

## ABSTRACT

### SECOND LANGUAGE ACQUISITION STRATEGIES AND METHODS IN THE CLASSROOM: A STUDY OF CLAD- CERTIFIED TEACHERS AS MANDATED BY *NO CHILD LEFT BEHIND* LEGISLATION

This study examined the implementation of Second Language Acquisition (SLA) strategies and methods as the theoretical model for the Cross-Cultural, Language, and Academic Development (CLAD) certificate utilized in classrooms by certified CLAD teachers as mandated by NCLB legislation. The intent was to document effective strategies and methods grounded in SLA that teachers applied to address English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to enable English Learners (ELs) to succeed academically in California classrooms. An attempt to document effective strategies employed within SLA methods included, but were not limited to the Natural Approach, Total Physical Response, Suggestopedia, Language Experience Approach, and Cognitive Academic Language Learning Approach.

In-depth interviews were conducted with three CLAD-certified public school teachers who taught second, third, and fourth grades. The data collected from the interviewing process provided the researcher with crucial information that significantly correlated with the classroom observations in determining the application of CLAD methodologies.

In all three classrooms observed, no ELD and no SDAIE strategies or methods were utilized. The teachers readily admitted during the interviewing process virtually no CLAD methods or strategies were implemented in their classrooms. Some reasons indicated by the teachers for the absence of SLA strategies and methods were due to the lack of support from the current and former

on-site administrators, lack of ongoing training, lack of communication, and lack of monitoring.

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