to me the class is over. And sometimes I feel more comfortable asking Mrs Betty (ESL teacher) questions that I don't want to ask the teacher.
- Widad: If you need help, whom would you ask, the ESL teacher or the content area teacher? Why?
- Baby: Well, I'd ask Mrs. Betty (ESL teacher) first 😊 because of the confidence level. But sometimes I feel like asking Mr. Tom (regular education teacher) because he knows. Let's say if there is a subject and Mrs. Betty doesn't know about it I'll ask Mr. Tom and he helps me understand it very very // well.
- Widad: Do you feel that the ESL teacher and the content area teacher are of the same importance to you? Why or why not?
- Baby: Yes, because they both help me understand. Because if Mr. Tom doesn't know something Mrs. Betty would confirm if its right or wrong and if Mrs. Betty doesn't know something Mr. Tom would confirm it (++).
- Widad: Did the presence of the ESL teacher in the content area classroom make a difference to you? Explain.
- Baby: Ya (^), Mrs. Betty really did help me, it really did // in the material in my grade. Let's say if we have homework she makes sure that I did it. If I forget 😊 she always helps me with my homework.
- Widad: How are your language needs met in an ESL cluster classroom?
- Baby: They help me by learning words, new words, by learning new ways to write.() Like Mr. Tom makes us write paragraphs and that helps me improve more how to write, and each time, each time I write more.
- Widad: If it is up to you, how would you like the class to be run (what roles and responsibilities should each teacher have)?
- Baby: Go to each kid and make sure they don't have questions because sometimes they just don't raise their hands because they are embarrassed or scared to ask the questions so the teacher should just walk and ask them to make sure that their work is correct and ask them.

- Widad: Did you feel being in the ESL cluster content area classroom helped you be more successful?
- Baby: Ya (^), () by having two teachers I understand things way better. Because if I don't have Mrs. Betty (ESL teacher) and sometimes I get stuck at the work and sometimes don't understand what Mr. Tom (regular education teacher) is talking about. So sometimes I just ask her, can you tell me more about it, or can you put it in a simpler language so I can understand.
- Widad: How does being in an ESL cluster content area classroom positively affect your success at school?
- Baby: He sometimes tells us stories ☺ and from these stories he tells us the mistakes (++) ☺ he made and we learn about them and we know not to do that because he has been through it and has experience through it. Having two teachers help me keep my grades up, being on time, doing my work, staying on task and being organized in the class.
- Widad: Is there anything else you would like to add?
- Baby: It was fun having both of them. I enjoyed them; I learned about them a little bit more, about their lives and stuff ☺. And the way they teach, they helped me pass the OGT's.

*Data coding:

() period of silence

// Repetition of words

^ Fillers as Um, ah, well, ya

++ Excitement

☺ Laughing, giggling

APPENDIX N

SAMPLE PRELIMINARY ANALYSIS OF INTERVIEWS

ESL teacher's interview analysis

The ESL teacher's interview consisted of twenty five questions. The researcher analyzed each question taking into consideration the input provided by the three ESL teachers at the three educational levels; primary, intermediate and secondary.

Question (1)

How can you support instruction within the mainstream ELL cluster classroom?

The ESL teachers support instruction in the ELL cluster classroom in different capacities depending on the grade level and the ELL's needs. The support can take the form of total involvement as sharing duty to the role of facilitator providing supplemental support.

Primary

The ESL teacher collaborates with the content area teacher by supporting instruction through assuming and sharing all duties performed by the content area teacher. The ESL teacher at the primary level indicated "We share duty within the classroom, so she teaches part of the lesson, and I teach the next part of the lesson. I mean we just switch out." (Mrs. Fahema May 2010)

Intermediate

The ESL teacher supports instruction by working with the content area teacher to supplement instruction or by delivering instruction using visuals and graphic organizers to help ELLs comprehend the content. The ESL teacher stated "I work together with the general education teacher on doing certain instruction that helps the ESL students, it maybe visual, graphic organizers." (Mrs. Reebeca, May2010)

Secondary

At the high school level, the ESL teacher supports instruction by circulating and monitoring that students are on task through simple observations and indicators that range from being on the correct page, clarify questions or directions or when taking notes, or by the ESL teacher herself taking notes to help ELLs supplement what they have missed and get caught up later on. The ESL teacher shared "I support instruction in the ESL cluster content area classroom; I go around checking for the students to be on the correct page...taking the correct notes and taking notes myself, that way if they are missing something in the classroom, I give them my notes to copy." She also added,

“When the class involves a hands-on activity such as an experiment in science or a guided reading in social studies, I clarify directions or questions that are unclear for students or impeding their progress. I may begin the process with them (in the case of an experiment) or direct them to a page or paragraph in the text (in the case of a worksheet or guided reading) if students are stuck.” (Mrs. Betty, May 2010)

Question (2)

How do you support the ELLs language needs in a mainstream ELL cluster classroom?

