Professional Development of

Secondary Teachers of English Learners: Issues in Linguistic and Cultural Sensitivity

by

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ABSTRACT

This study is of professional development of secondary teachers seeking an English as Second Language (ESL) endorsement. Participants are secondary teachers of a major urban metropolitan school district with over 70% student population that is identified as speakers of a language other than English (LOTE). The study analyzes teachers' understanding of knowledge, skills and dispositions associated with teaching English Learners (ELs) after these teachers have completed a long term, coherent professional development program designed for urban secondary teachers of one school district.

In seeking a determination, the study utilizes two guiding research questions. The first research question addresses what mainstream teachers say about their knowledge, skills and dispositions relative to teaching ELs. The second focuses on a more generalized understanding of what mainstream teachers say is important to understand about EL students.

The study utilizes two theoretical frameworks, Knowledge-for-Practice (Cochran-Smith & Lytle, 1999) and Cultural Relevant Teaching (Villegas & Lucas, 2002b), in order to interpret findings. The primary data instrument is an e-survey, which includes open-ended and Likert questions. This e-survey was sent to 70 completers of the professional development program. Data analysis includes an SPSS analysis for descriptive statistics, measures of internal reliability and Spearman correlation analysis, as well as constant comparison method (Glasser &Straus, 1967; Straus & Corbin, 1994) of data from responses to open-ended questions.

The findings suggest that teacher participants understand that supporting EL students' first Language facilitates connections to prior learning in their first language to school content. Respondents identify that scaffolding, heterogeneous grouping, and allowing of first language use among students are ways to foster learning of English while learning content. In terms of language perspectives on the use of English-only or English plus ELs' first language in classroom teaching, some respondents support English-only instruction for learning English and content while others

identify the importance of first language support. Supporting ELs' cultural background is deemed important by respondents as a way of promoting EL student academic success. Respondents also identify supporting ELs' academic success through EL advocacy among fellow teachers as means to educate and guide teachers who are unfamiliar with teaching ELs.

DEDICATION

I dedicate this dissertation to my immediate family and closest friends whose support would not have made this endeavor possible.   I also dedicate this dissertation to the memory of my parents whose journey to the U.S. was like that of so many others: filled with hope for a better life for their children.

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CHAPTER 1: INTRODUCTION

This dissertation is a study of the professional development of secondary teachers who completed an English as a Second Language (ESL) endorsement program. In this introduction of *Professional Development of Secondary Teachers of English Leaners: Issues in Linguistic and Cultural Sensitivity*, I provide an overview of the study. However, I commence this introduction with a personal perspective as a researcher and as an English Learner before reviewing dissertation chapters.

As an educator and researcher in the area of teacher preparation and professional development for teachers of ELs, I am called to work with teachers and schools to develop greater awareness for teaching English Learners. Philosophically, I believe that teacher development must include teacher education curriculum that embraces multicultural teaching and diversity (Cochran-Smith, 2003) and allows for students to reflect and dialogue about school and diversity in order to develop a sociocultural awareness (Johnson, 2009). Teacher learning that fosters sociocultural consciousness provides knowledge and opportunities to develop ways of teaching students and embracing teaching practices that bridge language, culture, race, class and other diversity issues relative to English Learners (Cochran-Smith, 2003; Faltis & Coulter, 2008; Gay, 2002; Ladson-Billings, 2006; Lucas & Greenberg, 2008; González, Andrade, Civil, & Moll, 2001; Moll & Arnot-Hopffer, 2005). This study seeks to enhance what is currently understood about professional development from the standpoint of teachers receiving additional training to enhance their practice (Cochran-Smith & Lytle, 1999) as means to better support ELs they teach. In particular, the study entails professional development of secondary urban teachers who instruct ELs with varying degrees of English proficiency in classrooms that are mainstreamed for all students. Teaching in an urban school environments that serve communities of lower social economic status that are predominantly non-white, immigrant and non-English speaking requires specialized teacher preparation and professional development (Ballantyne, Sanderman & Levy, 2008; de Jong, Arias & Sanchez, 2010; Faltis, Arias & Ramirez-Marín, 2010; Gándara &

Maxwell-Jolly, 2000; García, 1993; González & Darling-Hammond, 1997; Téllez & Waxman, 2006). Researchers Villegas and Lucas (2002a, 2002b) suggest that teacher education curriculum include ways to develop socio-cultural consciousness, provide opportunities to develop affirming perspectives of students, develop a sense of advocacy, learn about students' prior knowledge and culture, and include a constructivist approach to teaching "that is respectful of student diversity and recognizes the central role that individual and cultural differences play in the learning process"(Villegas and Lucas, 2002b, p. xiv-xv).

PERSONAL NARRATIVE

Many teachers of ELs fail to connect that for some of their EL students, learning English is a troubling process especially at the high school level. This was my experience. In reading Pope's *Doing School*: *How we are cheating a generation of stressed out, materialistic and miseducated students*, I read the story of a high school English learner. I saw that the anxieties about school and school success were only compounded by the need to learn English and content (Pope, 2001). In order to understand why I selected this topic, I feel it is important to situate readers of the dissertation in my personal frame of reference as the researcher.

My English is really a problem. As a son of immigrant parents and a first language speaker of Messinese (dialect found in the area of Messina, Italy), my earliest recollection of contact with English was when I listened to the radio or watched the few TV stations on our black and white television. Much of the time watching TV was spent asking my sisters "*Chi disse*?" What did he/she say? I lived in a non-English world and thought everyone else did also. All was well until it was time to start kindergarten.

My parents intended to send me to Catholic school until the principal and nun of our local Catholic school, St. Christopher's, informed my father that since I could not speak English, I could not attend parochial school. Speaking English was a requirement, and not speaking English was a problem. Clearly, this was a different time and in 1964 Roman Catholic parents faithfully carried

out well-meaning suggestions to the letter, especially from a nun. I attended kindergarten at one of the elementary public schools in the area. The goal was to learn English. However, even at public school, the message about English still had not changed from one school to the next. Not knowing English was *still* a problem.

In writing about this experience at public elementary school, I still have strong recollections of sitting underneath a desk for days and just watching, trying to figure out what was happening. This was an isolating experience for me as it is for many ELs (Jimenez, 1997) going to school. Eventually, I learned enough English to follow along in-class and talk to other students in my kindergarten. In the spring, one classmate came up to me and asked, "When did you learn English? We thought you still didn't understand." At that point, I knew I had learned enough to allow me to attend first grade at our Catholic school the very next year. But once again, not knowing English *well enough* became my problem.

Confusion about school and English characterized much of my early schooling at Catholic school. After starting first grade, learning English became a family problem that involved my sisters who were the only speakers of English at home. Both of my sisters had learned English in school and had also gone to school in Italy before starting school in the U.S. Many evenings were spent learning English at night from my first grade language arts school book and also learning Italian from our family's school book, *Primi Passi,* that was part of our family's collection of books from Italy.   In preparing for writing this introduction, I asked about why I was tutored in English and from the *Primi Passi* text. This had been what my sisters had done to learn English, so the response was "Why not?" My early years of learning English included using both English and Italian to support learning English. Reading and studying Italian was primarily a home effort that lasted up through middle school. In our small city, we had one cable station that broadcasted in Italian, and we also had access to the Italian newspaper, *Il Progresso*, which served the New York City area but was available to us several times per week. Our small city was once

heavily Italian and Irish. Many immigrants, including both my maternal and paternal grand-fathers, had worked on building the Erie Lackawanna railroad that went through the town. Oddly enough, both grandfathers returned to Italy, but many of our relatives remained.

Not knowing English well enough, at some degree or another, became the running theme for most of my school years at Catholic school. The lack of oral English proficiency in early years was replaced with the difficulty of understanding texts. Teacher support was more in the form of rallying cries than actual teaching time spent on learning English and content. "Study more and you'll do better" and "read more English" were phrases the teachers repeated most often and was generally the teaching support offered by teachers. The work and readings I completed were the same as everyone else in the class. I completed what teachers told me to do. After all, learning English was my problem. At least this was the message I learned in school. It was not until I actually began to study foreign languages, that I began understanding English grammar. At least this was the case until I reached my third year of high school.

In high school, not knowing English well enough translated to not writing English well enough to meet teachers' expectations. While I understood texts and could master course content that was part of the New York State Regents' program, expressing ideas in writing lacked what my third year high school teachers were looking for: "excellent writing pieces." Successfully completing Regents level English with higher grades meant writing better. The writing barrier rose to the top at a critical time in high school and drew the attention of my high school counselor. I was on track for highly ranked universities, and the counselor strongly felt AP English was necessary. The anxiety level about writing reports, essays and anything written in English worsened. Similar to the story of the Teresa, the English learner presented in Pope's *Doing School* (2001), anxiety about academic success and not getting the needed support was identical to what I had experienced (Pope, 2001). The teaching recommendation was simple: the independent study of grammar from school texts and the completion of all assigned writing activities. I completed

everything, and while there was some reluctance on behalf of the high school to approve my entry into AP English class, I managed to gain approval. The writing anxiety continued, but unlike my previous year, some of the course included ways to write effectively, opportunities to have drafts edited and collaborative writing experience with other students.

In many ways, my experience provides an example of how receiving encouragement and passive support can facilitate learning English if there is family support in the process. On the other hand, my experience provides an example of the paucity of support there was avaialable during that time for ELs in locations that really had few ELs. Similarly, it offers a stark contrast to what is important from a teaching perspective when teaching ELs in today's classrooms.

To reiterate, the salient remarks of encouragement that I remember most from teachers are: read more in English, study more English, review more English grammar, and work harder on those extra assignments. These are all well-meaning forms of encouragement; however it must be noted that even today, via the research within this dissertation, teachers involved provided well-intentioned forms of encouragement. Never as a student did I believe that my teachers were not interested in my success; however, often I felt discouraged about learning English and their passive role. The prevailing message was that learning English was squarely on my shoulders.

I choose to share my journey of learning English in school because it is by no means a unique experience and more likely an experience shared by many ELs today. I also share my story to reiterate the important fact that EL students need support to overcome challenges school presents. In 2012, it is expected that teachers' approaches to instructing ELs include ways to bridge the challenges of learning content and English, and doing so begins with an affirming perspective (Delgado-Gaitán, 2004; McAllister and Irvine 2002; Walker, Shaffer and Liams, 2004). While an affirming attitude is extremely important, teachers' development of a socio-cultural awareness (Lucas and Greenberg 2008; Villegas and Lucas, 2002a, 2002b) is essential for supporting ELs in twenty-first century schools.

OVERVIEW OF STUDY

Overview of Literature. In chapter 2, I present a literature review relative to a study of professional development (PD). In this review, the literature presented addresses previous studies in teacher professional development (Boyle, White & Boyle, 2003; Desimone, Porter, Garet & Yoon, 2002; Garet, Porter, Desimone, Birman & Yoon, 2001) as well as issues of overall PD relative to ELs (Hart & Lee, 2004; Téllez-Waxman 2005, Wilson & Berne, 1999). Moreover, the literature presented includes a discussion of the social context of teaching ELs including the importance of teachers of ELs to develop a socio-cultural consciousness (Lucas and Greenberg 2008; Lucas, Villegas, Freedson-Gonzalez 2004; Villegas & Lucas 2002a, 2002b). Within this discussion, the study also reviews the contextual factors of schooling that conflate the unequal nature of schooling, (Giroux 2006; Miramontes, Nadeau and Commins, 1998) the role of parents (Delgado-Gaitan, 2004) and overall lack academic progression (Faltis and Arias, 2007; Lilie et al., 2010; Gándara and Hopkins, 2010) experienced by many ELs in school. The literature review addresses the foundational concepts pertinent to the study as it pertains to teachers' practices that support learning English and content (de Jong and Harper, 2005; Faltis & Coulter, 2008; Lucas and Greenberg, 2008; Lucas, Villegas, Freedson-Gonzalez, 2004; Walqui 2008; Walqui & Van Lier, 2010) and sensitivity to EL students' respective language and culture (García, 1993; Galaván, 2010; Lucas and Greenberg 2008, Lucas, Villegas, Freedson-Gonzalez, 2004; Moll, Amanti, Neff, Gonzalez, 1992; Moll, Arnot-Hopffer 2005; Téllez-Waxman 2005; Villegas and Lucas 2002a,2002b).

From a theoretical perspective, this study is grounded in the notion that teachers expand their expertise beyond pedagogical content knowledge (Schulman, 1987) in order to enhance their relative teaching expertise in generating specific knowledge-for-practice (Cochran-Smith and Lytle, 1999). In order for teachers to embrace teaching and perspectives that reflect a sociocultural

conscious, the theoretical perspective of Culturally Relevant Teachers (Villegas and Lucas, 2002b) is presented.

Overview of the methodology. In chapter 3, I discuss the methods employed to carry out this study. In order to understand the study's methodology, I provide an overview of the study.

The teacher participants in this study instruct in a district that is primarily Hispanic, where approximately 78% of students speak a language other than English (LOTE) as their first language (District website, Dec 2, 2010). The school district is located in a large metropolitan area of the southwestern U.S., and approximately 67% of the students, are on free or reduced lunch (State Department of Education, 2010 data). Even though the district reports officially that approximately 75% of all students graduate from the district, as much as 17% of the district's EL student enrolled in ESL program drop out of school within the district (Interview with ESL Director, March 9, 2010). A convenience sample of n=70 is used to recruit teachers who completed the teacher professional development over the 2008-2011 period to participate in the study.

The primary method utilized to capture data from participants is an e-survey that seeks to learn about respondents' demographics and their understanding of knowledge, skills and dispositions relative to teaching ELs. The survey collects responses from Likert questions and open-ended questions that are later analyzed using the most recent version of SPSS from the university server for all quantifiable questions and inductive analysis using the constant comparative method (Glasser and Strauss, 1967; Ridolfo & Schoua-Glusberg, 2011; Strauss and Corbin, 1994) for open-ended questions. Findings are presented in data display format using tables, graphs and actual excerpts of data, when appropriate, as well as overview explanations. The survey method seeks to report themes that are reflected in both data sets of Likert questions and open-ended questions. The e-survey questions touch upon the six foundational areas of ESL that are part of the professional development curriculum.

Study Findings. In chapter 4, I present the findings to research questions 1 and 2. Research question 1 addresses what teachers report as important for teaching English Learners as it relates to knowledge, skill and disposition. Research question 2 relates overall general knowledge of what teachers say is important about teaching English Learners. Overall, 48 out of 70 potential respondents attempted the e-survey and 40 out of 70 respondents completed all sections of the e-survey.

In this chapter, I first present the findings of demographic data before discussing specific findings per research question. The overall demographics indicate a larger proportion of females to males by almost 2:1 and a greater number of mean teaching years: 7 years, on average, for females and only five for males. In terms of age demographics, respondents are primarily in the 26 to 45 age range (n= 26), and in terms of race, the majority are Caucasian, (n= 31), followed by Hispanic (n=9). In terms of distribution frequency regarding teaching high school and ELs, the majority (n=15) have instructed ELs from 1 to 3 years; however within this distribution, many respondents have taught high school and ELs for 4 to 7 years (n=20). The majority of respondents are teachers of English (n=17), Math (n=15) and Science (n=9). Many teachers reported dual subject areas with Special Education, Reading and ESL.

With respect to findings associated with research question 1, the data supports two salient themes: supporting first language while learning English and content, and supporting building background. With respect to research question 2, the data supports two additional themes: perspectives of English in school, and supporting EL students' cultural backgrounds and advocacy for academic success. All final themes are determined through a review and comparison of open-ended responses, frequency distributions and Spearman correlations.

While a more detailed analysis is found in Chapter 4, for this discussion I present only highlights of the findings for the reader. In supporting first language, respondents identify the need for ELs to make active connections to their first language as a means to develop English.

Therefore, first language support and heterogeneous grouping allow for balancing the support of a first language and teaching English and content. In terms of planning instruction, considerations are given to overall proficiency in English when planning scaffolding activities. With regard to supporting building background, respondents look for ways to relate learning to student culture and access prior learning that was achieved through parallel education efforts. With respect to ELs learning English, respondents identify the role of English-only and English plus ELs' first language, when approaching content instruction. As it relates to Likert and open-ended analysis, the majority share the perception of English plus ELs' first language as advantageous to learning English and content. However, it should be noted that minority voices to the contrary are represented in the data. Perceptions of EL learners and the provision of support to ELs strongly correlate to an English plus first language school environment, which is one of the highest and strongest in the data set.

In supporting ELs' cultural backgrounds for academic success, the data suggest that linkage of ELs' cultural background through practices that link culture and content bolster academic success. Likert data suggest that respondents believe that lack of teacher awareness of EL students' language and culture contribute to lack of academic progression. Respondents identify the importance of having students make personal cultural connections to learning and plan instruction to actively make these connections. Another salient aspect is teachers' promotion of advocacy for ELs with among teachers. Moreover, respondents' perception that EL academic success is tied to being able to succeed in school despite the challenges of school (i.e. learning English and content, school progression hardships due to ESL program models) links even further to the concept that successful schooling of ELs also requires understanding the value of student culture and advocacy.

The overall findings presented reflect a review of Likert data analysis and correlations in relationship to themes evident in comparing responses to open-ended questions. The findings'

determinations reveal thematic currents on teachers' knowledge, skills and perspective as it pertains to teaching English and content, active connections on ELs' language and culture, and teacher advocacy as means to support ELs' academic success.

Discussion/Conclusion and Direction for Further Research. In chapter 5, I present a discussion of findings and recommendations for further study of teacher professional development. Overall, the study presents three aspects. After completing a professional development program, teachers report on ways of building English while teaching content, ways of fostering connections to first language and culture, and ways of teachers developing a broader notion of EL academic success. These themes are presented in detail along with an interpretation overall. Respondents identify that for building English while teaching content, requires consideration of a number of language factors so that students can access content with English and first language support. Ways of fostering connections to first language and culture are identified by respondents as an integral part of student learning. With respect to teachers developing a broader notion of EL academic success, it is evident that respondents have perceptions of state models for teaching ESL and placement. Furthermore, they perceive that EL learning requires bolstering EL success through programs that support students and include advocacy. The study also presents three orientations that reflect the findings as a whole. These orientations are: knowledge of first language and culture, skills for building English and content, and perceptions of ELs' academic success.

Research Questions. The study seeks to determine perceptions of completers of the ESL professional development program towards professional development as well as to determine participants' understanding of ESL content. This research study considers the following research questions:

1) What do mainstream teachers say about their knowledge, skills and dispositions relative to ELs after completing a long term professional development program?

2)   What do mainstream teachers say is important to understand about teaching EL students?

The research questions serve as guides to the research design of this study as I seek to understand the professional development phenomenon of mainstream teachers' participation in a long term, coherent program for teaching English and content. The subsequent chapter reviews pertinent literature relevant to the study as well as an overview of theoretical and conceptual framework.

CHAPTER 2:   LITERATURE REVIEW

PART ONE – PROFESSIONAL DEVELOPMENT

Teacher professional development represents the gamut of activities integrating specific learning needs to an equally diverse set of learning goals and outcomes. Hawley and Valli (1999) reiterate that off-site participant workshops and other types of programs available for teacher development do not promote active teacher development. In their view, a new paradigm for staff development is necessary:

> staff development [that] is a shared, public process; promotes sustained interaction; emphasizes substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasizes the why as well as the how of teaching [and] articulates a theoretical base (Hawley & Valli, 1999, p. 134).

Staff development activities that are provided by district support services do rely on internal expertise and can, in fact, support school initiatives (Cochran-Smith & Lytle, 1999). In consideration of Hawley and Valli's proposed construct of professional development, it becomes necessary to look at specific characteristics of professional development relative to this study.

Types of professional development activities. Little (1999) points out that most think of professional development as workshops presented by outside vendors/consultants or by a school district as in-service training. Alternative staff development is equally valuable. Opportunities such as staff retreats or specific themed institutes increase subject knowledge expertise and provide access to learning for teachers. Darling-Hammond et al (2005) elaborate on a number of different studies relative to teacher development and approaches to teaching that consider integrated ways of engaging student learning (Darling-Hammond et al, 2005).

A longitudinal study by Desimone, Porter, Garet and Yoon (2002) suggests that "… change in teaching would occur if teachers experienced consistent, high quality professional development, but we find that most teachers do not experience such activities" (Desimone, Porter,

Garet, Yoon, 2002, p. 105). The reform type of professional development presented by a number

of researchers on professional development (Boyle, White & Boyle 2003; Desimone et al., 2002;

Garet , Porter, Desimone, Birman, &Yoon, 2001) explain that this type of professional

development is intended to enhance teachers' practices over time and often focuses more on

instructional practices that support student learning. Desimone et al. (2002) elaborate on the type

of activities, indicating that these can include "a study group, teacher network, mentoring

relationship, committee or task force, internship, and individual research" (Desimone et al., 2002,

p. 104). Studies promoting teachers' self-evaluation (Boyle, White & Boyle, 2003; Desimone et

al, 2002; Hart & Lee, 2004) are also considered a reform type of professional development

activities in that such programs allow teachers to focus more on instruction, student work and peer

collaboration. Researchers cite that peer-to-peer (teacher to teacher) critiques and feedback

through coaching provide resources not available in a classroom or workshop setting.

Professional development is often supported by universities and their specialized

programs with school districts. A connection with university sponsorship or facilitation of teacher

professional development also promotes an effective discourse of teaching. Putnum and Borko

(2000) suggest that in terms of professional development, teachers forming a community with

other teachers, in conjunction with university researchers, results in sharing ideas. Moreover,

"university participants can bring to these communities the critical and reflective stance and

modes of discourse that are important norms within the academic community" (Putnum & Borko,

2000, p. 9).   In various studies, the researchers describe the university's research role in creating

intellectual communities with teachers. One of the common themes of the three projects discussed

by Putnum & Borko is the facilitation of teacher discussion around theoretical concepts, allowing

teachers an opportunity to delve into topics not normally addressed within the confines of teaching

and daily practice.

Characteristics. A review of literature shows that researchers identify aspects how professional development is later translated into teacher practices. Wilson and Berne (1999) completed a review of professional development activities and cited that among the studies reviewed, "active learning" (Wilson & Berne, 1999, p. 194) is an important criteria for effective professional development versus simple transmission of new concepts and skills. Teachers who participate in an active conversational format of learning and teacher exchange are able to have concerns addressed about teaching, learning, and their students. This format adds another level of effectiveness when discussing teacher knowledge of subject matter since "[t]eachers enjoy talking about materials relevant to their work, be that subject matter or theories of student learning. Yet, they bring little by way of experience to professional conversations … the privacy in teaching [at school] has obstructed the development of critical dialogue about practice and ideas" (Wilson & Berne, 1999, p. 186). Opportunities for active engagement with subject matter through dialogue with other teachers are a characteristic of professional development that promotes conversation as well as the sharing and learning of pedagogical practices. Overall this enriches the professional development experience for participants

Teacher professional development can include both short and long term programs tailored to specific learning needs; and, as result, the professional development options can be achieved any number of ways. Duration or longer term sustained activities are emphasized in the study by Boyle et al. (2004), which looked at long term professional development activities of teachers in the English system and concluded that there was a correlation of teacher practices to a variety of learning activities, including peer coaching/mentoring, learning groups and courses. Téllez and Waxman (2006) proposes that professional growth for teachers of ELs is best achieved when teachers choose topics that represent areas of development and when the professional development experience is longer term. In a study conducted by Garet et al. (2001), it was reported that professional development efforts that focus on preparing content area teachers requires sustained duration for learning in order to have a positive effect on professional

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competence. Garet et al state that "professional development that focuses on academic subject matter(content), gives teachers opportunities for 'hands-on' work (active learning), and is integrated into the daily life of the school (coherence), is more likely to produce enhanced knowledge and skills" (Garet et al, 2001, p. 935).

