

## **ABSTRACT**

This study explored the use of learning stations in the secondary English as a Second Language (ESL) literature classroom. The various learning stations included journaling, independent reading, vocabulary practice, and small-group writing instruction. In a suburban New Jersey high school, eleven students from seven different countries participated in this study.

This study found the implementation of learning stations to be an effective method for teaching ESL students. The study led to the development of five main findings. First, students spend more time on task when using learning stations instead of whole-group instruction. Next, the needs of second language learners can be more effectively met through learning stations. In addition, using learning stations in the secondary ESL classroom increases small group instruction time, therefore increasing a student's variety of tasks and learning experiences. Furthermore, students are more involved in a class that incorporates learning stations and small group instruction. Finally, teacher questioning and reminding leads to changes in teacher planning. Therefore, this study shows the efficacy of implementing learning stations with high school ESL students.