nationalities, or socio-cultural background. This is indicative of the fact that the new strategies are effective in teaching immigrant students from various countries.

6.1.2 The 't' score (at .05 level) establishes the fact that the improvement is not due to any chance factor. As indicated by the statistical analysis, if the experiment were repeated, the possibility of chance variation is as low as 5 percent.

6.1.3 The interaction within the students among the controlled group as well as the experimental group indicates that the new strategies encouraged and facilitated greater use of oral communication and understanding which resulted in the successful completion of the projects during the term.

6.1.4 The implementation of the new strategies requires readiness on the part of students, and self-activity of students based on real life situations followed by a sense of success and satisfaction. The teacher should plan in advance, execute nicely, judge critically, and satisfy all the students taking part in the learning.

6.1.5 It is also understood that given the opportunity, and with proper instructions, students can distribute work among themselves and carry out the task without any interference from the teacher. It encourages pupil activity and lays more responsibility on students. Distribution of work also encourages free thinking and planning; it enables the students to express
their views, to use their judgment, and to complete the project to the best of their abilities. It keeps them busy both physically and mentally.

6.1.6 It is possible to keep noise level under control by assigning meaningful activities and dividing students in groups wisely and carefully after giving careful consideration to the personalities of the students involved.

6.1.7 It is also established that various strategies are built around an activity that is carried out in a school or outside it. Its main aim is to accomplish a useful task in a group-setting where all work is done in a cooperative manner. The students are given freedom to select their projects after careful thinking. Students learn by doing and by living. This project method was used in USSR schools and perfected by J.A. Stevenson, an ESL specialist.

6.1.8 It should be incumbent upon the teacher to guide students in selecting and finding out the aims and objectives of the project. Students and teacher both should cooperate in drawing the blue-print of the project and there should also be a few alternate plans. A discussion as well as feedback from students should be welcomed. Thus a good and cordial rapport between students and the teacher is very important.

6.1.9 It is imperative that the project is executed with great care. Among the students, duties should be assigned in a way that all students get the activities of their choice. Each student must be a contributor. Taste,
ability, temperament, and sincerity should be the guideline in the distribution of the duties. It needs patience on the part of the students and the teacher. In one project many activities can be developed. A teacher should guide, encourage, and supervise a project and give instructions when necessary.

6.1.10 ESL teachers are gradually becoming aware of the need for cross-cultural teaching and learning. It is a necessity for the future if we are to prepare world citizens - "cosmopolitan nationals." We are all beginners in this field, but let us accept the challenge, build our knowledge and learn from each other in our pursuit. This reminds one of the speech of Franklin D. Roosevelt at the International Student Assembly in 1942 in which he said, "The old term 'Western Civilization' no longer holds. World events and common needs of all humanity are joining the culture of Asia with the culture of Europe and of the Americas to form for the first time a world civilization." Watson & Roberts concluded after their survey that although there are many individuals committed to prepare students for teaching in a pluralistic society, there is still a need for more effective support in teacher training programs.

6.2 Implications for future research

6.2.1 One major goal of language minority education is the development of linguistic skills in English for participation in mainstream classes. ESL students need to acquire the skills that would put them in par with the
native English speakers in writing, reading, listening, and speaking. Future research is needed to delineate alternative routes for achievement of this goal.

6.2.2 Learning or knowing the native language should not impede the fluency in a second language. Further research is needed to identify the processes to facilitate the positive transfer.

6.2.3 Bilingualism enhances children's thinking skills. Are bilingual programs a crutch or a necessity for an ESL student? Does it hinder or enhance the ESL student's academic progress? Future research must explore specific cognitive/academic functioning of bilingual children.

6.2.4 Language minority education programs should have the flexibility of adjusting to individual and cultural differences among children. Further research is needed to determine how long a student should remain in a bilingual program; it is not abnormal for some students to need instruction in two languages for relatively long periods of time.

6.2.5 Further research is needed in determining the learning styles and maturity levels of young children as opposed to older learners.

