

Final Written Report
Professional Development Grant
“Strategy for Educating the ‘Whole’ Immigrant Student”
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This is the final report for a professional enhancement project funded by an ATU Professional Development Grant.

A. Title page (provided above)

B. Restatement of Professional Enhancement Opportunity

Abstract of Conference Paper Presented:

Immigration rates in our country have been on the increase for a while now. With these increasing immigration rates comes a greater need for our colleges to educate even more English language learners, many of whom are foreign born. When entering our schools, these students face many challenges including academic, cultural, and psychological ones. Because of all of these issues, they desperately need someone who will strive to educate their whole person, not just the academic part. How can we, as educators, adequately address not only the academic needs of our immigrant students, but also their cultural and psychological ones? According to Cristina Igoa in *The Inner World of the Immigrant Child*, teachers can address the learning needs of the whole student by using a threefold intervention strategy called CAP (Cultural/Academic/Psychological). The goals of this strategy are to facilitate students' continued connection to their native cultures, academic achievement, and a sense of feeling empowered in their school environments. In my presentation, I will explain more about this intervention strategy and explore how it can be applied in classroom settings.

C. Brief Review of Professional Enhancement Opportunity

I attended the National College English Association (NCEA) Conference where I presented a paper on March 29, 2014. The conference ran from March 27 to March 29, 2014. Therefore, I traveled to the conference on March 26, 2014 and arrived home from the conference on March 30, 2014.

D. Summary of Experiences

I teach undergraduate ESL students in our department and upper-level undergraduate and graduate students who are training to be ESL teachers. Therefore, I am continually exposed to the struggles of both students and teacher trainees in the area of ESL, and am constantly seeking classroom methods to make both groups of students' struggles a little lighter. For three years now, at the CEA Conference, I have presented papers on challenges that ESL students face when studying in the States. Every time I attend the CEA Conference, I gain invaluable critical feedback from colleagues regarding future directions for my research.

E. Conclusions and Recommendations

Presently in my specialty field of Teaching English as a Second Language (TESL), there is not enough research or training commentary addressing what assistance needs to be given to ESL students in schools as they experience cultural adjustment. They have left the comforts of their countries and are trying to adjust to their new home country but, in many cases, they are not yet assimilated into most places in their new home country, including their mainstream college classrooms.

As a result of this shortage of scholarship in my field and both positive and negative commentary that I have received on my scholarship at national conferences, including the 2014 College English Association (CEA) Conference, I will continue conducting inquiry in this area and searching for better classroom methods than we currently have in place. I can envision creating a series of articles from this endeavor.

Thank you for your continued support.