Another important characteristic of professional development is relevance to a specific identifiable need when appropriate an expected outcome achieved through professional development relative to practice. Hart and Lee (2003) note that in their implementation of a district wide literacy professional development treatment for ELs at the elementary level, sustained, long term implementation would, in fact, be needed in order to accomplish district-wide efforts to improve literacy in science for ELs. Moreover, as it pertained to literacy practices, researchers, in following up with teachers through classroom observations over an academic year, noted that 42.5% made changes to literacy practice and reported that " [s]ome teachers recognized the diversity of student's levels of English language proficiency, appropriately structured activities to reduce the language load required for participation, used language appropriate to students' levels of communicative competence, and provided linguistic scaffolding to build students' understanding and discourse skills" (Hart & Lee, 2003, p 492). In another study, researchers Karabanick and Clemens-Noda (2004) address the implications of professional development through a wide reaching district survey of teachers. Understanding professional development can, therefore, be approached from various methods.

Professional development for teachers of ELs. In a study funded by NCELA, Ballantyne, Sanderman, and Levy (2008) review a number of salient issues regarding teacher professional development. Of importance, teacher capacity relative to strategies arises as an area for professional development initiatives, especially in the areas of building background for delivery content to students, knowing the fundamental principles of second language acquisition, understanding of English in academic and non academic settings, and understanding of EL

student's background knowledge, culture and language (Ballantyne, Sanderman, and Levy, 2008). Unprepared teachers often have limited opportunities to update skills, especially in the areas of reading. Calderon posits that "existing teachers need the type of professional development where they can explore their beliefs about their students and increase their repertoire of linguistic and culturally relevant pedagogy" (Calderon, 2006, p. 123).

Researchers de Jong and Harper (2005) posit that there is a significant skill gap among mainstream teachers of ELs as it pertains to having the required dispositions for successful teaching of ELs. The researcher refers to Nieto's work on teacher's dispositions that reviews a general understanding of EL students' culture, language and communities. According to de Jong and Harper, teachers that engage in practices that foster opportunities to provide feedback, monitor language and bilingual development, and support ELs in adjusting to the culture of schools. Teachers demonstrate an awareness of how instructional outcomes can include students' first language and English bilingualism as well as students' culture (de Jong & Harper, 2005). Walqui (2008) posits that the professional life of teachers has its own development encompassing many dimensions of teachers' personal learning and "the knowledge and skills required … not just of a technical nature but include, just as importantly, personal, social, and political aspects of a teacher's professional life"(Walqui, 2008, p. 117-118). Walqui's model elaborates on perspectives of teachers from a definition of vision that "encompasses teachers' ideologies, objectives, and dreams [and] .. A sense of direction to their students' learning" (Walqui, 2008, p. 119) For Walqui, a teacher's knowledge including practical content knowledge and the vision that teacher holds for him/herself and his/her EL students, is the underlying motivation that affects a teacher's practice most profoundly.

As reviewed in this discussion, teachers of ELs require professional development ideally, longer term, that provides the fundamental building of competencies related to ELs. Generally, teachers did not have significant multicultural preparation or preparation that enabled them to

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teach ELs. Professional development (PD) for secondary teachers needs to address the issues germane to the EL student and family and their implications for schooling as discussed earlier. PD should be provided to help teachers with the fundamental concepts of the language development of ELs learning English and the extent to which language development and content literacy come together. Finally, professional development should provide teachers with the needed competencies to scaffold instruction, build background and consider how language development fits into the content instruction. Extra preparation, planning of content and what the students will take away from the content are important steps teachers of ELs should consider. However, they but may lack the competency to do so within a framework that fosters cultural responsive pedagogy as outlined in the discussion.

In summary, the literature on professional development supports the notion that if it is intended to be viable and designed to impact teacher practices, it will contain first and foremost, applicability as it relates to content and coherence to teachers' classrooms. Secondly, as demonstrated in the Hart and Lee study, professional development must have relevance in addressing a specific outcome when seeking to correct or implement an identifiable goal. The Hart and Lee study demonstrates that an intervention must include ways of monitoring implementation and teacher adherence. Moreover, professional development activities can vary widely, serving multitude intended objectives, whether they are sustained or short term in nature as in the "proverbial workshop". Lastly, professional development often must include university partnerships to explore teaching practices in a manner that teachers are not accustomed to doing or can easily carry out on their own.

In part two of this overview of literature, I present the salient points of teachers' knowledge, skills and dispositions that are reflected in the literature for teaching English Learners.

PART TWO: PROFESSIONAL DEVELOPMENT OF TEACHERS OF ENGLISH LEARNERS: KNOWLEDGE, SKILLS AND AFFIRMING DISPOSITIONS

Professional development for teaching English Learners must include content that provides an overview of fundamental understanding of teaching English Learners. The foregoing literature review provides an overview of the professional development content pertinent to this research study.

Situational context of schooling for ELs and development of affirming dispositions. Despite the fact that there are fewer teachers trained to teach ELs and that many areas are experiencing higher growth of ELs, professional development is stymied by the fact that schools serving communities that have lower social economic status (SES) lack resources as well as teachers who are adequately trained to serve their EL students. (Gándara & Maxwell-Jolly, 2000). While there are many outcomes that are expected about professional development, it is hoped that one outcome is the development of a social justice and equity consciousness among teachers of ELs. Through PD programs, "teachers [learn] to overcome some of the state, district, and school policies that limit their capacity for helping ELs in their classrooms" (Téllez & Waxman, 2005, p.9). Critical to teaching ELs is moving beyond the notions of perceived limitations of ELs. Gonzalez and Darling–Hammond (1997) posit that despite language ability in English, many immigrant adolescent students have received comparable education in their first language even though the opposite may be perceived by teachers of English Learners (González & Darling-Hamond, 1997). Understanding ELs' strengths as learners is a key aspect for prospective and current teachers of ELs, especially when teachers' backgrounds are culturally and linguistically diverse (Merino, 2007). Researchers Walker, Shaffer and Liams (2004) posit that professional development for teachers and administrators facilitates shifting perceptions of ELs and schooling. Often there are negative perceptions of ELs based on media and other contexts that influence teachers.

In areas where there are many speakers of Spanish, Macregor-Mendoza (1998) discusses her research on Spanish speaking students and their teachers, the mixed messages received from school officials about speaking Spanish, and the breaking of established norms of language. For Latino students, perceptions about first language and the role of English can undermine students' own acceptance and motivation at school (MacGregor –Mendoza, 1998). Researchers like Galindo (1995) seek to provide an understanding of Latinos and their perspectives on language, pride in learning and retaining their first language, and their use of English as well as Spanish equally (Galindo, 1995). Language is an important marker of solidarity and cultural identity, and, therefore it is not uncommon for an EL student to identify with his/her language and culture (Carreira, 2005; Faltis & Coulter, 2008; Lynch, 2003; Valdés, G., 2000) . Understanding the link of language, culture and identity fundamentally assists teachers in not making assumptions based on misconceptions of English Learners' culture and language.

Lucas and Greenberg (2008) clarify the need for affirming views that are achieved through understanding the needs of ELs, which includes understanding the socio-politico dimensions of schooling. It is critical that "[t]eachers [of ELs] with sociolinguistic consciousness understand their student's experiences as speakers of subordinated languages and recognize that the challenges they face go beyond the cognitive difficulties of learning a second language" (Lucas &Greenberg, 2008, p 613).

Furthermore, many immigrant students and parents may have "diminished social capital (knowledge of how important institutions work and/or access to persons with the ability to advocate on one's behalf within these institutions) and cultural capital (habits, skills, and cultural practices that facilitate social mobility)"(Gándara & Hopkins, 2010, p. 8). This is significant because in order for teachers to become aware of "what is needed to teach ELs," first and foremost it is essential for teachers to understand the notion of social capital. Yosso (2005) posits that a dominant culture expressing mainstream values is more apt to discount the language and culture of

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people who are not representative of mainstream dominant culture (Yosso, 2005). According to Giroux (2006), "schools play a particularly important role in legitimizing and reproducing dominant cultural capital. They tend to legitimize certain forms of knowledge, ways of speaking, and ways of relating to the world…. Students whose families have only a tenuous connection to the dominant cultural capital are at a decided disadvantage"(Giroux, 2006, p. 13).

The contextual aspects for EL students cannot be overlooked and teachers' understanding of the implicit culture of schooling and its role in schools will enable them to perhaps make connections to how schools support ELs. Miramontes, Nadeau and Commins (1997) posit the notion that when educators understand the larger sociopolitical contexts and the inherent pedagogical practices relative to language, culture, and bilingualism, then "educator's underlying attitudes towards students' families, culture, and languages [can] shape their instructional approaches and can result in very different academic outcomes for students from differing backgrounds"(Miramontes, Nadeau, & Commins, 1997, p. 15). When teachers have gained clarity of the contextual nature of schooling and communities, then teachers develop a broader understanding and may consider that their role at times may shift from teacher to advocate (Delgado- Gaitán, 2004; Villegas & Lucas, 2002a; Walqui, 2008).

Reinforcement of school based accepted cultural norms of student success and expectations by school teachers acts to create barriers for some students lacking this understanding. Walqui (2008) suggests that teachers take time to assist students in understanding the cultural norms of U.S. schools, to serve as guides to a new system, and to help them pave the way. When it comes to learning English, teachers and schools must generate a supportive climate for ELs to acquire English. Valdés also posits that teachers must not see ELs as problems of their ESL teachers only, but as students and that collaboration among mainstream teachers and ESL is necessary. Valdés states that "[c]lassroom and school contexts must be created in which learners have the opportunity to interact with native speakers of English in both academic and personal

exchanges. Creating such a climate will require collaboration among mainstream teachers and teachers considered specialist of immigrant students"(Valdés, 2001, p.150). Teachers need to understand that unless students have achieved parallel schooling in their native language, their exposure to grade level curriculum and language development are equally compromised. (Faltis & Arias, 2009; Commins & Miramontes, 2006). Bilingual (biliterate) teachers serve as role models to ELs and can encourage students to move forward with school, stay in school and realize that there are others at school who are supportive (Gándara &Maxwell-Jolly, 2000; Mora, 2000; Téllez &Waxman, 2005).

Unless teachers begin to dialogue and learn about their EL students, the general assumption made by mainstream teachers is that EL students are just like other mainstream students. Their reclassification from ESL means they are ready for instruction in accordance with the standard curricular pathway. However, this is not the case of linguistic and culturally diverse students. In fact, it is possible that teachers who lack the awareness of the social context of ELs in schools may be inclined to over-generalize and make assumptions of student knowledge that lead to a false notion of student's preparedness. "However no such assumptions can be made about adolescent immigrant students' educational background and readiness for secondary schooling… [as] they may have had educational experiences superior to that in the US or they may have had no previous educational experience at all"(Gónzalez & Darling-Hammond, 1997, p.11). As it relates to teacher practices and teacher-student interactions, Lucas and Greenberg propose that teachers of ELs hold an affirming view of linguistic diversity and bilingualism, awareness of the socio political dimensions of language use and an inclination to collaborate with colleagues who are language specialists. Researchers suggest that teachers' proactive attitudes towards their students' first languages and language preferences, and identity are bolstered when teachers develop a basic understanding of the sociolinguistic nature of language varieties occurring naturally within languages (Lucas & Greenberg, 2008; Valdés, 2004) Similarly, it is suggested that teachers working with EL populations develop a socio-cultural view where they are aware of their life

personal life experiences and connections to gender, culture, race, social class that is valuable self-knowledge, allowing teachers to become more aware of how they interact with students (Banks, Cochran-Smith, Moll, Zeichner, LePage, Darling-Hammond, Duffy, McDonald, 2005).   Lucas and Greenberg (2008) suggest that "teachers with sociolinguistic consciousness understand their students' experiences as speakers of subordinated languages and recognize the challenges they face that go beyond the cognitive difficulties of learning a second language" (Lucas & Greenberg, 2008, p. 613). While maintaining an awareness of the socio-cultural, political and economic constructs that ELs face while learning a second language, teachers must be engaged in "…a willingness to question and change one's own [teacher] practices if they are not successful in a given case [situation], and a commitment to continue seeking solutions"(Banks et al, p. 253).

In summary, teachers who develop an affirming attitude of ELs have developed an overall awareness of the broader contexts of schooling. Perhaps teacher empathy best clarifies the type of awareness and disposition necessary. An empathetic disposition per McAllister and Irvine (2002) is a characteristic in "people [who] take on the perspective of another culture and respond to another individual from that person's perspective" (McAllister and Irvine, 2002, p. 422). An empathetic disposition includes the understanding of a student's first language and the relationship to the dominant language of schools, which is English; the degree that parallel and non-parallel schooling influences student's abilities to adapt to new schooling situations; and, finally, an awareness of teaching as a collaborative effort that considers the entire socio-cultural aspects of schooling, the school environment and how English Learners are supported. It is clear that a discussion of ELs language and culture must include the role of parents and communities, the role of a student's first language and the relationship to the dominant language of schools, which is English and the role of parallel and non-parallel schooling and its influence on student's abilities to adapt to new schooling situation. Finally, teachers need to look at the role of teaching as a collaborative effort and consider the entire socio-cultural aspect of schooling, the school environment, and how teaching and EL students are supported.

EL students and families. In this section, I present the literature relative to understanding ELs and families. Through professional development, teachers in the study have the opportunity to develop an understanding of the vital role that parents and community have in teaching their English Learner students. Through the work of researchers such as Zentella (2005), teachers learn of the importance of home and the anthropological insights of familial roles and situational centered learning practices. Commins and Miramontes (2006) state that "developing an understanding and genuine respect for the important role family and culture play in each of our lives helps teachers recognize the importance of these elements in the lives of students" (Commins & Miramontes, 2006, p.242)

Teachers developing an awareness of parental challenges with schooling. As it relates to parental challenges to schooling, teachers in this research study developed a broad understanding of parental involvement programs. Inclusion of this content as part of the professional development program facilitates and bolsters previous learning and linkage to the social context of schooling for English Learners

Often traditional parental involvement programs "treat all parents as if they had the same needs or the same experiences as White, middle-class parents …where one-size fits all" (Delgado-Gaitán, 2004, p. 146). Teachers taking an uncritical view of school parental involvement programs reinforce the notion that one size *does* fit all, cementing the incorrect notion that EL parents do lack of interest of their child's achievement. While at face value, it appears to teachers that there is a lack of interest, in fact, parents feel marginalized with traditional parental involvement programs. Delagado-Gaitán (2004) discusses the need for teachers to understand that parents of ELs lack the social context of schooling, curriculum, (Valdés, 2000; García, 1997; Zentella, 2005; Delgado-Gaitán, 2004) lack of knowledge of the system and maneuvering through it (Gándara, Hopkins, 2010). While under the NCLB guidelines, parental involvement is considered a crucial element that allows for "parents to play an integral role in assisting their

child's learning" (García &Stritikus, 2005, p. 731) parents' lack of understanding of the state's current ESL program model and their rights to opt out of the program adds another layer of difficulty and mistrust for schools.

Fundamental to professional development content are readings, discussions and learning activities through which teachers develop an understanding of the conditions of EL families that requires teachers to move beyond traditional parental involvement program in order to collaborate with parents. Through professional development curriculum and course activity, teachers are challenged to find ways to break the boundaries of the school environment and meet parents at any number of locations, whether it is home, church or one of the neighboring community centers that serve the whole community. Parents of ELs want their children to succeed and achieve academically. González, Andrade, Civil and Moll (2001) reiterate the need for students' voices and lived meaning of their relationship to school as witnessed through their cultural heritage and values. By involving parents and community, teachers must have a fundamental understanding of how students' first language serves as both cultural anchor and connection to a broader identity. Researchers Bayley and Schecter (2005) identify parental desire for teachers to value their concern to maintain Spanish while learning English primarily to enable Latino students of immigrant families to gain communicative competence. "Latino children frequently acquire two or more codes, because many are raised in communities that are bilingual and multidialectal" (Zentella, 2005, p. 15).

Many secondary teachers have expressed their frustration in working with EL parents especially when special means to reach parents through translators who make calls home, yield no response or return communication of any kind. De Gaetano (2006) et al discuss what seems to be a lack of concern when letters, phone calls and meetings after school or in the evenings seem to lead to failed attempts to work with Latino parents to align teacher/school expectations of the students' success. In a school system that favors white, middle class society, parents of ELs, who

are undocumented, lack support in traditional parental involvement programs and/or live in fear due to the political climate especially in states that have instituted anti-immigrant state legislation (Guest Presentation on June 8, 2010 by a Parental Liaison for Parental and Community Involvement (BLE561) graduate course instructed by researcher).

Understanding the conditions of EL families requires breaking through the boundaries of parents coming to school. Consequently, teachers have to break the boundaries of the school environment and meet parents at any number of locations, such as home, church or one of the neighboring community centers that serve the whole community and school. Home visits provide an avenue to access EL student's home culture and they are critical for understanding how EL students learn, constructing the knowledge of school and learning more about the US system of schooling. Parents of ELs want their children to succeed and achieve academically. In keeping with the notion of critical pedagogy that reinforces the importance of student's lived meaning of school-based curriculum (Wink, 2000), González (2005) reiterates the need for student voices. Through EL students' cultural heritages, teachers learn what is unique about students' home culture, values and notions of schooling (González, 2005). Delgado-Gaitán (2004) promotes home visits so that teachers reach beyond the classroom:

> … secondary teachers need to remember that regardless of culture, educational attainment, and socioeconomic standing, all families have strengths, and educators can tap into potential to maximize student achievement. When they [parents] drop their barriers and fears, educators *who once believed* [italization added] that Spanish speaking community presented a problem because its members spoke different language can become convinced that working the Latino community is possible (Delagado-Gaitán, 2004, p. 16).

It is possible for teachers to get to know parents and students, learn about the home constraints, the richness of culture, and, ultimately, gain the parents' support and break down the barriers of home

and school (De Gaetano, 2006; Delgado- Gaitán , 2004; Gandara, & Maxwell-Jolly, 2006) Parent education is needed to inform parents and families of the expectations of schools and teachers, the implications of tests, of assignment regularly given by teachers, and of requirements for graduation.

The active role of EL students and parents in school requires teachers to have fundamental understanding of how students' first language serves as both cultural anchor and connection to a broader identity. After all, since the language of school is English, it is a student's home language that provides a sense of connection while maneuvering the strange land of schooling.

Connection to English language development and EL students' academic success. While teachers realize that reading, writing, listening, speaking and thinking are inherently included in all subject matter, secondary teachers don't see themselves as teachers that include literacy in English (Moje, 2008). When it comes to the literacy of EL students, oral and first language literacy figure prominently and impact positively the EL student's English literacy (Wright, 2010). In the case of long term English language learners who have been in ESL programs over five years (Faltis & Arias, 2007), these students may demonstrate that highly proficient speakers of English can be long-term learners of English (Olson, 2010). Depending upon circumstances, long-term ELs may demonstrate oral production that includes code switching. Many English learners, who would be considered long term English learners, lack both English development and academic development.

Per Valdés (2001), "academic language needed to succeed academically in all content areas includes the English used to interact in the classroom and the English used to obtain, process, construct and provide subject matter information in spoken and written form" (Valdés, 2001, p. 112). Research conducted by Olson (2010) demonstrates that the language proficiency typically needed in academic settings has not always been met:

The impact of weak English languages kills and not having received targeted language development is limited attainment of all subject matter that depends on English literacy skills to access. A student needs literacy skills in order to access the academic content being taught. Simply, if students don't know the language used for instruction, they miss some or all of the academic content that is taught in a language that don't comprehend. Because they perform below grade level in reading and writing, and lack academic vocabulary they struggle in all content areas that require literacy. And they have missed chunks of curriculum and background information that were taught in the periods of their schooling where they may have been in and out of programs, with inconsistent support or no support (Olson, 2010, p.26).

Unfortunately many ELs who exit ESL classrooms more than likely have not experienced comparable content to non-ELs at the same high school level as noted by researchers Lillie et al (2010) that includes a similar district to this study. ELs' high school experience could, in fact, be academically deficient and was evidenced by researchers when comparing issues of curricular content, use of technology by students and overall readiness for 21st century skills (Technology in the SEI Classroom, Symposium Presentation at AERA, 2010, New Orleans, LA). Researchers Lillie et al (2010) document that English language development programs can exclude ELs for accessing real academic content due to the segregating nature of schooling and further widening the achievement gap (Gándara &Hopkins, 2010).

From a professional development perspective, teacher development must include an understanding that as secondary teachers of content, teaching English and content go hand in hand. Clearly it is important for mainstream teachers to understand that "one major goal regarding the education of culturally and linguistically diverse students should be the development of the full repertoire of linguistic skills in English, for participation in mainstream classes" (Garcia, 1993, p 80.). EL students balance their first language and learning of English through content that

ultimately enables them to succeed academically. Researchers Lucas, Villegas, and Freedson-Gonzalez (2008) posit that EL students' academic success means that "students must be able to read academic texts in different subject areas, produce written documents in language appropriate for school (e.g. tests, stories, essays) and understand their teachers and peers." (Lucas, Villegas, Freedson-Gonzalez, 2008, p 362). Command of English and appropriate curriculum exposure to content leads, when supported by commitments to practices, ELs integrate language of academic settings into areas of writing, presenting and expressing in English the academic content studied (de Jong and Harper, 2005; Faltis and Coulter, 2008).

Professional development for secondary teachers must include an understanding of the language found in academic settings and, as such, develop an understanding that English in secondary content classrooms is not easily divisible into separate compartments of language. An understanding of Cummins' Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 2003, Lightbrown and Spada, 2006; Wright, 2010) is part of the content for teachers on language development. Further discussion of Cummins' (2003) discussion of BICS and CALP reviews the notions of school language as defined by Cummins to include BICS as an alignment with cognitively undemanding/context embedded language and CALP as cognitively demanding/context reduced (CALP) language. While there exists in the literature a discussion of language proficiency as inherently a deficit notion of language in schools (MacSwan and Rolstad 2003; Valdés 2004, Wiley, 2005), through professional development, teachers can develop a broader notion of language and how all language in an academic setting requires attentive development.

This is especially pronounced for secondary students, who after exiting ESL classrooms, often lack the preparation to meet the academic challenges of mainstream content (Lillie et al, 2010). Wiley posits that as it pertains to EL success in schools, "language proficiency is important in understanding academic success not because it is associated with language proficiencies, but

because it is associated with the norms, practices and expectations of those whose language, cultural and class practices are embodied in schools. Failing to appreciate this, we are left with the illusion that school practices involve universal, higher order cognitive functions and that all other uses of language are merely basic" (Wiley, 2005). For secondary teachers, understanding ELs language is rich and diverse because it includes their first language literacy as they develop English, expands into another area of professional development that includes an understanding of bilingualism.