6.2.6 Children who are at risk for reading failure should be taught to read in the native language. Reading skills required in native language transfer readily and quickly to English and will result in higher reading achievement in English. Future research should make the link between overall literacy in the native language and overall literacy in the second language.
6.2.7 A problem for language minority children is that young English speaking children share the negative stereotypes of their parents and the society at large. Any action that upgrades the status of the language minority children and their native language contributes to the children's opportunities for friendship with native English speaking children. Future research with these children must link issues of ethnic identity, general self-concept, and specific academic self-concept.

6.2.8 Regardless of differing estimates, a significant number of students from language backgrounds other than English are served by USA schools. Moreover, this population is expected to increase steadily in the future. The challenge these students present to US educational institutions will continue to increase concomitantly. For a school district staff with language minority students there are many possible program options: transitional bilingual education, maintenance bilingual education, ESL, immersion, sheltered English, submersion etc. Further research is needed in defining who is a language minority student and which particular programs best serve the needs of that student.

School district staff which includes the school board members of the individual school districts along with the Board of Education guidelines have been creative in developing a wide range of language minority student programs. They have answered the above questions differentially for (a) different language groups (Spanish, Vietnamese, Chinese, etc.); (b)
different grade levels within a school; (c) different subgroups of language minority students within a classroom; and (d) even different levels of language proficiency. The result has been a broad and at times perplexing variety of program models. Research is needed in trying to match the program model with the needs of the student population in a particular school.

6.2.9 The following components of language-related area need further research (a) language attrition: stages of first and second language shift or loss; and relation to language acquisition processes and (b) the social code-switching of bilinguals.

6.2.10 The following research components and activities in the area of assessment need further research (a) identification criteria: academic and affective indicators considered as exit criteria for limited and non-English proficient students who are language disabled (b) test construction: for the limited English proficient student without the knowledge of specific concepts; for non-Western society limited English proficient; culturally relevant to bias; and language function and language use related to kinds of tasks posed on tests for adults, young adults, and children.

6.2.11 A research study is needed to show correlation between migration and the ESL student's performance level. Factors involving migration patterns may be studied namely migration patterns of specific linguistic
minority communities; social class variation of migration; and occupational mobility in relation to family stress and parent-child relationship.

6.2.12 A study may include the research issues about mainstreaming: namely range of variation of mainstreaming from one school to the other; performance of mainstreamed students after one, two, and three years in a regular program; and performance of students who are never mainstreamed.

6.2.13 A study may be taken up to see how the use of computers in the academic areas as well as language development improves the ESL student's performance in school.

6.2.14 Further research is needed for variation in the implementation of the bilingual education laws in the bilingual classroom and the characteristics of language policies in the USA.

6.2.15 Program evaluation may include the following examples of research activities: Characteristics of a bilingual program evaluation model; and design and development of a model to meet the characteristics of a specific school population.

6.2.16 There is an urgent need to conduct research to provide alternative understandings and explanations of the so-called academic failure or failure of adjustment of language minority students in the school system. The
alternative must be to look at the classroom interaction, the school, and the community. Research needs to provide answers to questions such as: Why does a child, who can communicate effectively in the outside world and in the community, when he moves into academic context - the school - and freezes when he/she tries to do mathematics in English and has to switch to his/her native language to clarify the concepts?

6.2.17 Further research is needed to support or oppose the educational policy that would make grades 13 and 14 universal for ESL students. Some critics see it as a proposal to institutionalize our failure to deliver education on time. With the underachieving ESL students, universities drain them of federal loan money and personal money, then dump them for academic reasons calling them college dropouts or academic failures.

6.2.18 A research is in order to determine the level of L2 language proficiency in correlation to the translation from L1 to L2 to comprehend and converse. When does an ESL student stop translating from his native language into English and vice versa?

6.2.19 Further research is needed in the area of adjustment to the day-to-day lives of immigrant adolescents for whom it is crucial to pick up command of the language of their speech community so that they can become socially acceptable to their peers. Could a group of these youngsters feel comfortable with code switching, or using two different
languages in a sentence. The process is called the social development of code switching of bilinguals. Most native USA students use slang with their friends, but not so much with teachers and parents, so they can turn it on and off when they want to. Beyond being fun, slang demonstrates that the child has an excellent command of language, according to Linda Levine, an educational anthropologist and chair of teacher education at the Graduate School of Bank Street College in Manhattan.