The ESL teacher supports the ELLs language needs in the ELL cluster content area classroom in a variety of ways based on their educational level and language proficiency levels and need.

Primary

At the primary level the students are divided into small groups that might include ELLs as well as regular education students based on their needs, and either the content area teacher or the ESL teacher will help explain and clarify what they need. The ESL teacher pointed out “I support language for all students, divide students into smaller groups so that they get individual work....we review the vocabulary a lot with them and support their needs.” (Mrs. Faheema, 2010)

Intermediate

At the intermediate level, the students are divided into small groups that might include ELLs as well as regular education students based on their needs, and either the content area teacher or the ESL teacher will help explain and clarify what they need. The ESL teacher at the intermediate level added “We can pull the ESL kids, or any kids that need extra help, so there are two people in there who are able to work with them.”(Mrs. Carmen, May 2010)

Secondary

At the high school level, the ESL teacher supports ELLs language needs by explaining a word or giving hints or ideas, or synonyms that help students understand the meaning, and she provides additional explanation and clarification when she meets with the ELLs during content support. The ESL teacher shared that “Students will ask me if they don’t understand what a word is, and if I can quickly tell them what that word is then I do so. I explain it in other words or give them synonyms and/or ideas, or we talk about it when we get together in content support.”(Mrs. Betty, May 2010)

Question (3)

What pedagogical strategies do you discuss with the content area teacher?

The pedagogical strategies the ESL teachers discusses with the content area teachers ranges from modifying the work as practiced at the primary level, or following a building strategic plan as using the Sheltered Instruction Observation Protocol (SIOP) strategies and Max Teaching as well as literacy work stations at the intermediate level to posting objectives and key ideas on the board in writing and repetition for understanding as at the high school level.

Primary

The ESL teacher and the content area teacher use the same pedagogical strategies with all students, and the ESL teacher modifies the work for ELL based on their individual needs. The ESL teacher indicated "...we use the same strategies with all the children, but modify the strategies...so if the ELLs work needs to be less, then we do that." (Mrs. Faheema, May 2010)

Intermediate

The ESL teacher and the content area teacher collaborate by following their building strategic plan as using the Sheltered Instruction Observation Protocol (SIOP) strategies and Max Teaching as well as literacy work stations The ESL teacher at the intermediate level stated "...we are using the SIOP strategies and the Max Teaching, this year we introduced the literacy work stations so that is what we focus on."(Mrs. Carmen, May2010)

Secondary

The ESL teacher shares with the content area teacher strategies that help all students and not only the ELLs stay focused and understand the knowledge introduced. The strategies include repetition that assists in recalling information presented as well as posting objectives and key ideas on the board to help students stay informed and engaged. The ESL teacher at the high school level added: "...Strategies that I would share with him as putting things on the board in writing and repeating for understanding.. ...In science it is necessary to understand a large amount of new vocabulary so we often introduce vocabulary prior to beginning the section." (Mrs. Betty, May 2010)

Question (4)

How do you collaborate with the content area teacher to meet the needs of ELLs?

The ESL teachers collaborate with the content area teachers to meet the needs of ELLs in a variety of ways at the various educational levels. At the primary level, the collaboration addresses comprehensive collaboration in every aspect, and specifically

questioning techniques and teaching vocabulary. At the intermediate level the ESL teacher and the content area collaborate to meet the needs of ELLs during their monthly meetings and planning to discuss specific items. At the high school level, the ESL teacher and the content area teacher collaborate in relation to test administration and extended time provided.