Researchers Villegas and Lucas (2002b) posit that teachers who are culturally responsive value ELs' language background which include languages other than English (LOTE). Villegas and Lucas identify certain activities that culturally responsive teachers include as part of valuing bilingualism, such as:

1) encourage students to use both English and their native language

2) pair students with other speakers of their native language in order to make sense of instruction in English

3) they create activities that constructively assist learning English while allowing students to use their native language

(Villegas and Lucas, 2002b, pp 98-99)

Teachers perspectives of their EL students' first language as a support to learning English may either hinder or bolster EL students' learning (Lucas and Greenberg, 2008; Lucas, Villegas and Freedson-Gonzales, 2008). Often, the frequent narrative echoed in schools reinforces using English, the language of school, to best support learning English. Along the same narrative is the political proposition that English-only best supports ELs and transitional program models reinforce this by placing emphasis on English while diminishing the importance of ELs' first langauge (Garcia, 2004). Often perception communicated to parents is that EL students do best by not experiencing cognitive difficulties of learning in two languages even though this is not

supported within the literature (Bayley and Schecter, 2005; Maxwell-Jolly, Gándara, Benavides, 2005). As far as first language, ELs have pride in learning and using English as well as Spanish as in the case of many Latino Spanish speaking students. For these students, Spanish is an important marker of solidarity, cultural affinity and self-esteem (Galindo 1995; García-Bedolla, 2003; Gee, 2000; Lynch 2003; MacGregor-Mendoza, 1994; Toribio, 2004; Santa Ana, 1993; Valdés, 2004; Zentella 2005). Researcher García- Bedolla (2003) reiterates the sensitivity of language within Latino communities:

> Bilingualism and monolingualism would be less of an issue in the community if they did not have such significant effects on Latino feelings of self-esteem, socioeconomic mobility, and life chances. Latinos are very aware of the value attached to each language, and how it affects the stereotypes of Latinos more generally (García-Bedolla, 2003, p. 275).

It is, therefore, not uncommon for ELs to use and seek to maintain their first language (Carreira 2000, Faltis & Coulter 2008, Roca 2005) while learning English. It also important for teachers to understand ELs' bilingualism with English as it pertains to languages in contact, especially, code-switching (Ardila, 2005; Lipski 2004; Sanchez, 1993; Schreffler, 2007; Zentella, 1997). Through Zentella's (1997) ethnographic study of El Bloque, it is established that speakers of both Spanish and English use code switching as the situation dictates cognizant of the other speaker's language abilities in English and Spanish as well as employing multiple registers as situations and speakers dictate.

Understanding the link of language, culture and identity fundamentally assists teachers in not making assumptions based on misconceptions of EL students' culture and language, recognizing that switching code among friends in school is customary for students. In doing so, teachers will be more "likely to develop respectful, affirming attitudes toward linguistic diversity" (Lucas and Greenberg, 2008, p. 616)

English language development strategies. Adapting secondary content so that English can be learned through content instruction is a fundamental aspect of professional development. Teachers lacking professional development in this area may view teaching content and ELs as more of a function of teaching content instead of incorporating teaching practices that reinforce learning English while learning content (Faltis, Arias, and Ramirez-Marin, 2010). There are a number of teaching strategies that facilitate teaching ELs, and first and foremost the teaching environment should be active, encourage students to actively participate in class (Garcia, 1993; Echevarría, Vogt, & Short 2008; Faltis and Coulter, 2008; Valdés, 2004; Walqui, 2010) In terms of teaching that fosters student learning, teacher professional development can provide the tools to help teachers of ELs foster oral and written language development. Valdés (2004) advocates reinforcing the notion that "teachers enable all students (through invitation and nudging) to participate actively in social and academic classroom practices" (Valdés, 2004, p. 30). In doing so, teachers can promote heterogeneous grouping of students so that ELs have access to more proficient speakers of English as well as means to develop opportunities for integrated language learning so that ELs develop connections to literacy that involve more than just writing (Faltis and Coulter, 2008). Researchers Echevarría, Vogt, & Short (2008) provide guidance to teachers on strategies that, when implemented, focus less on teacher direct instruction and more on constructivist student oriented approaches so that "students develop independence in self-monitoring and self-regulation through practice with peer-assisted and student-centered strategies" (Echevarría, Vogt, & Short 2008, p. 97). However, professional development intended to focus primarily on expanding teachers' capacity to teach content while developing EL students' English through requires teachers of ELs to develop a fundamental understanding of language development.

Many resources are found within the literature for Krashen's Monitor Model of second language acquisition and sociocultural language teaching (Echevarría, Vogt, Short 2008, Hawkins, 2000; Kinginger, 2001; Krashen, 2003; Krashen & Terrell, 2000; Lightbrown &Spada, 2006;

Wright, 2010) and fundamental to most teaching materials on language development is comprehensible input, also known as "$i + 1$ where the "i" represents a student's acquired language level of language already acquired and understanding of context and extra-linguistic factors and the +1 is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond the level" (Krashen, 2003; Krashen & Terrell, 2000; Lightbrown & Spada, 2006). Teachers' professional development on language development also includes learning about socio-cultural language development and the Zone of Proximal Development (ZPD) "which is metaphorical social place representing activities learner can carry out with success if they are provided assistance from other more competent in such activities" (Kinginger, 2001, p. 2). ZPD is, in effect, the interaction of teacher and student through the implementation of appropriate scaffolding "evoking a construction metaphor, where scaffolding is temporarily used to build something and removed once the building is complete" (Wright, 2010, p 42). ZPD focuses on the social interaction of the learner and as stated by Kinginger (2001) "thinking, remembering, and attending are social phenomena, activities that individual do and learn to do through interacting with other people" (Kinginger, 2001, p 4). For ELs learning English while learning content, teachers adopting a socio-cultural approach allow students to acquire English and content without a focus on learning grammatical forms and explicit rules. When teachers receive professional development that focuses on English Language development, teachers and develop an understanding of comprehensible input and ZPD, teachers can build instructional practices that build upon peer interaction. Lucas, Villegas & Freedson-Gonzalez (2008) posit that "[a]lthough ELLs may need time early on to build some confidence in speaking their second language and develop trust in their peers, they should be encouraged to cultivate their ability in English by using it"(Lucas, Villegas &Freedson-Gonzalez, 2008, p.364).

At certain times, EL students may be experiencing learner anxiety or apprehension (Lightbrown &Spada, 2006), and in order to compensate for ELs' apprehension, teachers' proactive effort to create a learning environment that is student focused. Krashen posits that the

low self-esteem of the learner and other factors inhibit acquisition (Krashen, 2003, p 6). Within Krashen's model, this is called the affective filter hypothesis which has the effect of reducing a student's potential for acquiring language (Echevarría, Vogt, & Short 2008; Lightbrown &Spada 2006, Wright, 2010). Often, teachers should be aware that students may go through a silent period or non-participative period in class. In her research of Cantonese students in English speaking Canada, Goldstein (2009) provides a glimpse into inhibitive and attentive silence for teachers to consider. Inhibitive silence is one where fear about speaking and embarrassment cause EL to not want to participate, whereas attentive silence is "acute listening, empathy for others and awareness of even the subtlest signs from a speaker. In essence, attentive silence is quiet understanding"(Goldstein, 2009, p 1094) and should be considered.

As it pertains to the language development as a whole, de Jong and Harper (2005) emphasize that the teaching of ELs includes language development as a goal. Researchers posit that "teachers should include ways to reduce the language demands of ELs (i.e. provide comprehensible input) while simultaneously providing opportunities to develop the necessary academic language skills" (Harper & de Jong, 2004, p 158). Lucas, Villegas, and Freedson-Gonzalez (2008) advocate that mainstream teachers in adopting Krashen's comprehensible input support language development in both input (what students acquire) and output (what students produce) as part of the course content. In doing so, this prompts students to produce and develop language further that the normal comfort level in order to "raise their awareness of gaps in their knowledge of the second language and thus gives them the opportunity to reflect on linguistic form in the context of negotiating meaning" (Lucas et al., p.364). Through an understanding of Krashen's model, teachers can assist students in their English proficiency and overall literacy in English (Faltis and Coulter, 2008) by assisting them in their focus on "acquisition, (unconscious learning, where the focus is on meaning), [and] not learning (conscious learning, where the focus is on form)" (Faltis and Coulter, p. 28).

Scaffolding, as described by Walqui, (2008) is "a support mechanism to allow English learners to handle tasks involving language that is too complex for them to understand or produce on their own. Without such support, students might not succeed"(Walqui, 2008, p 109). In Walqui's discussion of scaffolding informs that, as a strategy, it facilitates ELs learning content and provides the teacher a way to support students while ELs are developing language (Walqui & Van Lier, 2010). Scaffolding can include a cultural responsive teaching focus whereby teachers automatically consider the cultural and language components of the students (Lucas, Villegas &Freedson-Gonzalez, 2008), and, additionally it can include content specific literacy techniques such as think pair shares (Walqui and Van Lier, 2010). Teachers supported practices such as slower speech and interaction strategies that are restatements of ELs responses in a corrected format (Echevarría, Vogt, & Short, 2008; Lightbrown and Spada, 2006; Wright, 2010) act as learning supports to English learning. Integrating English learning with all students so that ELs develop English through interaction (Lightbrown and Spada, 2006)with the teacher and other students provides an opportunity to move beyond language forms, and acquire language that is meaningful (Faltis and Coulter, 2008) to ELs.

Instructional strategies for English Learners should consider cultural foundations and prior learning in students' first language whenever possible; and if there is a common language among students and teachers, include possible bilingual approaches of vocabulary building (allowing for first language to be a resource among students) (Commins & Miramontes, 2006; Echevarría, Vogt, & Short, 2008; Harper & de Jong, 2004; Mora, 2000; Lucas & Greenberg, 2008; Lucas, Villegas & Freedson-Gonzalez, 2008; Villegas & Lucas, 2002a, 2002b). For secondary teachers, it is important to learn the extent to which EL students have prior first language parallel education in the content area and recognize that students may have somewhat parallel education; and for some students who have non- parallel education, grade levels can fall well below the students' current grade (Faltis & Arias, 2007). Teacher learning reinforces the need to learn about their students' background and to build background. In addition, teachers learn that tasks that

involve thinking, reading, writing and oral development through activities such as reciprocal

teaching, questioning the author, and collaborative learning activities (Truscot &Watts-Taffe,

2003) all facilitate implementation of instructional scaffolding strategies for English Learners.

      Conclusion. In school, language is the vehicle through which EL students are able to

gain access   to curriculum and academic success, which means that "students must be able to read

academic texts in different subject areas, produce written documents in language appropriate for

school (e.g. tests, stories, essays) and understand their teachers and peers..." (Lucas, Villegas,

Freedson-Gonzalez, 2008, p. 362) In order for EL students to succeed, teachers of ELs need to

become better informed about the relative pedagogies needed to effectively instruct ELs (Walker,

Shaffer, Liams, 2004), which include having developed skills to adapt cultural, linguistic and

cognitive demands by designing instruction that supports learning English and content (Lucas and

Greenberg, 2008; Gándara and Maxwell-Jolly, 2000; Merino, 2007) . Mora (2000) advocates

practices that sustain teachers and student achievement and finds that teachers need to continually

learn and go beyond their original teacher preparation in order to be fully prepared. Villegas and

Lucas (2002a, 2002b) propose a culturally responsive pedagogy where English learners are

supported in mainstream classrooms and have content that is made accessible to students. But in

order to do so, teachers need to incorporate ways to learn about their students, language, and

culture. In addition using culturally relevant pedagogy, teachers approach teaching topics with

meaning , understanding fully the broader implications to the context of learning for ELs. Villegas

and Lucas (2002b) posit that

> [c]ulturally responsive teachers know that learning, whether in or out of school, occurs in
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> a sociocultural context. They understand that the instructional events they organize (e.g.
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> group projects, peer centers, teacher-directed lessons) can – and often do – clash with the
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> ways in which some of their students are socialized at home. They are aware of the
>
> cultural disjunctures between home and school can make students appear academically

incompetent, even when the students actually know the subject matter well (Villegas and Lucas, 2002b, p. 109)

The result of this type of student engagement and approach to teaching is achieved through careful planning and an understanding of their EL students' language and culture.

PART THREE – THEORETICAL PERSPECTIVES

This study on professional development utilizes two primary theoretical perspectives in order to provide a conceptual structure to the study. The theoretical framework for teacher professional development utilizes the framework of "knowledge-for-practice" (Cochran-Smith & Lytle, 1999) to understand professional development as a means to increase participants' knowledge, skills and dispositions for the instruction of English Learners.   Cochran-Smith and Lytle posit that teacher professional development needs to encompass knowledge-for-practice:

> Knowledge-for-Practice conception is based on the premise that teacher have a 'distinctive knowledge base' that, 'when mastered will provide teachers with a unique fund of knowledge (e.g. knowledge that is not pedestrian or held by people generally' [citing Gardner, 1989, pp ix-x)]. Furthermore it is assumed that it is possible to be explicit about a formal knowledge base rather than relying on the conventional wisdom of common practice (Cochran-Smith and Lytle, 1999, p. 255).

Most often, teacher knowledge is referenced from the perspective of pedagogical content knowledge (Schulman, 1987) that encapsulates teachers' expertise of knowledge of content and delivering it through instruction to students. Professional development in this research study encapsulates a body of knowledge that provides English as a Second language teacher preparation and enhances existing teacher knowledge and skills. As it pertains to the knowledge-for-practice framework, Cochran-Smith and Lytle state that teacher professional development is characterized by a focus on the enhancement of practice regardless of teacher specialization and stage of teacher expertise. Therefore, from this perspective:

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A heavy emphasis here is on the need for teacher to learn additional and richer content

information as well as new bundles of strategies and skills. Knowledge for-practice

emphasizes the acquisition of content area knowledge for elementary-level teacher's as

much as secondary teachers (Cochran-Smith and Lytle, 1999, p. 258).

A considerable emphasis in the professional development instructional delivery is placed on

teachers' generating knowledge with assignments that connect to their practice through in-class

activities such as linkages to lesson plans, students, and parents in addition to a discussion of

topics presented that draw upon participants' current schools and students they teach.   As it

pertains to the professional development learning and participants' experiences in the research

study, the knowledge-of-practice perspective provides the framework to understand teachers

constructing new meanings about teaching English Learners through professional development.

While knowledge-for-practice provides the foundational framework for understanding

professional development as an enhancement to mainstream teachers' knowledge, skills and

dispositions, a second theoretical perspective facilitates understanding how English as a Second

Language content benefits participants in this study. The second construct for understanding the

study's curricular framework for teaching English Learners considers participants' sociocultural

understanding. This includes an instructional stance that supports EL students' language, culture

and community but considers the needed dispositional attitudes for teaching ELs. In order to

understand this particular framework, this study first previews some notions about culture,

multicultural education preparation (Cochran-Smith, 2003; Gay, 2003; Hollins & Guzman, 2005;

Ladson-Billings, 1995; Ladson-Billings, 2006) before discussing Villegas and Lucas' (2002b)

Cultural Relevant teaching as the primary theoretical framework for understanding teacher

learners of ELs.

In order to understand the notions of teaching that consider EL students' language and

culture, it requires defining broadly how teachers may or may not define culture. Gay posits that of

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great importance is for teachers to first understand that "[c]ulture encompasses many things" (Gay, 2003, 107). Zentella (2005) advocates that teachers' awareness of their ELs first and foremost starts with understanding that there is cultural and linguistic diversity even with speakers of a common minority language (such as Spanish). The researcher draws upon the notion to have teachers refrain from treating all ELs who speak Spanish as a monolithic group, and avoid "essentializing" (p. 12) students. Ladson-Billings (2006) posits that teacher educators reinforce that teacher education students look at the notion of culture and develop a lack of understanding that differences among students are relative to one's positional understanding of cultural difference. As such, Ladson-Billings states:

> [n]ot understanding culture and its role in shaping our thoughts and behavior is not limited to teacher education students. Most members of the dominant society rarely acknowledge themselves as cultural beings. They have no reason to. Culture is that exotic element possesses by 'minorities'. It is what it means to be nonwhite. It is also the convenient explanation for why some students cannot achieve success in the classroom (Ladson-Billings, 206, p. 107).

Misinterpretations about culture when related to students can sometimes be explained from various other perspectives (Ladson-Billings, 2006), and the researcher suggests other aspects providing conflicting perspectives and impacting teachers' perceptions. Researchers Banks et al. (2005) posit that often times differences in race and social economic status (SES) enters into the paradigm of teachers' understanding their EL students and other students who are culturally and racially diverse, widening the awareness gap between teacher of ELs and their students (Banks, et al. 2005). This leads to reduced teacher expectations of lower SES students and minority students (Gandara & Maxwell-Jolly, 2006) and affects how linguistic and cultural diverse learners perceive instruction, interact with adults and students and ultimately achieve in school (Gay, 2003, p 107).

Cochran-Smith (2003) prompts teacher educators to consider a multicultural teacher preparation skill base emphasizing that "teachers …develop cultural competence to work effectively with parents and families, draw on community and family resources, and know how to learn about the cultures of their students"[*researcher citing works by Gay, 1993; Goodwin, 2000; Villegas and Lucas, 2002; and Zeichner, 1993]* (Cochran-Smith, 2003, p. 13). Ladson-Billings (1995) posits that "….culturally relevant teaching must have three criteria: an ability to develop students academically, a willingness to support cultural competence, and the development of a sociopolitical or critical consciousness" (Ladson-Billings, 1995, p 483).

In their text *Educating Cultural Responsive Teachers: a coherent approach*, researchers Villegas and Lucas (2002b) posit that teacher preparation for diverse language and cultural communities requires a convergent approach achieved through various perspectives or constructs promoting teacher development. Predominantly, Villegas and Lucas propose that a culturally relevant curriculum promotes the development of a sociocultural consciousness, enhanced awareness and affirming attitudes towards their linguistic and culturally diverse students, as well as increased sensibility towards the notion of teachers as change agents. Researchers propose that teacher learning should include: "(1) gaining sociocultural consciousness; (2) developing an affirming attitude toward students from culturally diverse backgrounds; (3) development commitment and skills to act as agents of change; (4) understanding the constructivist foundations of culturally relevant teaching; (5) learning about students and their communities; and (6) cultivating culturally responsive teaching practices" (Villegas and Lucas, 2002, p. 26)

The professional development program of this research study is not structured to pattern a constructivist format or one that promotes social advocacy *per se*, however, Villegas and Lucas (2002b) framework provides a greater explanation of professional development that engenders culturally relevant teaching as a platform for effectively teaching English learners. It is therefore used as second theoretical framework to address culturally responsive teaching.

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Conceptual framework. The conceptual framework in Figure 1 takes into account participants' PD curricular content from the notion that participants expand their existing pedagogical content knowledge (Schulman, 1987) by developing knowledge that is appropriate and applicable to instructing ELs within their respective content areas. The professional development program is an enhancement to pedagogical content knowledge learned through previous endorsement courses in Structured English Immersion (SEI) in fulfillment of state department of education requirements.

The conceptual model serves to provide the reader with an overview of the study components associated specifically with the professional development program. The model also seeks to show that the focus of this study is post-professional development oriented (Marshall & Rossman, 1989).

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│              Professional Development ESL Endorsement Program        │
└────────────────────────────────────────────────────────────────────┘
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PD Program Six Areas of Study: Mainstream teachers expand current pedagogical content knowledge (Shulman, 1987) in six areas so that teacher learning reflects current teacher practice needs (knowledge-for-practice) (Cochran-Smith and Lytle, 1999) The PD graduate curriculum includes:

1) Social context and language policy of ELs

2) Second language acquisition and bilingualism principles

3) Bi-literacy in reading and writing

4) Assessment of ELs

5) Strategies for teaching ELs

6) Role of EL students' culture, parents, and community.

After Completion of PD Program

What do mainstream teachers say ...

✓ Identify relevant knowledge, skills and disposition needed for teaching English Learners as part of their practice. (Cochran-Smith & Lytle, 1999)

✓ Identify broad important notions about teaching English Learners that reflect linguistic and cultural sensitivity (Lucas & Villegas, 2002b)

Figure 1. Conceptual framework: Professional development of secondary mainstream teachers of English learners

The PD program also serves participants' district objectives by increasing teachers' skill base to accommodate the growing number of EL students who are either mainstreamed too quickly or taking secondary English Language Development such as mathematics and science courses that will allow them to fulfill high school graduation requirements while still enrolled in district ESL program. [Phone Interview with District ESL Director, March 2010]. The PD program courses are not identified in the conceptual framework, but they are outlined in Chapter 3, Methodology.   A detailed discussion of instrumentation and its alignment with the professional development curriculum, as well as an overview of methods of data analysis, is discussed in detail in the following chapter.

CHAPTER 3: METHODOLOGY

This is a study of professional development (PD) for secondary content teachers who completed an ESL endorsement program from 2008 through 2011. Cochran-Smith and Lytle (1999) knowledge-for-practice provides the theoretical lens in support of teacher professional development as district teachers identify the need to become better prepared to instruct ELs. The other lens critical to this study is the notion of teaching ELs in a manner that is culturally relevant (Villegas and Lucas, 2002a, 2002b).

This study seeks to learn about participants' post professional development learning by having completers of a PD program respond to a web based survey designed to learn about participants' knowledge, skills and dispositions for teaching ELs in mainstream classrooms. The e-survey includes both open-ended and Likert questions so that data collection is able to include respondents' personal explanations of practices and perspectives about teaching ELs, in addition to data collected through Likert questions.

In order to provide a thorough overview of the methodology, the study first examines case and unit and then reviews the professional development study as a whole, describing the sample, instrumentation, data collection and analysis.

CASE AND UNIT OF STUDY

The study concerns teacher learning of mainstream teachers who teach EL students as part of their normal instructional duties. The study considers the single unique case (Yin, 2005) of cohort teachers from one school district who have completed a professional development program leading to ESL credentialing. The case includes only those teachers who completed the entire nine-month program that included six courses of ESL study. Teacher cohorts are district participants from 2008 through 2011, comprising seventy teachers. The unit of study (Stake, 1994) is the individual teacher responses that are analyzed. Each teacher respondent has completed the PD program, satisfied state department of education curricular preparation and is

educationally eligible to become dually endorsed in their subject area (content) instruction in high school and English as a Second Language (ESL).

ASPECTS OF THE STUDY

This section explains the demographic characteristics of the study's sample and then presents the instrumentation development/administration and data collection/analysis.

Sample. All participants teach for an urban school district located in a large metropolitan area with average ESL populations ranging from 14% to 16% (the overall student population is approximately 62% to 66%) speakers of a language other than English (LOTE). Participants voluntarily elected to be part of this study's PD program; however, teachers were required to go through a number of steps for selection to the program. School administrators, normally assistant principals of instruction and participants' respective department chair, recommend all participants to the PD program for participation. In addition, participants complete an application that provides background information and includes their state certification and endorsements, level of education, years of teaching, and percentage of ELs instructed. Selection includes the completion of an essay that supports reason for selection and personal goals. All completers of the PD program satisfy the state's full ESL endorsement upon completion of other state requirements.

