

**ABSTRACT**

This qualitative action research study examined the impact of support provided by the ESL teacher upon mainstream teachers' and monitored and post-monitored ESL students' academic, cultural, social, and emotional experiences in the context of middle school. Profiling seven sixth-through-eighth grade year-one and year-two monitored ELLs and post-monitored ELLs and eleven of their mainstream teachers, the building ESL teacher implemented activities to develop and provide a definitive protocol for monitoring and supporting exited English language learners and their mainstream teachers in the middle school. Participants completed surveys, interviews, and checklists and received consistent support from the ESL teacher in order to evaluate students' and mainstream teachers' preconceptions of former ELLs' academic performance. The ESL teacher examined disparities between perceptions and realities of participants to identify attitudes or beliefs that affect students' growth. During weekly individual sessions with participants, mini-lessons focusing on study skills were implemented in order to teach participants how to employ effective study and language-learning strategies in the mainstream classroom. Findings indicate that ready access to the ESL classroom and teacher might allay monitored and post-monitored ESL students' anxiety and may promote students' sense of security. Additionally, when monitored and post-monitored ESL students and their mainstream teachers use and reinforce specific study skills strategies, the students tend to find greater academic success.