Primary

At the primary level, the ESL teacher collaborates with the content area teacher on every aspect related to educating and meeting the needs of all students which will be discussed in their weekly meeting to create lesson plans. They collaborate on strategies for teaching vocabulary and questioning techniques to check for comprehension. The ESL teacher mentioned “We meet weekly to sit, do our lesson plans and then within that we try to meet the needs of every child... but for the ELL kids we focus a lot on the vocabulary, we have them read to us a lot, we ask them a lot of questions in order to make sure that they are understanding everything... we work together, it’s not like she does one thing and I do another thing, everything is together and it just blends.”(Mrs. Faheema, May 2010)

Intermediate

At the intermediate level, the ESL teacher collaborates with the content area teacher during the monthly meetings arranged by the district for professional development or meetings during interventions to plan lessons and discuss specific items. The ESL teacher stated “We do planning together...sometimes it is a full day or a half day per month, and sometimes we meet during intervention.”(Mrs. Carmen, May 2010)

Secondary

At the high school level, the ESL teacher collaborates with the content area teacher on administering tests and on deciding on the appropriate extended time provided for the completion of tests taking into consideration the length of the test and the individual ELLs language proficiency level and needs. The ESL teacher at the high school level added “We need to discuss how much time the kids might need on a test; if it is lengthy then they need more time.”(Mrs. Betty, May 2010)

Question (5)

Do you think it is important to assign explicit classroom responsibilities for you as an ESL teacher as well as for the content area teacher? Why?

Assigning explicit roles for the ESL and the content area teacher varied based on the educational level whether the primary, intermediate or secondary level. For at the primary and intermediate levels there is no assigned explicit role for the ESL teacher and another for the content area teacher. While at the high school level, there are explicit

assigned roles due to the level of complexity of the content as well as the licensure requirement to teach a content area at that educational level. Due to the pre-mentioned logistics, the content area is the one responsible for teaching the core content and the ESL teacher is the one supporting instruction.

Primary

At the primary level, there are no explicit classroom responsibilities assigned to the ESL teacher and others assigned to the content area teacher. The ESL teacher at the primary level stated “We don’t really assign her-the content area teacher-a job and me a job, we just have it so it kind of blends.”(Mrs. Faheema, May 2010)

Intermediate

At the intermediate level, there are no explicit classroom responsibilities assigned to the ESL teacher and others assigned to the content area teacher. The ESL teacher at the intermediate level added “We don’t really do explicit responsibilities, we build such a rapport, I think we take turns doing things.” (Mrs. Carmen, May 200)

Secondary

At the high school level there are assigned roles, for the content area teacher is the person in charge of teaching the content area since she/he is the expert in the field and certified to teach that content and the assigned grade level in particular. The ESL teacher’s role is more of a facilitator supporting instruction and providing individualized instruction and assistance to students whether ELLs or regular education students.

APPENDIX O

CLASSROOM OBSERVATION CHECKLIST

Item	All the time	Most of the time	Some time	Not observed
1. Co-teachers model effective communication in the ESL cluster content area classroom.				
2. Co-teachers model effective cooperation in the ESL cluster content area classroom.				
3. Co-teachers are equally responsible for what takes place in the ESL cluster content area classroom.				
4. Co-teachers step in to help one another.				
5. Co-teachers monitor student's behavior.				
6. Co-teachers monitor students being on-task during instruction.				
7. Co-teachers switch instructional strategies when necessary.				
8. Co-teachers treat each other with respect.				
9. Co-teachers maintain a professional relationship.				
10. The ESL teacher shares in delivering the lesson content.				
11. The ESL teacher shares in monitoring all students/ ELLs progress.				
12. The ESL teacher only provides support and help to ELLs.				
13. The ESL teacher sits in one corner of the room while the content area teacher teaches.				
14. The content area teacher involves the ESL teacher in the content delivery or in elaborating on the material presented.				
15. The ESL teacher provides individual assistance to students.				

Item	ESL teacher	Content area teacher	Both
1. Performs routine duties such as taking attendance.			
2. Performs daily routines such as passing/handing papers.			
3. The teacher(s) responsible for classroom management and discipline.			
4. The teacher(s) responsible for small group instruction.			
5. The teacher(s) responsible for checking homework.			
6. The teacher(s) responsible for facilitating activities.			
7. The teacher(s) responsible for assisting ELLs.			
8. The teacher(s) responsible for assisting regular education students.			
9. The teacher(s) rotating to check for comprehension and to clarify unclear instruction.			
10. The teacher(s) that monitors language related issues and helps in clarifying academic content terms.			