Sample demographics. In this section, the data presented is representative of the entire population sample of potential participants, n=70. The sample is a heterogeneous group of 70 members that are predominantly white by race and female by gender (2 female to 1 male) as well as variance in experience level of teaching, subject area, level of education beyond the required Bachelors. Table 1 provides an overview of population sample demographics by gender as it pertains to higher education, years of teaching and subject areas of instruction. The convenience sample has gender frequency that is female (n=47) and male (n=23). The average years of instruction are seven years for females and five years for males. The mode, or most frequently represented years of teaching experience, is five for females and two for males. Additionally, in

terms of higher education, more females reported starting the program with a Masters (n=14) as

compared to males (n=6).

Table 1
Descriptive Demographic Make-Up of Cohorts by Gender

Teacher Descriptive Statistics

Teaching related aspects	Gender	
	Male	Female
Total Cohort Completers	23	47
Frequency of participants with MA Education level at start of PD	6	14
Average Years Teaching of participating teachers	5	7
Most Frequent Experience Level reported (mode)	2	5

Years of teaching experience. Overall, the sample is representative of teachers at different

stages of teaching expertise (Berliner, 2000); however there is a greater frequency of novice to

beginning teachers, who make up the lion share of the convenience sample.

In figure 2, a visual overview of teachers' experience is provided. Teachers' experience

is easily grouped, by frequency, into four groups: (1) frequency of teachers with more than 16

years of experience, (2) frequency of teachers with 10 to 15 years of experience, (3) frequency of

teachers with 5 to 9 y ears of experiences, and (4) frequency of teachers with 1 to 4 years of

experience. Figure 2 clearly identifies that there is a greater number (frequency) of teachers in the

convenience sample at an earlier stage of teaching experience, with 1 to 4 years, and in most

subject areas except for Business.

Subject Area and Teaching Years (Frequency)
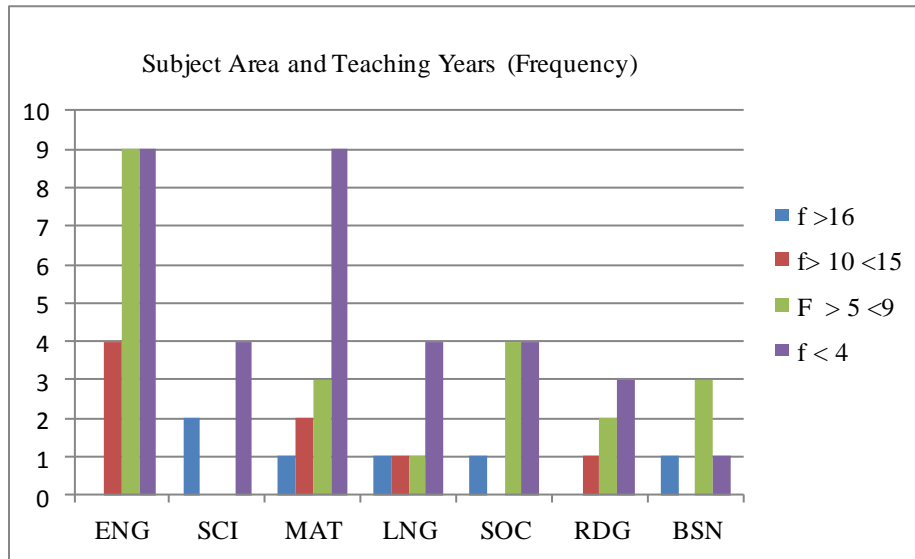
Figure 2. Subject areas and teaching years

The information provided in figure 2 is also numerically provided in Table 2. Teachers of mathematics (n=15) are represented in the distribution in all four categories over the combined groups of teaching years. However teachers of English (n=22) have greater representation of teaching experience in groups (2), (3) and (4). In terms of content area instruction represented by the sample, there are predominantly six content areas represented (in order of descending participation): English (n=22), Mathematics (n=15), Social Studies (n=9), World Languages/Visual Performing Arts (n=7), Reading (n=6), Science (n=6) and Business (n=5). In addition, it is observed that group (1), who comprise of teachers with greater than 16 years of experience, and group (2), who comprise of teachers with greater than ten years of experience but less than 16; comprise the smallest number of participants combined when compared to group (3) or group (4) in the sample. The breakdown of grouping by teacher years is provided in Table 2.

Table 2
Subject Areas of Instruction and Frequency Groups.

Subject Area of Instruction	Frequency Distribution				Totals Per Subject
	F > than 16 years	F > 10 year < 15 years	F > 5 year < 9 years	F < 4 years	
	Group 1	Group 2	Group 3	Group 4	
Business	1	0	3	1	5
English	0	4	9	9	22
World Language and VPA	1	1	1	4	7
Mathematics	1	2	3	9	15
Reading	0	1	2	3	6
Science	2	0	0	4	6
Social Studies	1	0	4	4	9
Totals by Group	6	8	23	33	70

Note: [a] Group 1= 6, Group 2 = 8, Group 3= 23, Group 4= 33 for a total of 70 completers.

Instrumentation - Survey Development. To begin the process of e-survey development, the professional development content is first reviewed. The graduate education program that all participants followed consisted of six courses designed for secondary teachers of English Learners. The curriculum meets state education requirements for an full ESL endorsement, thus enabling program participants to become dually credentialed (ESL and their content area).

Table 3
Professional Development Content

ESL endorsement course	Instrumentation Criteria	
	Overall learning frame	Highlights of curricular emphasis
Bilingualism and Second Language Acquisition (Second Language Acquisition)	Overview of bilingualism and second language acquisition.	Bilingualism, code-switching, Innatist and Interactionist Theory, Krashen, ZPD, Scaffolding, Oral Production, Use of students first language to support learning English
Language Assessment for Secondary Content Teachers (Assessment)	Overview of the role of formal and informal assessment of ELs	Informal, summative assessments of oral and written language, state language assessments, development of assessments for content area instruction
Structured English Immersion in Middle and High Schools (Strategies) *some cross over with other courses*	Overview of strategies for ELs, SIOP and scaffolding content with ELD objectives	Students' cultural background, use of first language as part of connecting to language and culture, parents, scaffolding content and English, Building background, lesson plans development
Introduction of Language Minority Education (Foundations)	Overview of language policy and introduction to teaching of language minority students.	Arizona four hour block, Prop 203, overall climate towards ELs, student cultural backgrounds
Parental and Community Involvement (Role of Community and Parents)	Overview of educating ELs and the linkage to culture, parents and community.	Introduction to funds of knowledge, traditional and non-traditional parental programs, conducting a parental home visit, projects on locating resources for EL students.
Bi-literacy (Adolescent Literacy)	Overview of literacy, bi-literacy in reading & writing for ELs	Building upon English academic literacy through first language literacy

These courses presented in Table 3 are approved by the state's department of education and represent key mandated areas of instruction of the PD content. In addition, PD courses and an overall learning frame are provided, as well as curricular highlights of the courses. In using this overview, relative knowledge, skills and dispositions are identified and become the basis for instrumentation development.

In order to retain question alignment, the review of PD content insures that the e-survey instrument's questions are consistent with the PD program and are relatable to respondents. It is critical that e-survey questions are "… stated in terms that are relevant to the researcher but also understood by the respondent" (Berends, 2006, p.631). Serving as Coordinator for the PD program, and in certain instances, Teaching Assistant and Faculty Associate for certain courses, I had complete access to the curricular content including syllabi, text and student activities. Access facilitated instrumentation alignment with PD content. Williams and Protheroe (2008) provide additional suggestions for educational surveys for schools to include question order, placement, and considering ways to facilitate ease of completion, agreement scales, clear wording, and participation incentives. Developing the final version of the e-survey also requires district internal research approval once university clearance to collect data is given. Final review and clearance by district research members ensured that the instrumentation met with approval by the school board. The lengthy process of survey revisions, substantiation of questions, and more in-depth scrutiny from several review boards, independently from each other, created ample opportunity to reflect coherence to participants' PD curriculum (Marshall & Rossman, 1989). As such, e-survey question development includes:

1) relevance to teachers that included connectivity to Professional Development content;

2) question development that provided opportunities for participants to provide data on classroom practices and knowledge/skill base; and

3) facilitation of questionnaire completion by balancing the need for thoroughness while reducing perceived burdens to complete the questionnaire.

E-survey sections. The survey was carefully designed to ensure that professional development program's curricular content is included. Open-ended and Likert questions reflect the professional development curriculum.

The survey has four main sections:

Section 1. This section seeks to learn of respondents' demographics, cohort affiliation, gender, age group and ethnic group. This section also seeks to determine participants' subject area of instruction, years teaching, and years of experience with teaching of LEP students and reclassified proficient long term ELs. This section also seeks to learn about participants' exposure to first and second languages and finally the extent that participants have continued their graduate studies beyond the foundational program in ESL.

Section 2. This section ask participants to provide open-ended responses, and seeks to learn about practices associated with the following: collaborative activities for development of English; informal assessments of reading, writing and speaking; activities used to facilitate oral language development at the basic, intermediate and advanced levels; ways of incorporating EL students' language and cultural background; impacts of English only instruction; strategies to develop written academic languages; and, ways of having students use first language in class in order to learn content.

Section 3. This section asks participants to respond to Likert questions that focus on knowledge and dispositions for teaching ELs and includes questions on the following: language policy, use of first language, scaffolding, language support for EL students, formal state language

assessments, parallel education of ELs and learning English, sociocultural teaching practices and overall teaching practices for teaching ELs.

The questions in this section require teachers to read a statement and make a choice that reflects their level of agreement:

1) I totally agree with the statement

2) I somewhat agree with the statement

3) I somewhat disagree with the statement

4) I strongly disagree with the statement

While a five rank choice could have included a response for "neither agree nor disagree", a four choice answer strand is utilized in order to prompt participants to choose a position statement and not choose a neutral answer. This was also in part due to the review of a 2010 study by Faltis, Arias and Ramirez-Marín (2010) on teacher preparation where teachers used both neutral and strong agreement for many of the questions. From a personal perspective, as a researcher and also former high school teacher, I realized that offering a neutral choice such as "neither agree nor disagree" could have provided a quick default answer for teachers who were either undecided on a question or who wanted to complete the survey quickly in order to juggle the busy work day.

Section 4. In this section, participants are asked to complete open-ended prompt questions. The questions relate more specifically to the notions of cultural relevant teaching and, accordingly, ask questions relative to EL students' background, deficit views that some have of EL students and school based challenges facing ELs.

Section 5. In this section participants are asked to provide comments about their professional development experience.

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Survey pilot. The survey was piloted several times with graduate students and a professor through a paper and pencil version as well as in an online version. In the online version, recipients were sent an email with a weblink to test the piloted version. The individuals, who were family and friends, were asked to provide feedback on question clarity. Adjustments to questions were made accordingly and allowing for smooth administration of the piloted questions and dissemination to the population sample.

Survey administration. The survey is made available through an online survey dissemination site, Survey Monkey. Each teacher in the population sample receives an email, explaining the study and the link to the survey. Through the web-based email link, respondents are able to not only start the survey from any computer but if they use the same computer, the system features recognize the computer's IPL and brings the respondent back to his/her original page where he or she may have left off. As a researcher, I considered issues such as ease of completion and the ability to complete the e-survey based on respondent's individual time constraints in order to facilitate completion of the survey.

DATA COLLECTION AND ANALYSIS

As outlined earlier in this section, the survey touches upon the six curricular areas of ESL professional development. Through opened-ended free response questions, I intend to obtain authentic responses from participants. Through the Likert questions, I intend to have participants think about the statements presented and select a choice that best relates their level of agreement or disagreement with the question.

The primary method of data collection is an electronic survey that has open-ended prompts and Likert questions tied to PD curricular content. Based upon participants' responses, the study seeks to reveal teachers' understanding of what they construe to be relative, important and necessary in the teaching of ELs, both specifically in practice and in broader terms. While knowledge is difficult to pinpoint due to the post-professional development research design that

does not include a preliminary knowledge assessment, knowledge is considered from the foundational perspective of pedagogical content knowledge (Shulman, 1987) that is enhanced as a result of professional development (Cochran-Smith & Lytle, 1999) . What teachers perceive is important relative to teaching ELs (Sandberg, 2000; Sandberg & Pinnington, 2009) and reveal through responses to Likert and open-ended questions is the objective of the study. As reiterated in the conceptual framework, knowledge is considered from the perspective of what teachers say is important when teaching ELs specifically and broadly after completion of a PD program. The study seeks to learn how teacher learning will support and enrich student learning (Dewey, 1938) of English and content through linguistic and cultural sensitivity. In order to accomplish this, special emphasis is placed on the development of appropriate and content congruent e-survey based on participants' program of study, courses activities and curriculum.

Survey questions. The primary data source consists of a multimodal questionnaire. The instrument utilized seeks to optimize program content congruence as well as provide a variety of question formats such as Likert, open-ended and forced choice. The Likert questions concentrate on understanding knowledge and dispositions of a participant's learning while open-ended questions orient towards an understanding of skills and more aptly, aspects of practice that teachers report.   Open-ended questions are analyzed using an inductive method to isolate themes by comparing responses across questions aligned to research questions.   Using constant a comparison method provides opportunities to identify the natural categories which arise from the data coding, thereby revealing broad categories associated with participants' professional development program.

Organizing open-ended and Likert questions according to research questions. In order to answer the research questions, Likert and open-ended questions are organized for purposes of analysis. Research question 1 looks to identify knowledge, skills and dispositions that directly apply to teachers' knowledge, skills and dispositions related to the classroom practices of teaching

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mainstream ELs. Therefore, questions which most aptly relate to classroom practices are organized, analyzed and presented under research question 1.

While questions for research question 1 focus more on teacher practices, the survey questions identified to answer research question 2 are selected in order to develop a broader lens on teacher learning that relates to the teaching of ELs in today's school that could be considered beyond simply good teaching practices (de Jong & Harper, 2005). These questions focus less on classroom activities and more on generalized constructs related to the teaching of ELs. In terms of Likert questions, many of the dispositional oriented questions are placed under this research category. In terms of open-ended questions, more open-ended completion response questions (e.g. Question 44, " Many teachers have deficit views of ELs, I try to address this by…..") are included in order to capture respondents' comments that reflect broader notions and not teaching specific ones. Therefore, both Likert and open-ended questions aligned to a broader perspective are organized, analyzed and presented under research question 2.

Analyzing Likert and open-ended questions. Primarily descriptive statistics are used to analyze the Likert data through SPSS software provided by the university. Descriptive statistics include: mean, median, mode, frequency distribution and percentage, Standard Error of Mean, Standard Deviation and Skewness. I intend to report in the findings section respective questions and their mode and frequency distribution (including percentages) and full descriptive statistics will be available in the Appendix. In addition to descriptive statistics, SPSS software is utilized to determine Likert questions' internal reliability using a Cronbach Alpha analysis and a Chi Square Distribution to determine Goodness to Fit. The survey data reflects non-parametric ordinal numbers, and Spearman Rho correlations provide additional analysis to Likert questions in order to ascertain the degree to which respondents' shared responses to a particular Likert question associate with responses to other questions (either positively or negatively correlated). A bivariate-paired analysis using Spearman Rho is part of the analysis of Likert Questions.

Data provided through open-ended questions are analyzed across questions, organized by research questions for themes and using a constant comparison method. For this study, I consider data provided to open-ended questions and data obtained from Likert questions to identify the theme that emerges when comparing the two types of data utilizing two forms of analysis. Coding was developed using a preliminary set of potential codes as described by Huberman & Miles (1994). In evaluating further the coding process, Huberman and Miles (1994b) suggest that creating a list of potential codes to start with allows for a preliminary method of looking at data (Huberman and Miles, 1994b, p. 58). I primarily considered the courses that participants took as starting points in the coding process and course content. From there, I developed additional coding as I went through the process of reviewing data. The coding levels in Figure 3 provides a brief overview of the code levels utilized in reviewing and coding data in preparation for analysis.

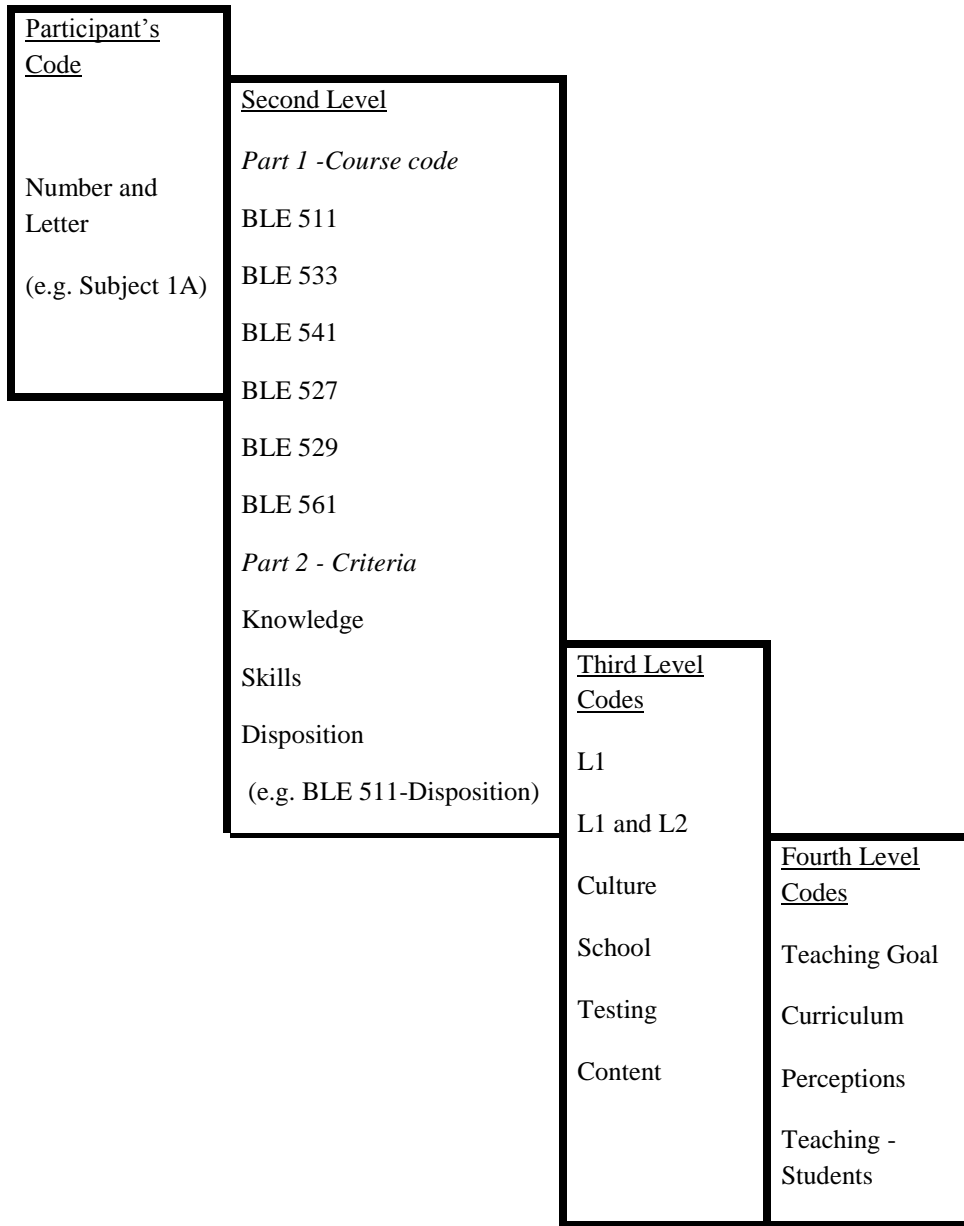| Participant's Code	Second Level		
Number and Letter (e.g. Subject 1A)	*Part 1 -Course code* BLE 511 BLE 533 BLE 541 BLE 527 BLE 529 BLE 561 *Part 2 - Criteria* Knowledge Skills Disposition (e.g. BLE 511-Disposition)	Third Level Codes L1 L1 and L2 Culture School Testing Content	Fourth Level Codes Teaching Goal Curriculum Perceptions Teaching - Students

Figure 3. Coding levels

By establishing a participant code, I can also search by code to see how a participant responds to other questions.

> *Participant Code*: Each response was given a primary number (N) and Letter code. (e.g. 1A) to identify the subject consistently as (e.g. Subject 1A) responses across the data set, and thus facilitating data review and comparsions.

By using this code, I identify the response to a study area: knowledge, skills and dispositions. I also can identify the responses to whether it relates to teaching, students, and planning about teaching/ideas in general.

> *Second Level: Course Point and Criteria:* These codes identify what course the information provided relates to; and in doing so, I could identify more readily, if the comment relates to knowledge, skills and disposition. Criteria often relates to a particular activity that codes may address: teaching, students, and planning.

Up to this point, the codes for participant code and second level address more specific aspects associated with the survey. Having developed a preliminary coding, additional coding addresses other areas under established second level codes. At this point, the study identifies if the code relates to a specific PD area .

> *Third and Fourth level - Specific Codes*: such as first language (L1), second language acquisition (SLA), parents, culture, assessments, culturally relevant teaching (CRT) are just some examples. Often a description would be used for clarity.

Within the specific codes, I consider additional aspects to clarify respondents' knowledge, skills and dispositions. For example when referring to first language use, a short description seeks to clarify the open-ended response . I continue to look at open-ended data in order to develop additional codes and then categorized them. In order to complete the analysis, codes are compared among respondents, and organized into categories in order to generate themes that link to other

data obtained from the survey (Ridolfo and Schoua-Glusberg 2011; Strauss and Corbin, 1994). It is critical to look for themes that emerge not only from qualitative data but that are also supported by Likert data.

The development of final themes that are presented in the findings chapter includes review of Likert data and Spearman Rho correlations. For example, Likert questions, such as asking respondents about a topic related to student language and culture, are considered in the analysis in terms of open-ended questions that also relate to the same theme generated by respondents' comments to open-ended questions .

Survey validity and reliability. In order to ensure that the survey reflects internal reliability, Cronbach Alpha reliability is obtained through an SPSS analysis. Per Berends, a reliability coefficient of not lower than 0.7 (Berends, p. 634) is needed to demonstrate adequate reliability. The data obtained from this survey also includes open-ended data that is analyzed for themes; and, therefore, the study does not strictly rely on Likert data for purposes of validity.

Report format. The report presents quantitative and qualitative findings per research question so that data is presented fairly and the reader may judge the data independently. Findings will describe the data using actual excerpts from open ended questionnaire questions as well as graphs and tables when appropriate that reflect appropriate themes (Yin, 2006, p 117). The excerpt will explain and relate to other pieces of data supporting the overall theme. The report will be located as part of the findings chapter.

CHAPTER 4: RESEARCH FINDINGS

In this chapter, I present findings organized by research questions in order to determine teachers' knowledge, skills and dispositions relative to teaching ELs. The data presented is from an e-survey completed by participants and collected over an eight week period. The findings presented in this chapter relate to the study's two primary research questions, presented in Chapter 2 and also presented once again under each research question findings for the reader.

OVERVIEW OF FINDINGS

Data presented under each research question review findings from Likert questions, themes from open-ended questions and correlated themes and Likert questions. Presentation of findings per research question follows this format:

1) findings on Likert knowledge and disposition questions

2) findings on themes from selected open-ended questions

3) themes from open-ended questions, specific Likert questions frequencies and correlations to Likert questions.