6.2.20 Further research is needed in the area of professional immigrants who come to the USA with college degrees but because of lack of fluency in English suffer from inferiority complexes, as there are too many odds against them. How do climatic changes, homesickness, and lack of support group system affect their struggle to get a job, maintain a job, and get a promotion on the job?

6.2.21 Further research is needed in the plight of the senior citizens who are affected by the changes in the recent immigration laws. The changes affect the entry of new immigrants to USA and will put financial and emotional strain on the permanent residents of USA for decades. The new law which went into effect on August 22, 1996 discontinued the Supplementary Social Income (SSI) of senior citizens if they were not receiving SSI benefits as of that date or if they are not USA citizens. This group includes a vast majority of senior citizens who have entered the USA as legal residents in the late seventies or early eighties especially from a number of Asian
countries: namely India, Pakistan, China, Korea, Japan etc. As a consequence of the new immigration laws, the senior citizens will or may lose their SSI benefits and hence they are scrambling to get their USA citizenship so that their SSI benefits can be reinstated. To be granted a USA citizenship, an immigrant must have a basic knowledge of English and pass a test on USA History and Government which is given in English. Further research is badly needed to find out strategies that will work effectively to ensure the successful completion of the English requirements for the process of acquiring citizenship. This research will do tremendous good for the group of people who would have been otherwise neglected.

There is another group of senior citizens who do not depend on SSI to support themselves, but feel totally outcast in the English speaking world as they cannot speak or understand English. We may say that the polyglot residence in the USA is no tower of Babel; ask senior citizens about this predicament and they tend to disagree with the statement. Not knowing the language of the country they reside in may pose a lot of hardships and problems. Further research in the area of teaching life skills to the newly arrived senior citizens and long time residents will help them assimilate with the society in which they live and reside. Study in this direction will definitely improve the quality of life for this group of people and may prove fruitful to the immigrant community at large.

6.2.22 In theory, research support can be identified for educational innovations which choose to utilize language in a variety of distinct ways.
within the educational program for language minority students. It seems necessary to conclude that the present state of research and theory on the language and the education of language minority students does allow for specific conclusions. It would be recommended that educational professionals, in their quest to intervene for betterment of language minority students, carefully scrutinize relevant theory and research and utilize analysis to design, implement, and evaluate interventions of significance in their particular circumstances.

6.2.23 There is a multitude of options open to the teacher in presenting his/her material. Relations of implication do exist most obviously between language teaching and what is known of the psychology of language acquisition. As a result, the study of theories of language acquisition helps to articulate the implications of many current and proposed practices in language teaching.

6.3 Teacher preparation

6.3.1 Most of the ESL teachers are monolingual, lacking fluency or understanding in the various languages to be found in a typical ESL classroom which is linguistically diverse and heterogeneous. The challenge facing the profession is how to integrate the various strategies discussed in the dissertation. As a dispenser of linguistic information, an ESL teacher
might have to shift from a teacher dominated classroom to a student dominated classroom.

6.3.2 An ESL teacher should recognize the needs of his/her students and make an effort to cater to these needs. Active student participation and teacher feedback provide a stage for better learning. Self-correction and correction by peers are more effective than teacher correction. The teacher guides students in correcting their own mistakes rather than providing correct answers.

6.3.3 Teacher preparation is absolutely essential in light of the new Regent requirements in New York state. A copy of the brief summary and sample of requirements are attached. New York state commissioner Richard P. Mills pledges to work closely with teachers as the state develops new graduation requirements and new teacher certification requirements.

6.3.4 The new high school graduation requirement poses a serious problem for immigrant students. James J. Lyons, Executive Director of the National Association for Bilingual Education, said it would be unreasonable to expect newcomers and native speakers of English to pass the same rigorous English examination. As the present study involves the teaching of ESL students in New York City, it is essential to discuss the New York state graduation requirements and how it would impact the ESL population of high school students.
About eight percent of New York State's 800,000 high school students are classified as having limited proficiency in English, but more than sixteen percent of New York City's high school students fall into that category. Whether special provisions should be made for them is one of the most controversial issues facing the Regents, who adopted new, more rigorous graduation requirements a year ago. The Regents are sixteen mostly lay people appointed by the New York Legislature to be the state's educational policy making body. The Regents tests have long been used to determine a student's readiness for college and to award state-financed merit scholarships.

