ABSTRACT

Over the course of twelve weeks, I investigated the observed behaviors and reported experiences of dual language English learning students when implementing ESL strategies in a co-teaching classroom. As a researcher, I investigated how using the native language of children can bridge their current understanding into learning another language, in this case English. I investigated how the dual language model set within the school affects the student participants within the classroom, I as the researcher experienced teaching both Spanish and English, and how it affected the output of the student participants. The usage of the student participants’ native language was used in conjunction with their second language learning of English to allow them the opportunity to make connections between both languages. Participants who needed to explain something and could not do so in English were able to use their native language, and/or draw pictures, use picture dictionaries, or have another participant help them to express their idea or concern. The researcher also evaluated the effects of collaborative co-teaching and its effects on the students and teachers. With the implementation of ESL strategies our students showed growth in reading and were much more comfortable learning and speaking the English language. In a co-taught class, our students learned how to be patient with us and each other. They learned valuable problem solving skills and imitated our collaboration. Students became confident and felt more willing to learn.