In utilizing a constant comparative method (Glasser & Strauss, 1967; Ridolfo and Schoua-Glusberg, 2011; Strauss & Corbin, 1994), all data are considered in the development of relative themes that are presented in this finding section. With Likert questions, the dimension of the question is considered as well as the level of agreement or disagreement within the response frequencies. As it relates to Spearman Rho analysis, careful attention is placed on the questions per se. The correlation analysis was for all Likert questions combined versus only those Likert questions that applied to the research questions. As a result, there are correlations for the Likert questions that combine research questions. Chapter 5 examines high correlations to Likert questions relative to the overall themes relative of this study as well as two tailed bivariate

Spearman Rho analysis for correlations at 99% and 95% confidence level. Before presenting in-depth findings per research question, I provide an overview of salient respondents' demographic data in descriptive statistic format. Data presented includes frequencies in figures of cohort distribution, gender, respondent age ranges, year of teachings and content areas instructed, and first and second language usage.

Overview: Statistical analysis of Likert questions. Statistical analysis for research question 1 and 2 include an SPSS analysis of all knowledge and disposition oriented Likert questions associated with Research Questions and is presented within the body of the findings section. It is important to note that the internal validity test of Cronbach Alpha reveals that knowledge and disposition questions have low internal consistency with a Cronbach's alpha of 0.569. In the Appendix, a complete list of the Cronbach Alpha for Likert questions is presented.

A Chi Distribution for goodness for fit revealed that 22 out of 23 questions are identified as "reject null hypothesis". Due to the fact that all data is included, Likert questions and open-ended questions, for the development of findings, question 40, which is identified as "retain null hypothesis," is also included in the analysis.

Overview: High frequency Likert questions. Upon completing an SPSS analysis, using the latest university version for purposes of generating descriptive statistics such as frequency and percentage distributions, data review is performed. Through this review, high mode frequency responses are identified and become part of the overall analysis of data. In Table 5, high response mode frequencies of over n=22 are presented along with the question dimension. Since the Likert data set has an overall number of respondents (n=40), frequencies of (n=22) represent 55% of respondents. The modes presented in Table 5 represent the most frequent response shared among participants. The Likert questions required respondents to select a response to a question's statement that best reflected their agreement. In general, questions with high frequency responses reflect two types of answer dimensions: either responses are (1)-strongly agree with the statement

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or are (4)-strongly disagree with the statement.

The following agreement dimension (scale) is used:

       1   strongly agree with the statement

       2   somewhat agree with the statement

       3   somewhat disagree with the statement

       4   strongly disagree with the statement.

In Table 4, the data analysis is obtained through descriptive statistics, indicating that 11 of the 20 questions have modes with percentage distributions over 55%. In reviewing Table 4 with greater detail, it is observed that three disposition questions representing 15% of the Likert questions and eight knowledge questions representing 40% of the Likert questions have greater response rates among respondents. In the Appendix a complete list of Likert questions is available. Moreover, it is important to note that while there is not an equal distribution between knowledge (n=12) and disposition (n=8) Likert questions in this study; and remarkably, 67% (n=8 out of 12 Likert questions) have modes with percentage distributions over 55% in one response category. Even more remarkable is that five of the eight knowledge questions represented have frequency response rates above 70%, also in only one response category.

Table 4
High Response Modes in Likert Data by Descending Frequency

	High Frequency Response of Likert Questions		
Question	Question measure (dimension)	Mode	Frequency (%)
Q39	Teaching Practice: Need for teachers to do an informal language assessments of ELs. (Knowledge)	1	31 (77%)
Q42	ESL state's program: Efficacy of grouping of identical English language levels to learn English in non-mainstream classes. (Knowledge)	4	30 (75%)
Q30	Teaching Practice: Lack of need to scaffold based on language level. (Knowledge)	4	29 (72.5%)
Q29	Teaching Practice: Unnecessary to scaffold writing in English when there is strong oral English proficiency. (Knowledge)	4	28 (70%)
Q33	Use of first language: important to make connections to first language connections to support learning English. (Knowledge)	1	28 (70%)
Q35	Opinion: unimportant for teachers to know first language reading literacy. (Disposition)	4	27 (62.5%)
Q37	Teaching Practice: Incorrect example of socio-cultural teaching of content vocabulary. (Knowledge)	4	25 (62.5%)
Q28	Opinion: ELs with interrupted schooling needing extra support in school.(Disposition)	4	22 (55%)
Q38	State's placement test (AZELLA): Accuracy of test for reading, writing and oral proficiency. (Knowledge)	4	22 (55%)
Q25	Language of instruction: Required to use English but using L1 is acceptable with student. (Knowledge)	1	22 (55%)
Q34	Opinion on teaching ELs: heterogeneous mixing of ELs helps learning English and content. (Disposition)	1	22 (55%)

In order to explain findings, frequency distribution tables of responses are included under each research question. In the findings presented for each research question, Likert questions with frequency distributions and open-ended questions are presented. In the Appendix, a complete list of Likert questions and open-ended questions are presented for review. For each research question, the finding section includes results of a two tailed bivariate Spearman Rho correlation which relates to the overall finding per research question when considering themes generated from constant comparison. Conclusions on themes and review of Likert distributions along with Spearman correlations are then presented for each research question. With regard to Spearman Correlations, these correlations at 99% and 95% confidence level are presented in table format in the Appendix and grouped by Likert Question. In the Appendix, full descriptive statistics for all Likert questions are presented in table format and include median, mean, standard deviation, standard error of mean and skew.

Overview: Respondent d emographics. Overall, 48 teachers started the e-survey and out of the original 48 teachers, 47 teachers completed the demographic portion of the e-survey only. However of the original 48 teachers, only 40 completed all parts of the e-survey (open-ended, Likert and optional questions). Data presented in this section has an n=47 respondents, with 1 missing unless otherwise stated. In this overview of respondent demographics, the data, collected directly from the e-survey, are presented in figure format. A brief explanation of the data precedes the figure.

In *Figure 4* Gender Distribution shows an unequal distribution between female respondents (n=30) to male respondents (n=17). For this figure, there are 47 respondents with one (n=1) missing.
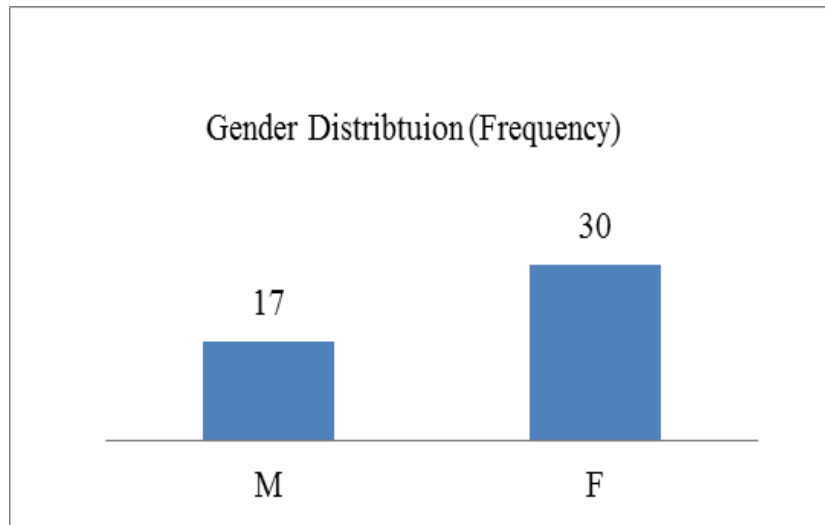
Figure 4. Gender distribution (Frequency)
Note: n=47, 1 missing

In *Figure 5*, Cohort Distribution respondents identify their participation as either cohort 1, 2, 3 or 4, which corresponds to each participant's academic program year. Graduate ESL study cohorts commenced January 15, 2008, and ended July 1, 2011. Cohort 1 began in January 2008 and continued through December 2008. This cohort was the only one out of all four cohorts that did not follow a Fall, Spring and Summer schedule. Cohort 2 began in 2008 and continued through 2009; Cohort 3 began in 2009 and continued through 2010; and Cohort 4 began in 2010 and continued through 2011. Of the four cohorts, Cohort 4 had the largest numbers of respondents (n=17), and in decreasing order, Cohort 3 had (n=12), Cohort 1 (n=10); and, lastly, Cohort 2 had (n=9). For this figure, there are 48 respondents with no missing data.
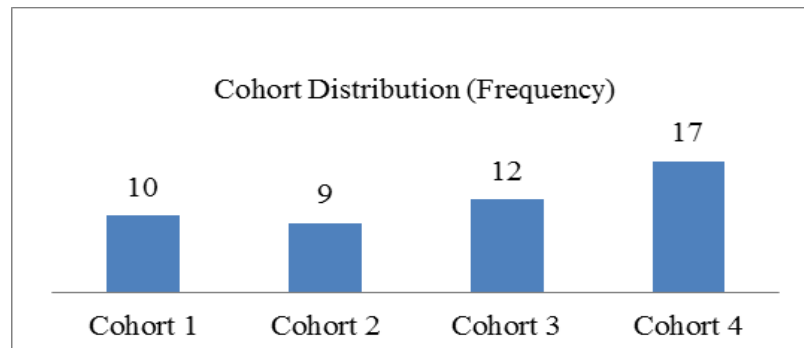
Figure 5. Cohort distribution (Frequency)
Note: n=48

In *Figure 6*, Age Distribution of Respondents reveals frequency distributions of the respondents' age grouped into five bands. Simple data analysis reveals that respondents comprise primarily three age bands. Respondents who are 26 to 35 year old (n=15) and respondents 46 to 55 year (n=16) comprise the two larger respondent age bands. Teachers 36 to 45 years of age represent the third band. For this figure, there are 47 respondents, with one (n=1) missing.
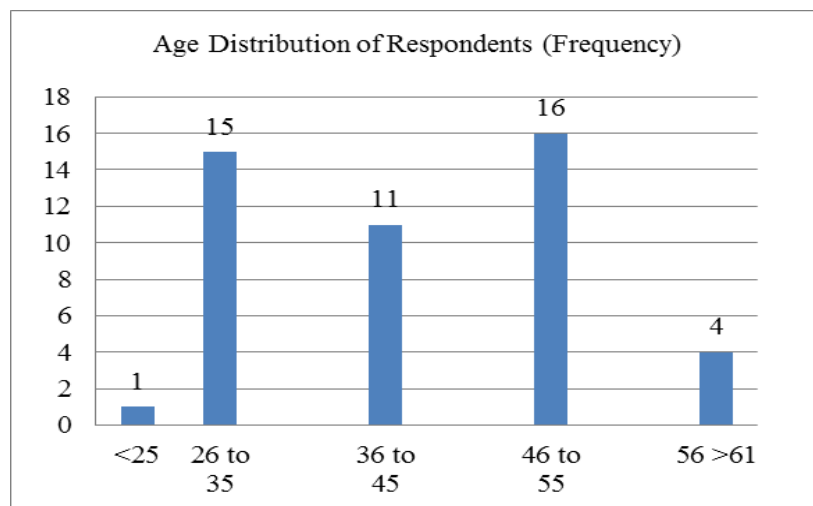
Figure 6. Age distribution of respondents (Frequency)
Note: n=47, 1 missing

In *Figure 7*, Ethnic Group provides the frequencies and percentage of self-reported ethnic group affiliation. The majority of respondents are Caucasian (n=31) followed by Hispanic/Latino (n=9) African American (n=5) and Asian/Pacific Islander(n=2). For this table, there are 47 respondents, with one (n=1) missing.
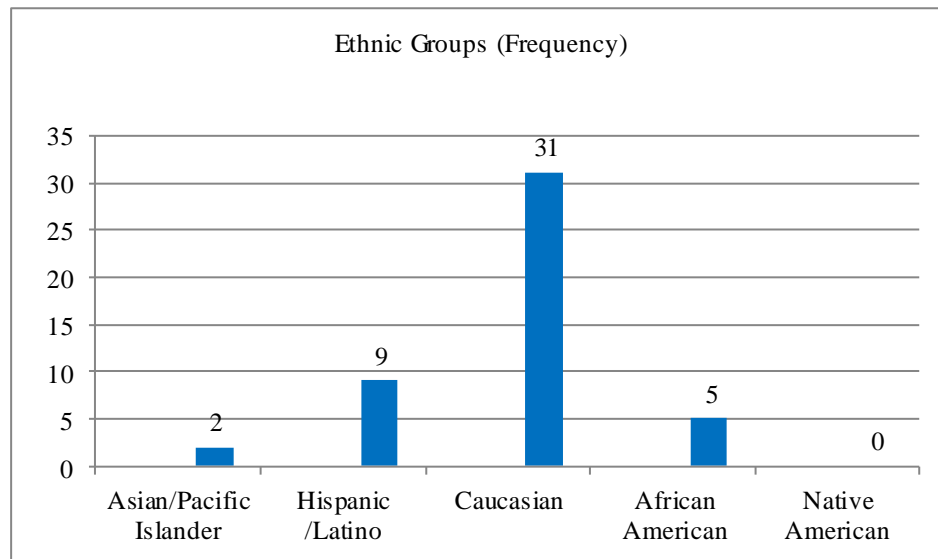
Figure 7. Ethnic groups (Frequency)
Note: n=47, 1 missing

In *Figure 8*, Years of High School Teaching Including ELs shows years of teaching high school by frequency distribution broken down into six bands according to the questionnaire. The largest frequency of respondents (n=25) reported teaching in the "4 to 7 years" category. The second largest frequency of respondents (n=8) reported teaching in the "1 to 3 years" category.

Those who recently entered the teaching profession have more experience teaching ELs at the high school level than those who are expert teachers as noted by the frequency distribution. In comparing high school teaching experiences with and without ELs, there is a greater frequency among respondents in novice and beginning stages of teaching (Berliner, 2000). In the 1 to 3 years

of experience category the frequency has increased by 187% (from n=8 to n=15). For this figure,

there are 47 respondents, with one (n=1) missing.

Overview of Respondents' Teaching Experience (Frequency)

	1 to 3 years	4 to 7 years	8 to 11 years	12 to 15 years	16 to 19 years	over 20 years
HS	8	25	5	5	2	2
HS & Els	15	20	6	1	4	1
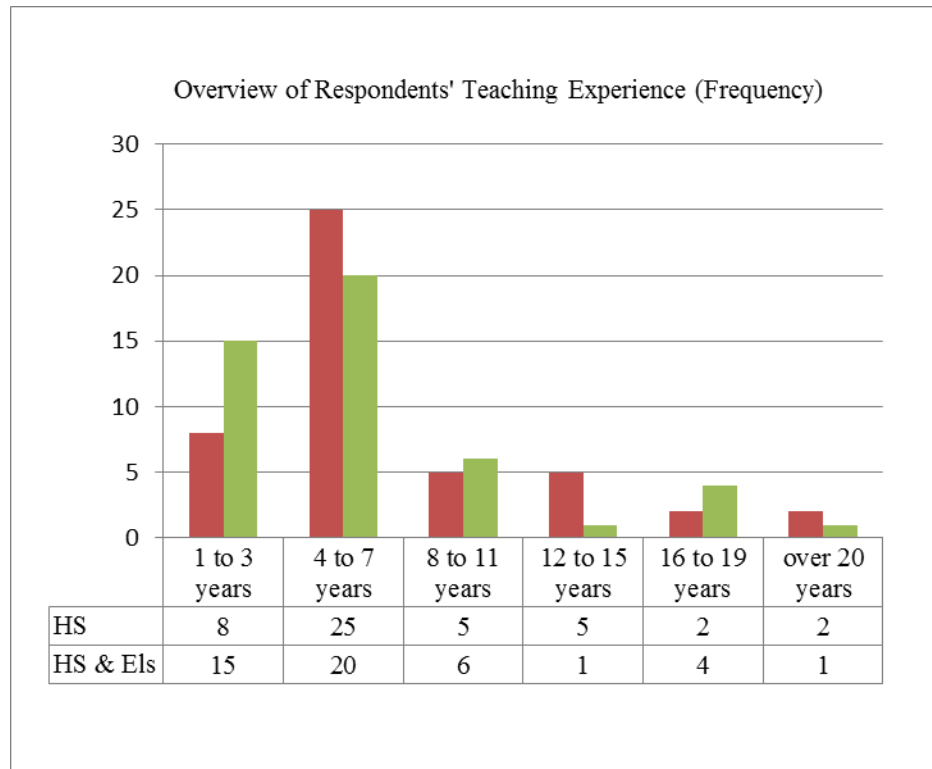
Figure 8. Overview of respondents teaching experience (Frequency)
Note: n=47, 1 missing

In *Figure 9*, Distribution of Subject Areas, the majority of respondents teach math (n=17), English (n= 15) and science (n=9). Many of the respondents have dual areas of instruction; for example, Special Education (n=6) is a dual teaching area with four subject areas. Due to the fact that teachers often instruct multiple subjects, 77 teaching disciplines are identified from the questionnaire. For this figure, there are 48 respondents with no missing data.
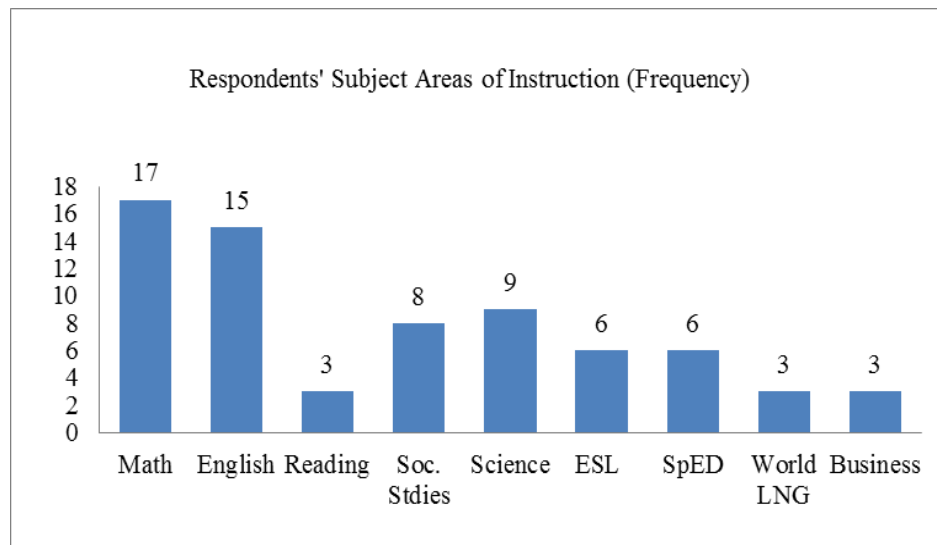
Figure 9. Distribution of subject areas of instruction (Frequency)
Note: n=48

In *Figure 10,* respondents' first and second language information is presented. In figure 10, the majority of respondents are native English speakers (n=41); however, Spanish is identified as first language (n=5) by some participants as well as German (n=2).

English First Language v. Languages Other Than English (LOTE)
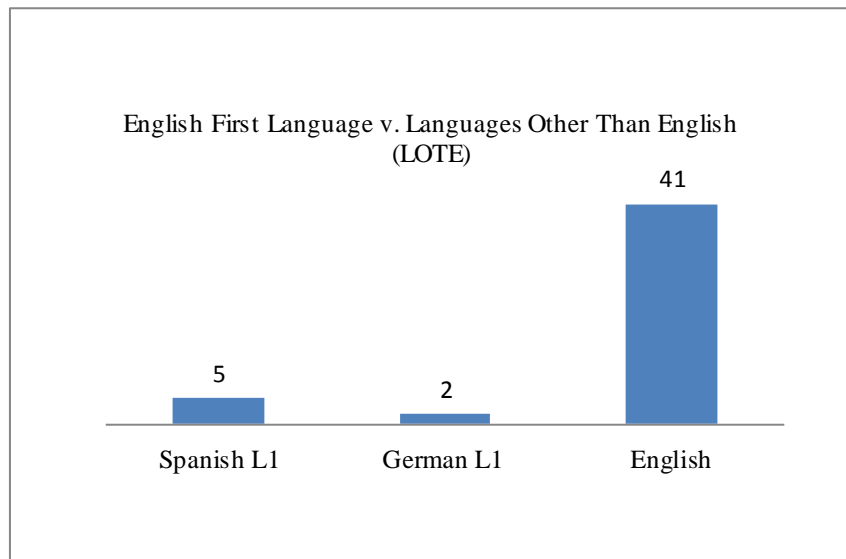
Figure 10. First language speakers of English and languages other than English (LOTE) (Frequency)
Note: n=47, 1 missing

In *Figure 11*, the majority of respondents report having not studied a second language experience or having a second language(n=29), and a very small number report having a second language such as either Spanish (n=5), French (n=3) or Tagalog (n=1). Participants could also rate their perceived oral production, reading and writing skills. In this optional question, (not presented in figure 11) a few respondents report native like fluency (n=4), strong second language fluency but not). native like fluency language skills (n=2). (n=3) and limited Overwhelming the data suggest that the majority of respondents lack second language learning and/or have second language skills.
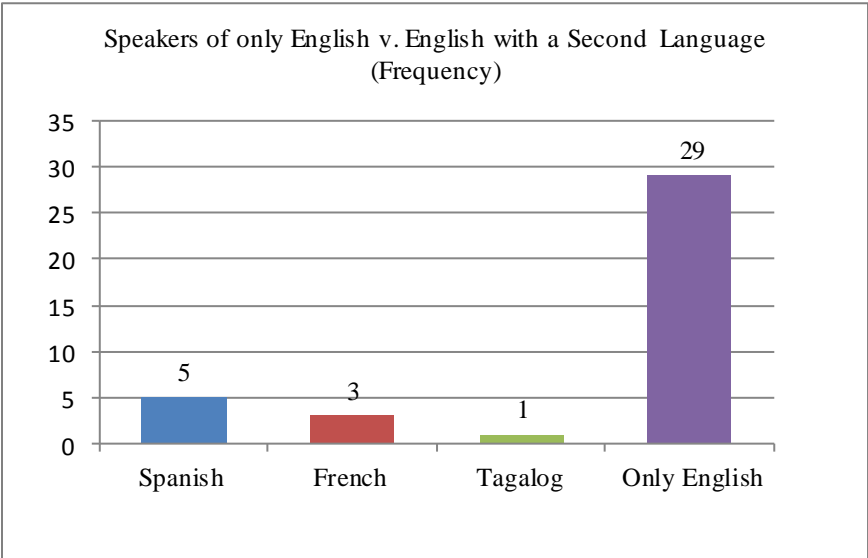
Figure 11. Speakers of only English and English with a second language (Frequency)
Note: n=47, 1 missing

Data presentation for research questions 1 and 2 are presented in three sections: Section 1 includes findings of Likert Knowledge and Disposition Questions; Section 2 includes findings of Open-Ended Themes; and Section 3 includes finding of Open-Ended themes, Likert and Spearman Correlations (and Likert Questions). Each research question concludes with a summary of findings for the research question.

RESEARCH QUESTION ONE

This section includes data that best supports the research question on teachers'
knowledge, skills and dispositions for teaching ELs in their mainstream classrooms.

*Research Question 1: What do mainstream teachers say about their knowledge, skills
and dispositions relative to ELs after completing a long term professional development
program?*

As previously stated in Methods, Likert and open-ended questions that facilitate
answering research question 1 are organized under their respective sections in order to relate
appropriate data relative to the research question. The knowledge and disposition Likert questions
presented for discussion are shown in Table 1 in abridged format with mode and frequency
percentages.