The New York State Educational Commissioner, Richard P. Mills, has proposed that for the first time the state's college-preparatory Regent examinations be given in languages besides English and wants the tests translated into four other foreign languages namely Spanish, Haitian Creole, Russian, and Chinese. The translation would give immigrants a fair chance to use their knowledge of the other three subjects. But Bill Hirschen, a spokesman for the Education Department, questions Mills' proposal by asking if Regents would pass this proposal which would cost about $350,000 a year for translation. Those who oppose the idea argue that providing multilingual Regents is an easy way out. Schools must not let that happen. The move to high standards should not be undercut by the casual granting of exceptions.
With the new graduation requirements being implemented as of the year 2000, some educators have come up with an alternate plan to get a diploma. It is called an International Baccalaureate Program (IBP). New York City is looking into the IBP diploma. According to David Weiss, co-chairman of the northeast Guild of IBP schools, "With the state's drive to raise standards, many schools are looking to improve their high-level offerings. IBP is a perfect match." The program which is offered in 634 schools in 85 nations, was created in the 1960's as an international college prep program for children of diplomats and business people.

A student enrolled in the IBP program, must complete a common core program of six academic disciplines and a two-week battery of final examinations. Students are also required to devote time to extracurricular work and take an interdisciplinary philosophy course stressing "critical and compassionate" thinking. Studies culminate with a 4,000-word essay that is much like a doctoral thesis and graded by external IBP examiners. Each year, about three quarters of those who attempt the diploma succeed. IBP may be an alternative to a high school diploma for an ESL student who wants to enter the college of his/her choice.

A number of colleges and universities - including Bryn Mawr and Harvard - already bestow early entry, special scholarships, and advance standing to IBP recipients. No matter what a student's SAT score or grade point average is, Virginia Tech grants automatic sophomore status to any
student who has earned an IBP diploma. Weiss maintains, "The ideal is to make the IBP diploma an educational passport to virtually anywhere a student wants to go." For students bound for Ivy League schools, the IBP can offer a competitive edge in college applications.

6.3.5 The state Board of Regents in November, 1997, is expected to deal with proposals calling for recertification of teachers. The teachers' union, United Federation of Teachers (UFT), needs to be a part of the solution or others will impose new requirements. There is a lot at stake for ESL students who need competent and trained teachers to impart knowledge to them.

Carl Hayden, the chancellor of the state Board of Regents, hailed UFT leaders for their "very conspicuous help" in ushering in an era of higher standards for New York students. Hayden issued a challenge, saying: "I want to summon you to a higher level of professionalism." One way to do that is to establish a state teaching board that would credential teachers, strengthen standards for entry into the profession, oversee continuing professional development, and handle issues of discipline pursuant to peer review. The board would establish teaching as a profession akin to medicine or law.

New York State United Teachers First Vice President Antonia Cortese said at the Representative Assembly that teachers need to begin to
take the issue of recertification seriously. She said that New York has the highest certification standards in the USA noting that only New York requires a master's degree, years of teaching, and passage of state examinations for permanent certification. However, New York is one of only six states that require no continuing education to maintain certification. She recognizes the need to upgrade teachers' skills, but she thinks that it should be the state's responsibility to fund ongoing staff development. Continuing education should not necessarily mean college courses, but should also include teacher meetings on lessons and instructional strategies.

