

## Staying Organized Throughout the Research Process: Taking Organized Notes

### Document #5

de Jong, E. J. and Harper, C.A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32, (2).

Sandquist, Amy L. 12/18/12 2:59 PM  
**Comment: Maintain a separate Word document page for each source.**

#5 "Only 12.5% of teachers who teach ELLs had received more than eight hours of professional development specifically related to ELLs" (as cited in NCES, 2002, p. 2).

Sandquist, Amy L. 12/18/12 2:59 PM  
**Comment: Write the bibliographic citation (in the appropriate citation style) at the top of the page. This will help you keep organized, avoid plagiarism, and save time.**

#5 "There is a significant achievement gap between language minority and language majority students" (Moss and Puma, 1995, p. 2).

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**Comment: After you write the citation, number your source so that you can easily reference it in your notes.**

#5 "Inclusionary practices rather than separate, specialized programs" (as cited in Echevarria, Vogt, and Short, 2004, pg. 2).

Sandquist, Amy L. 12/18/12 3:00 PM  
**Comment: USE QUOTATION MARKS when you quote directly from the text.**

#5 "A recent AACTE survey of 417 institutions of higher education found that fewer than one in six required any preparation for mainstream elementary and secondary teachers regarding the education of ELLs" (as cited in Menken and Antunez, 2001, pg. 2).

Sandquist, Amy L. 12/18/12 3:00 PM  
**Comment: Use appropriate parenthetical citation to keep track of page numbers.**

#5 "Tacit assumption that the preparation of teacher for diverse, native English-speaking classrooms can be easily extended to include ELLs" (p. 2)....

- These practices include "activating prior knowledge, using cooperative learning, process writing, and graphic organizers or hands-on activities." (p.2).
- The national content standards for Math, English, Science, and Social Studies all assume an English "linguistic foundation underlying effective content classrooms" including "active discussion, reading texts and using language to represent learning" such as "oral reports" (p. 2). Emphasis is on classrooms where students "talk to learn" (P. 2).
- Too much "reliance on the similarities between L1 and L2 learning and development overlooks the impact of differences between L1 and L2 learning on effective oral language and literacy development and academic achievement of ELLs." (p. 2).

#5 Because they might assume that low language production means lack of complex thinking, teachers "dummy down" their instruction by "relying on low level recall or knowledge questions when questioning second language learners with limited speaking skills" (de Jong and Derrick-Mescua, 2003; Kinsella, 2000) or "refrain from asking questions at all in anticipation that ELLs will be unable to respond (Schinke-Llano, 1983; Verplaetse, 2000, cited on page 2). They need to learn new forms of supportive instruction to keep their expectations high even with low oral language production (p. 2).

#5 Suggested strategies for reaching ELLs weak: "drawing the causes of the Civil War", for example. (p.2)