Section 1: Likert questions for research question 1. In this section, I present the
Likert questions which relate to aspects of the professional development program instructed to
program participants.

Likert knowledge questions. There are approximately six knowledge based Likert
questions that directly link to content instructed in the professional development program.

Table 5
Likert Knowledge Questions

Likert Knowledge Questions for Research Question 1	
Question	E-survey questions
Q29	Generally scaffolding support is not needed for writing in English when EL students demonstrate strong English oral proficiency.
Q30	In practical every day teaching of content, it's not necessary for teachers to scaffold lessons based on EL students' language level.
Q31	Once I've developed a good strategy for ELs, I use it for all ELs. One good strategy works for all ELs at any language level.
Q32	El adolescents who have school based literacy in their first language (parallel education) more easily transfer those same literacy skills to English.
Q33	It's important for EL students to use their first language to help them make connection (i.e. cognates) to learning English when appropriate.
Q37	An excellent example of teaching content related vocabulary in English and using socio-cultural approach is the following: work independently, memorize, and take a quiz

A frequency distribution with percentages presented is in Table 6.

Table 6
Frequency Distribution – Knowledge Questions

	Likert knowledge questions				
	Mode and Response distribution (frequency and percentages)				
Questions	Mode	1	2	3	4
Q29	4	2 (5%)	3 (7.5%)	7 (17.5%)	28 (70%)
Q30	4	2 (5%)	3 (7.5%)	6 (15%)	29 (72.5%)
Q31	3	2 (5%)	5 (12.5%)	14 (35%)	19 (47.5%)
Q32	1 & 2	19 (47.5%)	19 (47.5%)	2 (5%)	NA
Q33	1	22 (55%)	11 (27.5%)	1 (2.5%)	NA
Q37	4	1 (2.5%)	5 (12.5%)	9 (22%)	25 (62.5%)

Note: [a] Question 29, Question 30, and Question 37 have frequencies (percentages) in category 4 which are some of the highest within the data set.

Detailed discussion of questions. With regard to every day teaching, questions 29 and 30 ask respondents to consider the role of English oral proficiency and language levels with regard to scaffolding EL student learning as part of their teaching praxis. In question 29, respondents consider the necessity of scaffolding lessons for their EL students despite demonstrable English oral proficiency. The data indicates that 70% (n=28) of respondents "strongly disagree" with the statement found in the question that asks if scaffolding for writing is unnecessary for ELs with well-developed oral language proficiency in English. Another 17.5% (n=7) somewhat disagreed with the statement regarding scaffolding and English oral language proficiency. However, overall 87.5% (n=35) share some level of disagreement with the statement. This corresponds to the professional development content that asks teachers to consider scaffolding instruction with a clear understanding of their EL students' oral language proficiency. Respondents to question 30 also consider whether EL students' language level is an unnecessary consideration when scaffolding daily lessons. The data reveals that a substantial majority, 72.5% (n=29), share a common response of "strongly disagree" with the statement that EL students' language level is unimportant. An additional 15% (n=5) indicate that they "somewhat disagree" with the statement while only 12.5% (n=5) share some level of agreement that language level is an unnecessary consideration when planning scaffolding activities. Therefore 87.5% share a common level of disagreement for the statement which is consistent with the PD content that reiterates the importance of EL students' language levels when planning instruction. It is notable that respondents' overall frequency percentage for both questions 29 and 30 is 87.5%.

In question 31, respondents are asked to consider the degree that an EL teaching strategy may be universally suitable for all ELs instructed. While response levels among participants reveal a common level of disagreement, unlike previous responses related to teaching praxis, less than a majority, 47.5% (n=19), of respondents "strongly disagree" with the statement that a good strategy is universal for all ELs at any language level. An additional 35% (n=14) of respondents somewhat disagree with the statement as presented. Overall, consistent with the professional

development instruction, 82.5% of respondents share some level of disagreement with question 31 while only 17.5% (n=7) share a level of agreement with the statement.

In question 32, respondents consider first language literacy that EL students achieve through parallel education and the degree that first language literacy facilitates English literacy. Overall, respondents share a level of agreement with the statement which is entirely consistent with professional development content. While the majority of respondents, 95% (n=38) share some agreement, only 47.5% (n=19) of respondents display "strong agreement" and another 47.5% (n=19) of respondents "somewhat agree" with statement. Only 2% (n=5) disagree with the statement. In question 33, 70%, (n=28) of respondents share a common response that EL students' first language is important when learning English. An additional 27.5% (n=11) indicate that they somewhat agree with the statement in question 33; and, therefore, 97.5% of respondents indicate that having students make connections to English through using their first language in school is important.

In question 37, respondents determine through their agreement whether the statement aptly details a socio-cultural teaching approach for instructing content related vocabulary to EL students. Respondents share an overall common disagreement, 84.5% (n=34), with the statement which inaccurately reflects a socio-cultural approach which is also consistent with the professional development curriculum presented. It is noteworthy that the teaching method presented is not representative of a sociocultural approach in any regard; however, 17.5% (n=6) indicate a level of agreement with the statement.

Summary discussion of knowledge questions. In terms of summary findings for knowledge Likert questions, respondents display an overall agreement with using students' primary language for clarification of instruction. Respondents also demonstrate an overall agreement with the role of ELs' English proficiency and language levels as it relates to scaffolding and teaching strategies, which is affirmed through their disagreement to questions 29 and 30. A solid majority, 70% of respondents, also share a common agreement that first language use in

order to make connections to their first language through similar cognates as an example is important when learning English. Also, respondents overall share a common response level in their ability to recognize whether a vocabulary teaching strategy is not representative of a socio-cultural method evidenced in their level of disagreement to the question's example. Interestingly enough, respondents share a level of overall agreement (strongly agree and somewhat agree) on the role of first language school based literacy and the transferability to literacy in English.

Likert disposition questions. There are approximately two disposition based Likert questions that relate to teaching ELs English and content.

Table 7
Likert Disposition Questions

	Likert Disposition Questions for Research Question 1
Questions	E-survey questions
Q23	EL students learn course content even if they can't make sense of the English found in the text or class discussion.
Q34	In my opinion, mixing students with varying levels of English proficiency helps learn English and content.

A frequency distribution with percentages is presented as part of the SPSS analysis. For question 34, the majority of respondents share a common response level as evidenced by high frequency response of 55% (n=22) in one response category . In the second disposition question, common responses indicate greater overall agreement rather than disagreement with the question's statement.

Table 8
Frequency Distribution – Disposition Questions

	Likert Disposition Questions for Research Question 1				
	Mode and response distribution (frequency and percentages)				
Questions	Mode	1	2	3	4
Q23	3	2 (5%)	11 (27.5%)	17 (42.5%)	10 (25%)
Q34	1	22 (55%)	15 (37.5%)	3 (7.5%)	0

Detailed discussion of questions. In Table 8, question 23, respondents share various levels of disagreement with the statement that learning content occurs even when EL students don't understand English. In Table 8, most respondents, 42.5% (n=17), somewhat disagree with the statement; however, another 25% (n=10) strongly disagree with the statement. Overall, 67.5% of respondents indicate disagreement with the statement presented. For respondents, understanding English is considered necessary for learning content. However, it should be noted that in this disposition question, a large number of respondents, 32.5% (n=13), share a common response level of agreement with the statement, namely that learning does occur regardless of understanding of content in English.

Question 34 has a response frequency of 55% and participants strongly agree to the question's statement. In question 34, respondents are asked if having access to various levels of English proficiency facilitates learning English and content. Approximately 55% (n=22) of respondents strongly agree that English learning requires access to other speakers of English. However, an additional 37.5% (n=15) somewhat agree with this statement; and, therefore, 92.5% of respondents indicate overall that access to multiple levels of English proficiency facilitates English learning.

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Summary discussion of disposition questions. In summary, respondents' responses to the disposition questions relate various aspects of respondents' perceptions of the importance of knowledge of English for learning content and for access to various levels of English speakers to enhance the learning of English. Respondents share a mixed level of response with regard to ELs learning content, regardless of their ability to make sense of content and English. A majority of respondents share a common level of agreement with the notion that group activities that include heterogeneous levels of English proficiency are advantageous to ELs.

Overall summary of Likert questions for research question 1. With respect to Likert knowledge questions, the data suggest that respondents display various levels of agreement with how low English and ELs' first language are integrated as part of their teaching praxis. Over 70% of respondents indicate that scaffolding is necessary when ELs are completing writing assignments. Similarly, approximately 72% of the respondents indicate that planning instruction with scaffolding activities includes ELs English language levels as part of the instructional praxis. While the data are merely a representation of response levels, the data suggest that respondents share an overall knowledge level of the importance of scaffolding and the relative importance of EL student language levels in carrying out instruction.

Additional knowledge Likert questions also ask respondents to answer questions on teaching approaches that foster EL student learning. The data indicate that respondents share similar knowledge levels with regard to EL teaching strategies. Over 80% of the respondents indicate that teaching strategies are not equally applied to all ELs all the time. As it pertains to sociocultural teaching methods, over 84% of respondents indicate that adopting a sociocultural approach for teaching vocabulary does not focus on EL students working independently or in independent acts of learning that apply memorization, dictionaries and just test taking. While the data does not measure how knowledge is applied and degree of understanding, the level of

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responses in the data does suggest that teachers share a similar level of knowledge regarding EL teaching strategies.

Other Likert knowledge questions address the role of parallel education for EL students' and the role of first language literacy. Approximately 95% of respondents indicate that first language literacy facilitates English literacy. Connection to first language literacy and its role in learning English is echoed once again in the data. Over 97% of respondents share a common level of response supporting first language as a way to connect to learning English, especially through vocabulary connections and cognates.

With respect to Likert disposition questions, 67.5% of respondents indicate through their level of responses the perception that ELs' potential to learn content is limited when not understanding English and the content presented in English. However, 31.5% of respondents indicate, by their level of response, that EL students learn content despite their lack of knowledge and competency in English. For these respondents, a lack of knowledge and skills in English does not deter learning school content. When it comes to access to English through heterogeneous grouping with various levels of English, over 92% of respondents perceive that this is important for ELs.

Section 2: 0pen-ended themes for research question 1. In this section, I present findings to open-ended questions that yield data that is qualitatively analyzed through a constant comparison method for appropriate themes. The following open-ended questions are derived in relation to stated teacher practices of mainstream secondary ELs. Two primary themes are presented in this section:

Theme 1   Supporting ELs' First Language While Learning English and Content

Theme 2   Building Background

Theme 1 and Theme 2 questions are based on five questions that relate most to skills (and practices) that respondents identify. The data analysis is of the following open-ended questions from the e-survey that are presented in Table 9.

Table 9
Open Ended Questions Associated with Research Question 1

Open-Ended Questions for Research Question 1

Question	E-survey questions
16	In your classes, what collaborative activities do you implement for Els in order to help them develop English?
18	Give examples of what class activities you routinely use in your class to facilitate developing oral language for ELs at the following proficiency level (Advanced)?
19	In your content instruction, how do you incorporate EL students' cultural background?
21	Describe some strategies you use to develop written academic language?
22	In what ways does providing the opportunity for EL students to use their first language while in class impact their learning both content and English?

Theme 1: Supporting ELs first language use while learning English and content.

Respondents' responses to open-ended questions 16, 19, 21 and 22 indicate that teachers' daily

practices for teaching ELs seek to support Els' first language. Participants site increasing student

motivation, checking for understanding using first language, collaborative work that includes

access to a variety of English language proficiency, and including literacy practices of both

English and students' first language.

Table 10
Theme 1: Overview of Supporting First Language while Learning English and Content

Theme 1: Supporting First Language While Learning English and Content
Overall aspects
• Increase student interest in learning. • Allow for ELs to check for understanding in students' first language. • Provide ways to participate in an heterogeneous group of English speakers to enhance learning English. • Develop writing in English (or first language) dependent upon students' choice

In Table 11, examples are provided from the open-ended questions. The detail data is

exhibited under three headings: Students using first language and checking for understanding;

collaborative student activities; and writing practices and scaffolding. The table provides

examples directly from respondents' answers to open-ended questions. It is evident that

Table 11
Detailed Examples from Respondents for Theme 1

What Respondents Say

Some examples from respondents

Students using first language- checking for understanding

Giving students the opportunity to learn in both languages allows the student and teacher to learn at a higher level. When students can learn a content quicker because they are allowed to verify understanding through their first language I feel they will have more fun learning, which makes the student more willing to learn.(Subject 33AG)

I truly believe that ELL students should be able to use their first language in class to check for understanding. That way they can eventually become fluent in English and have the great advantage of knowing more than one language.(Subject 7G)

I believe using 1st language does allow clarity and does impact students' ability to learn both content and English(Subject 41AO)

Collaborative student activities

My students work in groups and often they sit with at least one other student who speaks their native language. I allow them to work together in any language that makes the material understandable (Subject 39AM)

I always have my students work in groups, which are heterogeneously mixed. That way students from all levels of fluency and ability are able to interact with one another and help each other….to practice the language of the content in a small group setting (Subject 2B)

All of my projects are collaborative. I teach Journalism, Yearbook and film so my students work together on visual, audio, research, writing and reading every day. They learn early on that to succeed they need to learn to work and depend on each other, which is a great skill regardless of language. .. Peer review/edits is probably the activity with the biggest reward. They learn more helping each other than they will ever learn from me. (Subject X)

Writing practices and scaffolding

I have the students keep journals and they are free to write in either English or their home language. I also have them write short, 1-2 paragraph responses with word banks. (Subject 16P)

I model all written language, but give students the choice to express their prediction, for example, in their own words. Again, cloze activities with word banks(Subject 17Q)

respondents' answers reveal practices in this theme that support first language use to facilitate the learning process by having fellow speakers of the same language assist in checking for understanding. The first language support is extended to bridge communication through collaborative activities, allowing for first language and access to speakers of English at various levels to interact together. Subject 11K captures this best:

> Almost universally, when a student turns to another and speaks in another language, it is to ask a clarifying question. That is a powerful tool, and I will strategically place strong Bilinguals next to emergent ones so they can take advantage of that without unnecessary attention drawn to it. I have never felt students overly relied on their home language. On top of that, over and over I find (with Spanish in particular) that the learning of new vocabulary is quite easy if there is a Spanish cognate available. Once that moment of translation occurs, many heads nod in understanding. (Subject 11K)

In terms of literacy, teachers address first language positively, allowing students to learn correct modeling of English and at the same time they value first language as an option for responses.

Theme 2: Building background. The responses to open-ended questions 18, 19 and 22 indicate that teachers' daily practices for teaching ELs seek to support the notions of building background (Echevarría, Vogt and Short, 2008, Faltis and Coulter, 2008). Respondents signal the role of EL students' first language and prior learning as well as cultural background as important connectors to supporting students in their learning of content and English. Fostering support for first language and students' culture is also a focal point in teachers' activities as a means to connect EL students' culture and language, and when possible, to content.

Table 12

Theme 2: Building Background Using First Language Education and Student culture

Theme 2: Building Background
<u>Overall Aspects</u>
- Respondents Identify that these Pedagogical Practices: - Using L1 Allows them to activate prior learning   - Explore culturally relevant topics that they can relate to

In Table 13, examples are provided from the open-ended questions. The detail data is exhibited under two headings: Ways of incorporating first language and activating prior learning and ways to learn about ELs and connect them to content.

Table 13
Detailed Examples from Respondents for Theme 2

What Respondents Say

Some examples from respondents

Ways of Incorporating first language and activating prior learning

By allowing students to use their first language in class, students are able to transfer much of their prior knowledge about a subject area. Without their first language, there is not much of a transfer or existence of prior experience on which you can build knowledge of content.(Subject 2B)

Providing opportunity for EL students to use their first language positively impacts their learning. First some students are so grateful that you won't yell at them for using their L1 that they will work harder for you. Second it allows them to explore the concept through the medium that makes the most sense to them. Once they understand it in their L1 then they have an easier time understanding it in English. (34AH)

It helps them tremendously. They will struggle with their 2nd language if they do understand and put it into context in their first. (Subject 37A)

Ways to learn about EL students and help them connect to content

As we read a variety of stories, we relate what we learn to various cultural backgrounds. Often this will be compare/contrast activities (Venn-diagram). Also, students and I share brief anecdotes reflecting on cultural experiences.(Subject 38AL)

I use the current event from their country (refugees); I use their cultures of examples of economies, governments, producers, exporters etc. It requires me to do some research. I have been told and learned from my students to be more accurate in phrasing or summarizing beliefs and customs.(Subject 13M)

I always start new thematic units with questions pertaining to their lives. We make a point to read texts by various authors and explore multi-cultural activities. A good deal of their writing is student choice, and I encourage them to always start with their lives when finding relevant topics.(Subject 11K)

…. By allowing students to use their native languages when it is relevant to course work and when I actively attempt to make the connection through my knowledge of culturally relevant ideas, students easily build knowledge. (Subject 20T)

Respondents' answers to open-ended questions 18, 19 and 22 indicate a theme for pedagogical practices that build EL students' background, and thereby, connecting ELs' prior learning in their first language and culture. These broad language and cultural connections to what is being taught in school connects foundationally to the development of a sociocultural consciousness (Moll & Arnot-Hopffer, 2005) and the theoretical frame of researchers' Villegas and Lucas (2002a, Villegas and Lucas, 2002b). The focus in building background, as it is presented in these findings is exemplified by teachers' willingness to value EL students' prior learning in their first language and to utilize their existing knowledge and first language to learn content English. As stated by Subject 34AH, **"**Once they understand it in their L1 then they have an easier time understanding it in English" (Open-Ended Data response from Subject 34AH)**.** And as stated by Subject 38AL, "As we read a variety of stories, we relate what we learn to various cultural backgrounds. Often this will be compare/contrast activities (Venn-diagram). Also, students and I share brief anecdotes reflecting on cultural experiences*"*(Open-Ended data response from Subject 38AL). These statements exemplify the notion of seeing what ELs already possess in terms of capabilities as a connector to building the needed background for learning.   Valuing and encouraging understanding of cultures is indicated by Subject 38AL, who asks students to compare cultures, focusing on students' learning similarities and differences, and at the same time, requiring students to share something unique of their own culture. Overall in this theme, teachers' practices not only seek to learn about their students but look for ways for ELs to access the valuable resources of language, prior learning and culture as a resource for learning English and content in school.

Section 3: Linkage of themes and Likert questions for research question 1. In reviewing the overall findings data for research question 1, the Open-Ended themes discussed previously also have a correlation to responses from Spearman Rho Correlations completed for Likert questions and individual Likert questions organized for research question 1.

Linkages to theme 1. This study reviews linkages to Theme 1 of research question 1 by considering the overall data and quantitative analysis of Likert questions and any Spearman correlations. The data reveal that there are likely comparisons of Theme 1 to both Likert responses levels as well as an additional Spearman correlation. Theme 1 is provided once again for the reader.

Table 14
Linkage of Theme 1 to Likert Questions

Theme 1: Supporting First Language While Learning English and Content

Overall aspects

- Increase student interest in learning.
- Allow for ELs to check for understanding in students' first language.
- Provide ways to participate in a heterogeneous group of English speakers to enhance learning English.
- Develop writing in English (or first language) dependent upon students' choice
- Likert questions: use of first language to facilitate learning English, heterogeneous grouping to facilitate learning English, the role of scaffolding and ELs' English language levels

Likert Questions and Spearman Correlations that relate to Theme 1. The following overviews data compared to theme 1 of two Likert questions and Spearman Rho correlation.

1) Knowledge**:** Question 33:

It's important for EL students to use their first language to help them make connections (i.e. cognates) to learning English when appropriate.

In question 33, respondents (97.5%) indicate an overall agreement with the question's statement. This Likert knowledge question response indicates the respondents' relative knowledge regarding the role of first language when learning English. Placing a value on the role of first language is likely supporting the notion of using first language to clarify learning in English.

2) Disposition ..Question 34

In my opinion, mixing students with varying levels of English proficiency helps learning

English and content.

In question 34, respondents (97.5%) indicate a strong agreement with this statement. This supports

social integration for English learning with peers (Faltis and Coulter, 2008).

Part of the data analysis includes a Spearman Rho correlational analysis in order to

address response patterns among Likert questions. Through this analysis, two knowledge related

questions pertaining to scaffolding of writing activities and incorporating language levels have

strong positive correlations at a 99% confidence level. This correlation is for Questions 29 and

Question 30 of the Likert data set for research question 1.

3) Question 29 and Question Q30 Spearman *Rho Positive* correlation of +0.554 at 99%

Knowledge**:** Question 29

Scaffolding is <u>not needed</u> for writing in English if EL has strong oral English proficiency.

87.5% of respondents share a common level of disagreement.

Knowledge**:** Question 30

In practical every day teaching of content, it's <u>not necessary</u> for teachers to scaffold

lessons on language level.

87.5% of respondents share a common level of disagreement.

Detail of overall Theme 1 linkages to Likert and Spearman correlation. A correlation

analysis of all knowledge and disposition questions resulted in a number of correlations to Likert

questions associated for research question 1. As it pertains to correlation of Question 29/Question

30, the data reveal that there is strong positive correlation of +0.554 at a .01 significance level

between these two Likert knowledge questions. Essentially, this correlates the degree to which

respondents answer question 29 and answer question 30. Both questions relate to the notion of

scaffolding writing activities and ELs' command of English. Since Theme 1 includes a writing

aspect, correlation Question 29/Question 30 is presented because it is one of the highest scored correlations within the data set. The majority of respondents (87.5%) for both questions share a common level of disagreement with the questions presented. Therefore, in doing so, respondents affirm that scaffolding is necessary even when EL students demonstrate oral proficiency in English and that ELs' English language level proficiency is considered when scaffolding writing activities.

Likert Questions 33 and 34 relate knowledge and disposition to how respondents understand the role of first language in learning English and the overall perspective of mixing English proficiency levels so that ELs gain greater access to full speakers of English versus learning English of heterogeneous language level. With regard to both questions, the majority of respondents (97.5%) who responded to questions 33 and 34 share a common level of agreement with the statement. Similarly, there is a correspondence among respondents' open-ended responses as ELs will use their first language to make connections to learning English whenever this is permissible. Moreover, respondents in open-ended questions identify the need to use mixed grouping of speakers of English so that native English speakers and ELs work together during class activities. The analysis of open ended questions and comparison to one of the strongest correlation at the 99% confidence level as well as Likert questions that support learning English with the aid of EL students' first language, provide an overall basis for understanding Theme 1.

Linkages to theme 2. This study reviews linkages to Theme 2 of research question 1 by considering the overall data and quantitative analysis of Likert questions and any Spearman correlations. This sections seeks to reveal data comparisons of open-ended and Likert responses. In review of Likert data that relate to the Theme 2 on Building Background, the Likert question that most relates is Question 32. Theme 2 is provided once again for the reader.

Table 15
Linkage of Theme 2 and Likert Question

Theme 2: Building Background

Overall aspects

- Using first language allows ELs to activate prior learning (parallel schooling)
- ELs can explore culturally relevant topics that they can relate to
- Likert questions: transfer of first language literacy to English

Knowledge: Question 32:

El adolescents who have school based literacy in their first language (parallel education)

more easily transfer those same literacy skills to English.