The Delegate Assembly of UFT has proposed a resolution that recommends that teachers in the state be required to apply for a license renewal every four to six years. Among the requirements for recertification proposed in the preliminary report are continuing education courses, a written examination and a performance review by a state team, which would include a principal and teachers from outside the district. Cortese said that the move to recertification was part of a broader focus on questioning the teacher quality. She also thinks that it is another attempt at diminishing tenure and has been called "renewable tenure." She called that an oxymoron because at the end of five years teachers have got nothing but another hurdle to cross which is renewing their license which will take time away from their professional advancement.
United Teachers First Vice President Antonia Cortese, a member of the National Board for Professional Teaching Standards (NBPTS), said that federal government is offering candidates a grant in states that provide matching funds. The NBPTS was established in 1987 as an independent, non-governmental, teacher majority board to set clear and rigorous standards for what an accomplished teacher must know and be able to do. Candidate must successfully complete a lengthy assessment, including a site visit, lesson plan evaluation and videotape review. They also must complete a full-day of performance-based activities, such as classroom simulations and structured interviews. Since the program started in 1995, 30 New York teachers have achieved certification. President Clinton pledged funding to encourage teachers to seek national board certification.

A Board of Regents task force is considering changes in teacher preparation and teacher certification. Some of the proposals under discussion have included a requirement that the teachers pass a periodic review or complete continuing education credits. Critics have charged that such requirements are really attempts to eliminate teacher tenure under another guise. The resolution affirms the UFT's support for "equitable and effective efforts to improve teacher quality," such as "professional salary levels and conditions sufficient to attract and recruit an adequate supply of the highest quality candidates; upgrading pre-service requirements; mentoring; internships; fair and consecutive evaluation procedures; peer
intervention; national board certification; and high quality, ongoing professional development."

Regents Chancellor, Carl Hayden, briefed the school board members that they will approve a new set of higher standards for teachers, standards that will define first what they must know and be able to do in order to gain a license. Second, they will consider a tougher curriculum for the schools that educate teachers. And third, a richer set of professional development experiences for our present teaching staff and some form of renewable certification will be considered. He stressed that no decision has been made on how the renewable certification process will work, or what type of "re-educational loop" will be necessary for those who do not qualify. The final decision is not expected until next March. (It is yet not a done deal).

According to the UFT a really good professional development program would be an ongoing process, not a once-every-few-years recertification process. It would be geared to the needs of the school and students in that particular school. It would help teachers work as a team. It would be provided by schools and on school time, but it certainly would pay teachers if it were not on school time.

Dennis Sparks, Executive Director of the National Staff Development Council, told more than 240 staff developers attending the first meeting of the Professional Development Academy, the UFT/Special
Educator Support Program, (SESP) that staff development should be job-embedded learning as teachers go about their day-to-day work. Norma Prado, of the staff office of High School Bilingual/ESL Programs said, "Our job is to find ways to share our personal journeys with teachers so that they find the journey exciting - the best journey in town."

Testifying at a hearing of the City Council's Education Committee on September 26, 1997, Randi Weingarten, executive assistant to the UFT president, told the committee that the union has tried to offer courses and coaching to help members get through the "licensing maze," and by "running the equivalent of a university" to provide professional development. While supporting "the highest standards" for entering the teaching profession and the "rigorous entry examination" required by the state, the New York City's licensing process is both "confusing and duplicative." Weingarten said the system lets down new teachers once they start to work by "handing them keys and then abandoning them." She called for better mentoring programs and noted that the union offers courses and the Teacher line to give help and advice on such topics as classroom management and instructional strategies; but according to her, it is most lacking in professional development. She said that there should be a teacher center in every school and there should be far more preparation for new instructional initiatives than is the current practice. The literary initiative will not be effective if teachers are not provided intensive training in diagnosing and addressing reading problems.
Cortese outlined problems with the proposal by Carl Hayden that teachers should be licensed and overseen by the state board just as doctors or nurses are. Licensing would not give teachers any more authority or control over their own profession. In fact, a professional board would subject teachers to more oversight by the state than currently exists. But teachers, unlike doctors or lawyers, would still lack control over conditions affecting their profession, such as class size or the ability to remove disruptive students. She also believes that principals should not be allowed to evaluate teachers for continued certification and for continued employment. She further states, "It would be a circumvention of the tenure process and is totally unacceptable to New York State United Teachers."

Now that we have discussed the findings regarding the strategies involved in the teaching of ESL, implications of those findings, and areas of further research in ESL at the adolescent level, middle aged level, and at senior citizen level; and pros and cons of new teacher recertification proposal, the investigator will conclude the study by giving an overview of the research in the next chapter.