Detail of Theme and Likert connection. In Likert question 32, 95% of the respondents share a common agreement with this question on the importance of first language education and the extent to which ELs can capture this first language knowledge to learn English and content. In the theme building background, teachers look to build on their EL students' prior learning. As a result, the correlation Likert question 32 is significant with the building background theme.

Overall summary of findings for research question 1. In conclusion, research question 1 themes provide glimpses to respondents' understanding, ways of teaching and perceptions that relate to the teaching of ELs. With regard to Theme 1, supporting first language while learning English and content includes making active connections to first language. As on subject indicates in his/her open-ended response, "Giving students the opportunity to learn in both languages allows the student to learn at a higher level. When students can learn content quicker because they are allowed to verify understanding through their first language I feel they will have more fun learning.."(Subject 33AG).   With regard to on Likert knowledge, 97.5% of the respondents bolster the notion that linkage to first language when learning English is important. Access to English is understood by a respondent's comment on heterogeneous grouping so that ELs have access to English speakers. The subject comments by stating that "… I will strategically place

strong bilinguals next to emergent ones so they can take advantage of that [grouping] without necessary attention drawn to it" (Subject 11K). This subject's comments and others in the data also support the two Likert disposition question on the importance of ELs understanding the English found in the content and mixing ELs with other students who demonstrate greater English language proficiency as means to learn English and content. While some perceive that learning content is not dependent strictly on knowing English as represented by only 32.5%, the majority voices to this disposition question indicate that 67.5% perceive that knowing English does relate to learning content. Similarly, 92.5% of respondents support this opinion related to the teacher practice of mixing ELs with other speakers of English .

In terms of teaching practices related to planning instruction, respondents identify that planning for scaffolding of writing activities requires consideration of EL students English language level as well as prior first language literacy . Considerations to oral language proficiency and English language levels are aspects revealed in the data, and 87.5% of respondents share common level of response on their importance as part of scaffolding instruction. This is also supported with a comparable high Spearman correlation.

In Theme 2, supporting building background, respondents look for ways to relate learning to student culture as well as ways to activate prior learning. As one subject comments "[b]y allowing students to use their first language in class, students are able to transfer much of their prior learning about a subject area…"(Subject 2B). This notion is also supported by the Likert knowledge question on parallel education as a transfer of literacy; and as such, the majority of respondents (95%) share a common level of agreement that first language literacy transfers when learning topics in English. In terms of building connections to culture, one respondent notes " I use the current event[s] from their country (refugees); I use their cultures of examples of economies, governments, producers, exporters etc. It requires me to do some research…"(Subject 13M). Another respondent indicates that " [b]y allowing students to use their native languages when it is relevant to the course work and when I actively attempt to make connections through

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my knowledge of culturally relevant ideas, students easily build knowledge"(Subject 20T). As in

the previous theme, high frequency distribution on one Likert disposition question directly bolsters

theme 2.

In the next section, I review data that support Research Question 2.

RESEARCH QUESTION TWO

This section includes data that best supports the research question regarding what teachers say is more broadly important for teaching ELs.   The findings presented for research question 2 are representative of broader, conceptual, and pedagogical knowledge and dispositions about ELs that teachers have indicated is important to know.

Research Question 2: What do mainstream teachers say is important to understand about teaching EL students?

As previously indicated for research question 1, the data review of findings for research question 2 is from the same data source but in order to complete the findings for this research question, I organize Likert and open-ended questions accordingly. The knowledge and disposition Likert questions presented for discussion include both mode and frequency distributions of responses. Qualitative themes are obtained through constant comparison of selected open-ended questions that relate to research question 2, as well as those themes that best correspond to Likert data.

Section 1: Likert questions for research question 2. In this section, I present the Likert questions which relate to aspects of the professional development program instructed to program participants.

Likert knowledge questions. There are approximately four Likert questions that have been selected to answer research question 2. These questions have been compiled in table format.

Table 16
Likert Questions for Research Question 2

Questions	E-survey questions
	Likert Knowledge Questions for Research Question 2
Q25	An EL student's first language in school can be used between a teacher and student to clarify and provide guidance but not as the language of classroom instruction
Q26	Some EL adolescents fail academically in some courses due to their teachers' overall lack of understanding about their students' culture, language and parental/community circumstances.
Q36	It's important to take into account EL students' first language skills in writing when the course requires ELs to complete similar types of assignments in English.
Q38	The AZELLA does provide an accurate assessment level of EL students' reading, writing and oral proficiency.
Q39	It's important for teachers of ELs to conduct an informal language assessment of their EL students.
Q42	Grouping Limited English Proficient (LEP) students with other LEP students of the same language level, while at the same time separating them from Native speakers of English, is the best way for them to learn English quickly.

In the following table, the mode and frequency distribution for Likert knowledge questions are presented. It is important to note that questions 25, 38, 39 and 40 have frequency distributions above 55%.

Table 17

Frequency Distribution for Knowledge Questions

	Likert Knowledge Questions				
	Mode and Response distribution (frequency and percentages)				
Questions	Mode	1	2	3	4
Q25	1	22 (55%)	8 (20%)	7 (17.5%)	3 (7.5%)
Q26	2	14 (35%)	21 (52.5%)	3 (7.5%)	2 (5%)
Q36	2	17 (42.5%)	20 (50%)	2 (5%)	1 (2.5%)
Q38	4	4 (10%)	4 (10%)	10 (25%)	22 (55%)
Q39	1	31 (77.5%)	9 (22.5%)	NA	NA
Q42	4	1 (2.5%)	4 (10%)	5 (12.5%)	30 (75%)

Note: [a] Question 25 and 39 have high frequencies (percentage) in category 1, and Questions 38 and 42 have high frequencies (percentage) in category 4.
[b] Question 39 and 40 have one of the highest frequencies in the Likert data set.

Detail discussion of knowledge questions. Question 25 addresses an understanding of using native language with students and the requirements of providing direct instruction in English as the primary medium of instruction. The data results indicate that approximately 55% (n=20) of respondents strongly agree with the statement that a language other than English (LOTE) is <u>not permissible</u> for general instruction but is permissible to clarify instruction with EL students. This is in keeping with the state's requirements for instruction. An additional 20% (n=8) of respondents somewhat agreed with the statement. As a result, 75% of respondents (n=30) share a common level of agreement concerning the use of English as a primary medium of instruction and the use of EL students' first language for clarification. This finding is consistent with the professional development content presented to participants but it is remarkable that 25% of respondents share a disagreement with the statement which leads to question whether respondents are genuinely unaware of the restrictive policy regarding the use of English.

When respondents were questioned regarding whether ELs' academic failure is tied to teachers' lack of understanding of ELs' language, culture and parental/community circumstances (question 26), the majority of respondents (52.5%) indicate that they "somewhat agree" with the statement. However another 35% share a strong agreement with the statement. Overall, the majority of respondents,87.5% (n=36) share some level of overall agreement with the statement that ELs' lack of academic performance is "in some courses is due to their teachers' overall lack of understanding about their students' culture, language and parental/community circumstances"(Question 26)

As it pertains to question 36, 50% (n=20) of respondents somewhat agree to the statement that asking if ELs' first language level is taken into account when writing in English is an assigned classroom task. However, the overall frequency distribution indicates that 42.5% (n=17) agree with the statement, and, therefore 92.5% respondents share an overall agreement with the

statement indicating that first language writing literacy is generally something teachers should consider when assigning similar writing assignments in English to their EL students.

In question 38, the majority of respondents strongly disagree, 55% (n=22), with the statement of the AZELLA as an accurate measure of ELs' reading, writing and oral proficiency in English. Approximately 37.5% (n=15) share a common "somewhat disagreement" with the statement as well.

Question 39 has one of the highest responses (77.5%, n=31) of shared common agreement among participants, and it is remarkable that 100% of the participants demonstrate an agreement level to this question which asked respondents to agree or disagree on the importance of determining an EL student's language level through an informal teacher assessment.

Question 42 seeks to learn of respondents' understanding of how ESL students are currently instructed in their state of Arizona. Limited English Proficient (LEP) students are determined to need to learn English by taking an AZELLA placement test. In response to question 42, most respondents, 75% (n=30) share a "strong disagreement" which is one of the largest common disagreement of responses within the Likert data set. Additionally, another 12.5% (n=5) somewhat disagree with the statement presented, which essentially affirms the following concept: ELs learn English more quickly in classrooms that group limited English proficient (LEP) students with similarly proficient EL learners of English; and in effect, these students are now in separate classrooms from native Speakers of English. Therefore, as a whole, 87.5% indicate an overall disagreement with the statement in question 42. A similar response rate to question 42 is seen in question 38, which asks respondents to agree with the statement on language placement of LEP students.

Likert disposition questions. There are predominantly six Likert disposition questions associated with Research Question 2 shown in table format.

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Table 18
Likert Disposition Questions

Likert Disposition Questions for Research Question 2	
<u>Questions</u>	<u>E-survey questions</u>
Q24	EL adolescents can succeed in their high school studies (i.e. progression through school curriculum and graduation) despite the challenges of the four hour block.
Q27	Teachers demanding an English only classroom support students learning English and content.
Q28	Many adolescent EL students have had interrupted schooling, but this does not mean that they should receive extra support in school.
Q35	In my opinion, it's not important for a teacher to know EL students' reading level.
Q40	It's more important to focus first on teaching content and then worry about the language demands of EL students
Q41	It's important for teachers of ELs to focus on using traditional summative assessments methods (test) when teaching content.

Table 19

Frequency Distribution for Disposition Questions for Research Question 2

Likert disposition questions for research question 2

Questions	Mode	Mode and response distribution (frequency and percentages)			
		1	2	3	4
Q24	3	0 (0%)	12 (30%)	21 (52.5%)	7 (17.5%)
Q27	2 &3	1 (2.5%)	14 (35%)	14 (35%)	11 (27.5%)
Q28	4	1 (2.5%)	2 (5%)	15 (37.5%)	22 (55%)
Q35	4	1 (2.5%)	6 (15%)	6 (15%)	27 (67.5%)
Q40	4	0 (0%)	7 (17.5%)	18 (45%)	15 (37.5%)
Q41	3	1 (2.50%)	8 (20%)	17 (42.5%)	14 (35%)

Note: [a] Question 35 has a high frequency (percentage) in category 4

Detail discussion of disposition questions. In question 24, the data reveal that the majority of respondents, 52.5% (n=21) indicate they "somewhat disagree" with the disposition statement on ELs academic progression and the Arizona four hour block. However, the majority of respondents, 68% combined, either somewhat disagree or strongly disagree with the statement on academic progression and high school graduation "despite the challenges of the four hour block"(Question 24). Therefore, there disagreement signals the perception that academic success or progression through school curriculum and graduation is hindered under the state's program model of "the four hour block" (Question 24).

In question 27, respondents indicate a range of agreement and disagreement with the statement on teachers demanding an English only classroom. An equal number of respondents either somewhat agree, 35% (n=14), or somewhat disagree, 35% (n=14), with the statement. However, the majority of respondents, 62.5% combined, indicate that they either somewhat disagree or strongly disagree with the statement that "Teachers demanding an English only classroom support students learning English and content" (Question 27). Therefore the perception for the majority of respondents is that English-only classrooms do not support learning English and content by their shared level of disagreement.

In question 28, the majority of respondents, 55% (n=22), indicate a shared higher level of strong disagreement with the statement on adolescent EL students with interrupted schooling and school support. However, in actuality, an additional 37.5% somewhat disagree with the statement in this question. As a result, 92.5% of respondents share a common response pattern of disagreement with the statement that "Many adolescent EL students have had interrupted schooling, but this does not mean that they should receive extra support in school" (Question 28). Therefore, their overwhelming perception as seen through their shared level of disagreement to the question indicates, in fact, the opposite. Based on this level of response, respondents' perception is that "they should receive extra support in school" (Question 28) when ELs have interrupted schooling.

In question 35, the majority of respondents, 67.5% (n=27), share a common strong disagreement with the statement "it's not important for a teacher to know EL students' reading level" (Question 35). However, in actuality, an additional 15% (n=6) somewhat disagree with the statement; therefore, 82.5% (n=33) of respondents share a common response that disagrees with the question as written. Therefore, based on the level of shared response, the data reveal the opposite, and that it is important for teachers to know ELs' reading level.

In question 40, the majority of respondents, 82.5% combined, either somewhat disagree, 45% (n=18), or strongly disagree, 37.5% (n=15), with the statement that teaching content to ELs is more important than being concerned with EL students' language demands. The perception for the majority of respondents therefore, by virtue of their disagreement, is that EL language demands are not subordinate to the teaching of content. Often departmental requirements and district directives place emphasis on content and the use of established assessments (Villegas and Lucas, 2002b). In question 41, the majority of respondents, 77.5% combined, either somewhat disagree, 42.5% (n=17) or strongly disagree, 35% (n=14), with the statement that when teaching ELs, the assessment focus is on using traditional summative assessments. The perception of respondents based on data from both questions indicate that teaching of ELs is best achieved with a balance of learning English and content and including non-traditional means of assessments versus strictly focusing content and summative assessments.

Overall summary of Likert questions for research question 2. With respect to Likert questions, respondents' responses are as expected for these knowledge questions that looks to determine participants' understanding of important general knowledge aspects relative to teaching ELs. The six knowledge questions in research question 2, approach general constructs on the use of English for instruction, EL academic success and the role of student culture, the degree that first language writing skills when completing writing assignments in content courses, the official language placement testing, the role of informal language assessments and the state's policy for ESL instruction.

As it relates to using English as a medium of instruction, 75% share a common level of knowledge demonstrated by the overall range of data agreement that instruction is in English, which accurately reflects the state's policy. With regard to teacher understanding of EL students' culture, parents and community as means to support EL academic success in school, over 87% of the respondents demonstrate an overall shared understanding of the role of teacher attention to EL

students' culture, parents and community as means to support EL academic success. Within this data set, two Likert questions focused on language placement and the state's ESL program model. The first asked respondents whether the state's official language assessment is an accurate assessment of ELs. Over 87% of respondents share a common level of disagreement as it relates to the state's program model language assessment tool with regard to its accuracy. In a related question, as it pertains to the state's ESL program model, over 87% share a common response pattern indicating disagreement with the program model "as the best way for ELs to learn English quickly." . Ultimately, respondents share an overwhelming agreement with the role of informal assessments as means to determine EL students' language levels, and 100% of respondents shared a common level of agreement as either strongly agreeing (71.5%) or somewhat agreeing (22.5%) with the statement. These responses are consistent with the content found in the PD program indicating that responses are reflecting important knowledge constructs for teaching ELs and also parity with the curricular focus of the PD program.

The Likert disposition questions seek to determine respondents' dispositional orientation to perceptions pertaining to EL academic progression and the program model, aspects pertaining to EL support and interrupted schooling, aspects of English language use, and teaching practices that support ELs relative to content instruction and assessment. When asked about academic progression and the current ESL program model, the majority of respondents (70%) share a common level of perception that academic progression is hampered by the program model. However, it should be noted that approximately 30% perceive the contrary. Similarly, many respondents (62.5%) share a perception of disapproval to the notion that an English-only classroom supports learning English and content. However, it is noteworthy, that with regard to the perception that an English only classroom best supports ELs learning English and content, more than 37% indicate approval to English-only.

With regard to teaching orientations for ELs, when respondents are asked whether it is more important to teach content first and then consider language demands, a majority of respondents, over 82%, disagree with a focus on content over the needs of language demands, indicating the perception that EL students' language needs are important. Similarly, when it comes to traditional assessments, the majority of respondents, over 77%, share a common perception that traditional assessments are less important. The data also demonstrate that providing additional support to EL students due to interrupted schooling is supported by respondents. Similar to the questions regarding language demands and assessments, over 92% share a common attitude that ELs' schooling patterns require additional support; and thus providing an overall dispositional orientation to teaching ELs.

Section 2: 0pen-Ended themes for research question 2. This section presents findings that relate to qualitative data derived from open-ended questions. The following open-ended questions are used to derive data specifically related to learn about teachers' general knowledge and dispositions towards ELs in order to provide additional data to research question 2. The following themes are presented after analysis of respondents' answers to open ended questions.

Theme 1   ELs Learning English in schools

Theme 2   Supporting ELs' cultural background for academic success

The data analysis is of the following four open-ended questions associated with research question 2.

Theme 1: In theme 1, the data consider the role of learning English in school. The following table reviews open-ended questions that support understanding theme 1.

Table 20
Open Ended Questions Associated with Research Question 2

Open-Ended Research Question 2

Questions	E-survey questions
20	In what ways does English only instruction impact how you approach teaching?
43	Many teachers just teach content, I bring in students' background because….? *[respondents are prompted to complete the sentence]*
44	Many teachers have deficit views of ELs, I try to address this by….? *[respondents are prompted to complete the sentence]*
45	In my opinion, EL students overcome challenges to learn English and succeed in school by…? *[respondents are prompted to complete the sentence]*

In Tables 21 and 21, theme 1 is presented. Responses to open-ended question 20 and question 45 more prominently support this theme. Comparing responses from these questions, it is learned that teachers' responses demonstrate diverse perspectives towards the English-only classroom in terms of the benefits gained for ELs. This diversity is exemplified in the themes' details and examples from respondents.

Table 21

Overview of Theme 1 Research Question 2

Theme 1: ELs Learning English in School

Overall aspects

- Instruction in English (used for instruction) is a limitation.
- Supporting both first languages and English: English-only reflects limitations and also reflects opportunities for ELs to learn English.

In Table 22, examples from the data are provided for review.

Table 22
Detailed Examples from Respondents

What Respondents Say

Some examples from respondents

Instruction in English-only as a limitation

There are times when my students cannot understand directions in which case I do restate directions in their primary language if possible (Subject 33AG)

I teach in English only but let my students interpret to their partner if necessary in their native language (Subject 23W)

I[am] no longer allowed to instruct in a student's primary language in the front of the class. I can assist them in their primary language on a one-on-one basis. (Subject 21U)

English-only puts a severe limitation on my approach to teaching. I think it would be highly beneficial to teach my students the academic vocabulary of my content in both English and their native language. This would allow my students to become fully literate in English and their native language; I cannot see anything more beneficial to students than that. (Subject 2B)

I often have to simplify what I am trying to say, use more basic language (Subject 19S)

It is a hindrance, based out of fear and ignorance in my opinion. However, I have been known to break the "rules".(Subject 16 P)

Supporting first language and English

Corrective reading, System 44/READ180 are remedial programs that address the needs of a diverse student body. English "only" instruction enables students to improve their English. If need be students can explain a concept in another language; thus, all students can partake.(Subject 38AL)

Interacting with other students at all levels. They need to be encouraged to joining clubs and activities on campus. These students need to know that they can try at all times to express themselves in their original language and in English on campus in any classroom or activity. They also must be encouraged that others have learned new languages and have become academically proficient and they must work these skills their entire lives. (Subject 14N)

It's good for me and the students. It is an opportunity for the students to engage in formal English. It provides more opportunities to use correct/standard English. Students are allowed to use their native concepts and words to best describe their thoughts with the class, but eventually state their response in English. (Subject 13M)

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*Detail discussion of theme 1.*Through comparing responses from question 20 and question 45, teachers' responses demonstrate both a caring concern for students to learn English and perspectives that learning English is best achieved in an environment that stresses only English. On one hand, respondents note that positive motivation is an important aspect for EL students to maintain knowing that there are teachers who understand (Subject 32F). However, respondents offer the "tough love" argument to offset the supportive teacher, citing that it is necessary for EL students to learn English through environments that support English only (Subject 38AL). Respondents also share strategies and methods or aptness to break the rules of instructing only in English (Subject 16P).

Theme 2. In Tables 23, 24 and 25, theme 2 is presented. This overall theme was developed in responses to questions 43, 44 and 45.   Theme 2 considers the influence of culture on ELs' academic success in school. Two salient aspects in this theme, evidenced in the detail examples from respondents, include connecting culture to school as means to make learning relevant and promoting teacher advocacy. Tables 24 and 25 are details from respondents' answers in support of theme 2.

Table 23
Overview of theme 2 research question 2

Theme 2: Supporting EL Students' Cultural Background for Academic Success

Overall aspects
• EL students perceive a connection to school (feeling important and valued) making learning relevant and meaningful through connections to culture.
• Teachers support EL students through forms of advocacy and school success.

Table 24
Detail Examples from Respondents for Theme 2

<u>What Respondents Say</u>

<u>Some examples from respondents</u>

<u>Culturally Relevant Teaching</u>

I want the students to know that I am aware of their socio-cultural background, history, biases, and beliefs. I want them to know that I am interested in them and their opinions and that they are safe to express their ideas with me and the class. They are an integral part of the class and of the school and they are valuable to American society (Subject 14N)

It shows cultural respect, and acceptability. Culture provides avenues for knowledge background connections. Culture ties in fun celebrations that lower students' affect filter about school and themselves. Students feel a relationship and a relevance for cultural based stories (Subject 29AC)

It provides buy-in for the content material; it makes the lesson more interesting and relevant; it offers new ways for me to teach to individual students; that background knowledge is the basis for making inferences, a big part of my content area (Subject 20T)

[EL students have to] have the opportunity to learn in an environment that celebrates their native language, culture and background (Subject 7G)

..... I try to encourage students to talk about their cultural traditions and I speak freely about mine. I use ethnic stories and try to relate content to students backgrounds (Subject 37AK)

Table 25

Detailed Examples from Respondents for Theme 2

What Respondents Say

Some examples from respondents

Teacher Advocacy

Sharing in PLCs what teaching strategies benefit ELs. (Subject 34AH)

Possibly showing the positives of having diverse students in the classroom and how it can broaden the views of students with understanding cultural differences (Subject 3C)

I don't participate with any negative or demeaning, prejudicial culturally offensive discussions or jokes. I disagree that the many of my school teachers share a deficit view of ELs since we all teach within 95% Hispanic community and clientele. I do try to bring to light relationships and connections that people share regardless of language (similar family experiences, emotions, and problems) and may offer insight to what methods have helped me deal with a particular subject in the classroom. (Subject 29C)

Using myself as an example. Before I became a teacher I didn't understand EL's and now I'm an advocate for our EL students. (Subject 33AG)

I'm not sure how to address this yet. With some colleagues I can be frank and honest; with others it requires a gentler, slower approach to persuade them to consider what our students have to work with and what their challenges are. I respect these colleagues' different opinions but cringe too when I don't feel that I've adequately advocated for our ELLs. (Subject 20T)

persevering, caring and advocacy(Subject 16P)

Working together in challenging the student and guiding them through class work and school culture of progression (Subject 3C)

Detail discussion of theme. Through a comparison of questions 43, 44, and 45, the theme of teaching in a format that is culturally responsive is revealed through open-ended responses. Two aspects are evident: 1) EL students can find school meaningful, relevant and encouraged by supporting what is important to them with regard to language and culture(Subject 7G. Also, in doing, language/culture become part of school (Subject 14N) and are mutually shared among students and teachers (Subject 37A). With regard to supporting EL students through advocacy, subjects present different concerns including apprehension. Subject 20T states " I'm not sure how to address this yet. With some colleagues I can be frank and honest; with others it requires a gentler, slower approach to persuade them to consider what our students have to work with and what their challenges are. I respect these colleagues' different opinions but cringe too when I don't feel that I've adequately advocated for our ELLs"(Subject 20T). From respondents, the study reveals that for some teachers advocating for ELs could possibly start with sharing strategies (Subject 34AH); and for other teachers, encouraging ELs to work hard and progress through school (Subject 3C) is necessary.

Section 3: Linkage to open-ended themes and Likert questions for research question 2. The review of data compares Likert data, correlations and open-ended themes that best support research question 2.

Linkage to theme 1. In Table 26 Theme 1 is presented is represented for the reader's ease and then is followed with salient Likert questions and Spearman Correlations that relate to the overall theme.

Table 26
Linkage of Theme 1and Likert Data

Theme 1: Learning English in School

Overall aspects

- Instruction in English (used for instruction) is a limitation.

- Supporting both first languages and English: English-only reflects limitations and also reflects opportunities for ELs to learn English.

- Likert data: use of first language use, perspectives on English-only, and correlations with regard to interrupted schooling and ESL program model

Detailed discussion of theme and Likert Data. The following Likert data supports this theme by considering the frequency distributions of Likert knowledge and disposition data.

1) Knowledge Question 25

An EL student's first language in school can be used between a teacher and student to clarify and provide guidance but not as the language of classroom instruction.

The frequency distribution for question 25 reveals that 75% of respondents either somewhat agree or strongly agree with the statement. While open-ended theme data indicate that teachers allow first language use when appropriate, this Likert question supports the notion that teachers are aware of state language policy regarding use of English for instruction. Therefore, the data supports a shared consensus on the role of first language as not the language of instruction but that students' first language is utilized as support while learning English and content.

2) Disposition Question 27

Teachers demanding an English only classroom support students learning English and content.

The frequency distribution for this question indicates that 62.5% of respondents indicate to either somewhat disagree or strongly disagree with the statement. While there is a significant shared level of agreement of over 60%, the data also demonstrates advocacy for English-only both in Likert data and in open-ended responses, which bolsters this theme further.

In coupling the data analysis of Likert questions and the open-ended theme 1, respondents predominantly indicate that EL students may not necessarily be best served through an English-only classroom. While there are voices pro-English-only evidenced by respondents' open-ended themes, these voices are minority voices in comparison to voices within the open-ended responses as well as response levels evidenced through the frequency distribution.

In further supporting this theme, the study includes a Spearman correlation that address providing additional support to ELs due to their interrupted schooling and knowledge of the state program model for ESL.

3) Spearman Rho Correlations <u>for Question 28</u> and <u>Question 42</u>. There is a positive correlation of 0.479 at 99% confidence level

Disposition <u>Question 28</u>

Many adolescent EL students have had interrupted schooling, but this <u>does not mean</u> that they should receive extra support in school.

The frequency distribution indicates that 92.5% of respondents share a common level of disagreement with this statement. Since the statement refers to the notion of supporting EL immigrants who have experienced interrupted schooling as of result of their family status, respondents indicate, by their level of response, a degree of favorability to the idea of supporting students whose educational experience may have included many years of interruption schooling in the U.S. or schooling in their first language in their home countries (Faltis and Arias, 2007; Faltis and Coulter, 2008).

Knowledge Question 42

Grouping Limited English Proficient (LEP) students with other LEP students of the same language level, while at the same time separating them from native speakers of English, is the best way for them to learn English quickly. (Arizona Four Hour Block)

The frequency response indicates that (87.5%) disagree with the statement about the current model of ESL for English Learners in the state.

The Spearman Rho correlation and relatively similar frequency distribution analysis reveal that respondents' responses have a strong positive correlation at 0.479 with a 99% confidence level with these two questions. From the open-ended data, respondents indicate that knowing English is important but not necessarily at the expense of first language. The professional development content does include opportunities for teachers to learn about the current state's program model. Similarly, the PD program has discussed ways in which ELs need support in school. Therefore, it is likely that respondents' responses are similar for both questions, and in light of open-ended questions that relate to English and learning English and content in school, this correlation supports what has been previously presented in this global theme on teachers' perspectives of learning English in school.

Linkage to theme 2. As it relates to the second theme found in research question 2 on supporting cultural background, the table presents the theme once again for the readers' convenience followed by Likert data supporting this theme.

Table 27
Linkage of Theme 2 and Likert Data

Theme 2: Supporting EL Students' Cultural Background for Academic Success

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Overall Aspects

- EL students perceive a connection to school (feeling important and valued) making learning relevant and meaningful through connections to culture.

- Teachers support EL students through forms of advocacy and school success.

- Likert questions: school progression considering four hour model and teachers' understanding of the role of ELs' language, culture, parents and community.

Detail discussion of theme and Likert data. In Table 27, Theme 2 for research question 2 is supported by two Likert data questions.

1)   Disposition Question 24

EL adolescents can succeed in their high school studies (i.e. progression through school curriculum and graduation) despite the challenges of the four hour block.

The frequency of responses indicates that 70% of respondents share disagreement with the statement. For question 24, respondents were asked about school progression and the extent that EL students who were part of the four hour block can succeed in school. By the frequency level, respondents' disagreement demonstrates a shared perception that ELs "…can[*not*] succeed in their high school studies (i.e. progression through school curriculum and graduation) despite the challenges of the four hour block" (Question 24).   The perspective demonstrated through this question bolsters, in part, what many respondents indicate in their open-ended statements about advocating for ELs from a teacher-to-teacher approach. Advocacy described in the open-ended data are intended to shape fellow teachers' perspectives about their EL students. The results of this dispositional question, question 24, bolsters the notion that support of this type is likely based upon the shared level of perception of ELs ability to succeed in school. Often, teachers who are

unaware of ELs situational context of school or perhaps do not share the same level of empathy towards ELs (McAllister and Irvine, 2002) may potentially find themselves in conversations with respondents who are advocating for their EL students. However, Likert knowledge question 26, further serves to support the notion of advocacy as well as the notion of valuing ELs' language, culture, parents and community.

2) **Knowledge** Question 26

Some EL adolescents fail academically in some courses due to their teachers' overall lack of understanding about their students' culture, language and parental/community circumstances.

The majority of respondents, (87.5%), share an overall agreement with the statement that is substantially tied to the professional development program. In fact, respondents would have participated in an eight week course on parental and community involvement as well as had other course content on language and culture in schools. When considering both questions as another data source in light of what has been previously discussed relative to fostering language and cultural connections, combining questions 24 and 26 with other open-ended data discussed previously yields an additional understanding of the general notions respondents may share concerning EL students' success in school and the interplay of language, culture and community. It would therefore seem likely that Likert questions bolster theme 2 overall, placing consistency on the notion that EL language, parents and community along with an empathetic disposition would lend itself to teacher-to-teacher advocacy for ELs.

Overall summary of findings for research question 2. With respect to the themes in research question 2, in theme 1, perspectives of English in school, what is learned from respondents best reflects an understanding and disposition related to the state's language policy. In this theme overall, respondents provide of glimpses to understanding into notions about English-only classroom and using English as a medium of instruction. For this theme on English, teachers' responses from the survey open-ended and Likert analysis reveal many supportive and

oppositional stances to English-only instruction. While for some, maintaining an English only classroom is perceived as advantageous for ELs due to the real world needs to have English, others share a different opinion. One subject stated, "It's good for me and the students. It is an opportunity for the students to engage in formal English" (Subject 2B). And another suggests that "English "only" instruction enables students to improve their English" (Subject 13M). For those whose perception of English only is negative, respondents cite that teaching English in school requires different ways of approaching teaching stating that "I [am] no longer allowed to instruct in students' primary language in the front of the class. I can assist them in their primary language on a one-on-one basis (Subject21U). Less favorable support of English only in open-ended themes echoed opinions of reluctance to follow current state requirements stating that "It is hindrance, based out of fear and ignorance in my opinion. However, I have been known to break the rules" (Subject 16P). Overall, the perspective on English only classroom is revealed in both open-ended data and in Likert frequency responses. Moreover, this theme is tied to overall correlation of understanding of the state's ESL program and respondents' perception that ELs need additional support considering interrupted schooling, which is a characteristic of the schooling experiences of many ELs in ESL courses. The correlation is one of the highest and strongest in the data set.

With respect to Theme 2, supporting ELs' cultural background for academic success, respondents identify the importance for ELs to feel connected to learning, which is achieved by through teachers actively linking culture to content. As one subject stated in a response, "I want the students to know that I am aware of their socio-cultural background, history, biases and beliefs" (Subject 14N). Another subject stated the following referring to the role of culture, "it provides buy-in for the content material; it makes the lesson more interesting and relevant; it offers new ways for me to teach to individual students…"(Subject 29AC) Another salient aspect is teachers promoting advocacy of ELs with fellow teachers. This particular theme also relates to a correlation of moderate strength to teacher understanding of students' culture in order to bolster

academic success and learning about EL students' prior literacy. Moreover, respondents perceive that EL academic success is tied to being able to succeed in school despite the challenges of school, linking even further that successful schooling of ELs also requires understanding the value of student culture and advocacy.

This concludes the study findings for research question 1 and 2. In the next chapter, a discussion of the study's findings, limitations and directions for future research is presented.

CHAPTER 5: DISCUSSION AND CONCLUSION

The study presents overall key findings and relevance to professional development. Then it presents an overall conclusion as well as discusses limitations of the current study and future research in the professional development of teachers for English Learners.

DISCUSSION

Preparation for teaching ELs draws considerable attention in light of recent changes in restrictive language policy states prompting concern as to the criteria, content and adequacy of teacher preparation for teaching ELs (Arias, 2012; de Jong, Arias, and Sanchez, 2010) as well as competencies needed as teachers of ELs(Téllez-Waxman, 2005, Téllez-Waxman, 2006; Faltis, Arias, Ramirez-Marin, 2010).   In this study, respondents completed a professional development program of six graduate courses designed for mainstream teachers in an urban school district. Study participants received a substantially enhanced professional development that exceeds what is required in pre-service education: two undergraduate courses in teacher preparation for ELs as of 2006 (Arias, 2012).

The overall scope of this study considered first and foremost whether long term professional development shapes knowledge, skills and affirming dispositions needed for preparing mainstream teachers of ELs for learning English and content. The research design utilized an e-survey instrument that not only was consistent with the curricular aspects of the PD program but also sought responses from participants reflective of their knowledge, skills and dispositions. The instrumentation was reviewed and piloted to ensure that participants' responses yielded sufficient data relative to the PD program; and in doing so, was provided to 70 completers of the PD program. More than half, 57%,(n= 40), of the respondents completed the e-survey, the study's analysis of Likert and open-ended questions yielded sufficient data to determine participants' understanding of the requisite knowledge, skills and dispositions needed for teaching ELs that is substantially reflective of the core ESL curriculum presented as part of their

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professional development . However, through the analysis of all Likert and open-ended questions, the study reveals four themes reflecting conceptual notions to teaching ELs relative to language and culture.

As it pertains to the study, there are four themes that develop in answering the two primary research questions. Theme 1 and 2 stem from research question 1, and Theme 3 and 4 stem from research question 2.

Theme 1   Supporting ELs' First Language While Learning English and Content

Theme 2   Building Background

Theme 3   ELs Learning English in schools

Theme 4   Supporting ELs' cultural background for academic success

When viewed as a whole, the predominant themes present themselves as two greater thematic currents. In collapsing theme 1 and 3, the overarching theme addresses the degree that first language is supported while learning English and content in school. The findings suggest that respondents' demonstrate language sensitivity concerning learning English and ELs' use of first language. In collapsing themes 2 and 4, the second overarching theme considers the supportive process of building background and linkage to EL language and culture as a means to bolster EL academic success. In this regard, respondents demonstrate cultural sensitivity of their EL students by recognizing that ELs' academic success is much more than just learning English and mastering content vocabulary. Therefore, from a broader perspective, respondents consider ELs' academic success by inclusion and awareness of EL students' culture and advocacy for ELs.

In terms of teachers demonstrating linguistic sensitivity towards their students who are learning English, the findings suggest that teachers support English learners through collaborative learning, scaffolding to support learning English and content, and informal language assessments

to learn of their proficiency levels and ways to develop language through the teaching of content (de Jong & Harper, 2005; Lucas & Greenberg, 2008, Lucas, Villegas, & Freedson-Gonzalez, 2008). With regard to scaffolding, respondents indicate an understanding of the importance of ELs' English language levels (Echevarría, Vogt & Short, 2008, Walqui, 2008; Walqui & Van Lier, 2010) in order to build proper support that is inclusive of language and content. Likert data reveal that the majority of teachers consider that ELs ability to learn content requires an understanding of English. Remarkably, the data does reveal a minority voice supporting the notion that learning content occurs without knowing English. However, overall, teachers' responses signal that supporting English is important to their students. Remarkably, more than 95% of respondents find that fostering connections to first language is an important for ELs to learn English while learning content.

Supportive schooling environments that are not strictly enforcing English-only is reflected in teachers' linguistic sensitivity. In this regard, respondents perceive English and its role in school from several opposing perspectives. The data support that a minority of respondents consider that English-only is positive for ELs, however the majority consider that English plus first language is substantially beneficial. The latter majority voice, reveal teachers' practices such as heterogeneous groupings of ELs with native speakers of English or more advanced speakers of English, allowing first language use by ELs to either complete assignments or discuss learning in their first language. Some respondents discuss other practices in support of building English proficiencies in reading, writing and speaking that include use of first language for students whenever possible.

Cultural sensitivity considers how respondents perceive the role of culture in building and supporting ELs' academic success. Within the data, teachers reveal ways for supporting EL students through activities that build background and link to culture. Respondents cite that inclusion of culturally relevant topics provides avenues for students to make connections to

current learning. Both open-ended questions and one Likert question in particular indicate that 95% of respondents share a common agreement that accessing prior learning through first language literacy facilitates literacy transfer to English. Through the data, respondents seek ways to link content and culture because they viewed it as important to their EL students. Many teachers were purposeful, and, in some examples, they explained both practice and reasons to purposefully connect to EL students. Most cited that connection to culture not only created a point of relevance, connection to prior learning and motivation to learn for their EL students, but it also showed respect and caring from their part as teachers (de Jong and Harper, 2005; Walqui, 2008; Villegas and Lucas, 2002a, 2002b). Recognizing that learning English and content for many EL students was compounded by situational constraints, some teachers expressed an empathetic perspective towards their EL students (McAllister & Irvine, 2002). The majority of respondents (70%) share a common level of agreement that ELs' school progression and achievement leading to graduation is hampered by the state's program model for ELs and is similar to findings of a study in 2010 (Lillie et al., 2010). The majority of respondents (87 %) indicate a common level of agreement that often EL failures are related to teachers' lack of awareness of EL students' language, culture, parents and community. Remarkably, open-ended data reveal that teachers seek to advocate for ELs. Some respondents discuss advocating for ELs to other teachers on a peer-to-peer level. The notions of advocacy revealed by way of data example and the Likert data on the importance on teacher awareness closely relates to the literature supporting teaching practices placing strong value on inclusion of ELs' culture and ways of promoting social justice for ELs (Villegas and Lucas, 2002b).

Overall respondents' perceptions, knowledge of teaching ELs, and in examples of practices demonstrate commitments to practices (Faltis and Coulter, 2008) for teaching ELs that consider students' linguistic and cultural sensitivity. In viewing the overall findings presented from a larger, broader perspective, themes presented are similar to aspects identified in the literature as a development of a socio-cultural conscience (Cochran-Smith, 2003; Galavan, 2010;

Lucas & Greenberg, 2008; Merino, 2007;Villegas and Lucas, 2002a, 2002b). The findings reveal

that teachers demonstrate a commitment to ELs' success by considering language and culture as

part of their new teaching paradigm.

CONCLUSION

This next section presents three global orientations that are evident in the data reflecting

teachers' practices that support ELs. These orientations, evidenced by the data, consider notions of

teachers of ELs demonstrating linguistic and cultural sensitivity and is reflected in the literature

(Ballantyne, Sanderman, & Levy 2008; de Jong & Harper, 2005; Faltis, Arias & Ramirez-Marin,

2010; Faltis & Coulter, 2008; Echavarria, Short & Vogt, 2008; Galavan, 2012; Garcia, 1993;

Lucas and Greenberg, 2008; Miramontes, Nedeau, & Commins, 1997; Moll & Arnot-Hopffer,

2005; Tellez & Waxman, 2006; Walker, Shaffer & Liams, 2004; Villegas & Lucas, 2002a, 2002b;

Zentella, 2005). These orientations are: *knowledge of first language and culture*, *skills for

building English and content, and perceptions of ELs' academic success.*

Orientation 1: Knowledge of first language and culture. ELs' connection to school with

instruction that is meaningful and culturally relevant seems to resound among survey respondents

in support of EL academic success. Supporting ELs' connections to language and culture is

related to respondents' understanding of the role of language, culture, parents and community.

Over 87% of respondents share an overall agreement that ELs' cultural background provides a

valuable link to success in school courses. Similarly, the majority of teachers, over 82%, share a

common dispositional perspective that linking first language to cultural background is important.

Teachers provided examples of practices and shared personal perspectives on the importance of

connections to culture. Teachers identified that connections to culture support student motivation,

facilitate accessing prior knowledge and creates an atmosphere of mutual understanding that is

inclusive for all students. Supporting EL students' success includes ways to build rapport so that

ELs feel important and valued. Advocating for ELs includes ways to connect with fellow teachers

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about teaching ELs and is a means of dispelling negative perceptions of ELs that media and legislative polices create (Walker, Shaffer & Liams, 2004). Bridging EL student language and culture builds upon the notion of academic success reinforcing ELs sense of belonging.

Orientation2: Skills for building English and content. From the findings, it is evident that respondents understand the importance of building ELs' language. Respondents identify practices that support building English proficiencies. With regard to supporting first language while learning English and content, respondents identify scaffolding and collaborative activities to build connection to English. In their responses, they indicate supportive teaching practices for ELs that promote oral and writing proficiency. They also demonstrate an understanding of socio-cultural teaching practices which is revealed in the data through a Likert question and generally throughout their responses to open-ended questions on practices.

When teaching content and focusing on language development, open-ended and Likert data reveal that respondents understand the importance of integrating EL students' language level when scaffolding instruction. This was evident in the open-ended question on building oral language development for basic, intermediate and fully proficient students. From the open-ended data and Lickert questions, respondents see that learning English and the learning of content are not two isolated elements but supportive of each other and part of instruction. In fact, over 82% of respondents indicate that for teaching ELs, language demands are important, and teaching content does *not* supplant EL students' language needs as a priority. An overwhelming majority, close to 90%, identify that scaffolding takes into account EL students' English proficiency. By response levels to these questions, the study identifies that teachers approach English language development by organizing lessons and learners so that English learners are supported. In review of the overall data, it is evident that respondents' demonstrate appropriate skills to support learning English through instructional scaffolds (Echavarria, Vogt & Short, 2008; Walqui, 2008; Walqui & Van Lier, 2010).

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Orientation 3: Perceptions of ELs' academic success. With regard to broader notions of teaching English learners, ELs' academic success is reflected in a number of different ways. Respondents shared multiple voices on the notion of English plus use of first language and English-only instruction and its importance for ELs' academic success. Perceptions include that learning content is achieved if ELs know English and valuing students' first language to clarify instruction is necessary for ELs. Similarly access to prior learning in their first language bolsters patterns of success. Moreover, a large majority (over 93%) identify through common response that additional support is needed for EL students in order to remove the barriers to success. When considering overall patterns within the data regarding EL students and actions teachers undertake to support students, advocacy with other teachers, parents and students is noted. The perception is that ELs need support whether is directly to the student or whether is through sharing of ideas about teaching ELs or personal attempts to dispel erroneous beliefs about EL students. In review of the overall data, both Likert and open-ended, it is clear that the data reveals a proactive and favorable perception towards their EL students. Affirming dispositions that are supportive and understanding of ELs' needs are identified in the data (Lucas & Greenberg, 2008; Lucas, Villegas, & Freedson –Gonzalez, 2008; McAllister & Irvine, 2002; Merino, 2007; Williams, Shaffer & Liams, 2004; Villegas & Lucas, 2002a, 2002b; Walqui, 2008).

In conclusion, this study sought to learn about teachers' understanding of knowledge, skills and dispositions that teachers report after completion of a long term professional development program leading to an ESL endorsement. In analyzing responses to both Likert and open-ended questions, teachers' professional development reveals three specific orientations. The overall orientations learned from this study provides glimpse into what may be important considerations for professional development and future directions in learning about professional development. Moreover, with regard to in-service professional development, considerations to program length and coherence to the district needs are important if the PD objective is in fact developing the orientations presented in the conclusion of this study.

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Limitations to the Study.   This study's participants include working teachers associated within a large metropolitan school district in the southwest. Within the last decade, the state's policy has required teachers to continue their education as existing teachers or as pre-service who later enter the district. This has required taking additional courses (Arias, 2012; de Jong, Arias & Sanchez, 2010) in order to meet the needed qualifications. Teachers who participated in this study had achieved the basic level of education needed for the state's requirements but may have not been adequately trained. The study assumes that teachers enhance their existing framework of knowledge, but due to the study's research design, prior level of knowledge about teaching ELs is not considered.

Use of a post-survey instrument. The study is not designed as a pre-post study on professional development, and, therefore, lacks any pre and post comparable survey instruments. The absence of a pre-survey instrument limits any conclusion on what participants acquired during professional development.

Use of focus groups. The study did not include a focus group of study participants as a means to collect additional data relative to their professional development program. The absence of a focus group limits developing further understanding of participants' learning.

Limited response to the study from sample. The sample size consisted of 70 teachers who completed the full professional development program at the time data collection began. However, only 40 participants actually completed the survey in its entirety, and many of the study participants were from later cohorts. A larger number of survey respondents would have yielded a larger data set for analysis of both Likert and open-ended questions.

Directions for Future Research. There are a number of avenues to explore through further research in studies that are similar in nature. From the findings, it is determined that participants have indicated an interest for teacher advocacy. As a researcher, I would consider further studies that includes a small case of teachers who have either completed an ESL

endorsement or graduate teacher education program (Merino & Dixon, 2010) or another type of intense long term and coherent (Desimone et al., 2000) program. In using a small case of three to five teachers, interviews at different junctures would provide the researcher with awareness about the participants' understanding relative to practice. In order to maintain uniformity, the study could include the case of participants who teach one particular content area. In addressing similar research questions such as those of this study, a smaller case would allow for interviews and participants' observations. A theoretical framework such as that posited by researchers Dall'Alba and Sandberg (2006) can provide the framework of how teacher learning of ESL content is embodied and understood in participants' practice. Dall'Alba (2004) is an example of a small study of students engaged in medical study.

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APPENDIX A

INVITATION TO PARTICIPATE IN STUDY

Invitation to participate in the study

Hello [name of program] Graduates,

I'm contacting you because you completed all the requirements for ESL Endorsement program while participating in one of four cohorts from 2008 through June 2011. As many of you know, I am a doctoral candidate in Mary Lou Fulton Teachers College. My dissertation research focus is on the knowledge, skills and overall perceptions of teaching English Learners (ELs) for teachers who completed their professional development program.

I would like to invite you to participate in my online questionnaire. Rest assured that your participation is entirely voluntary. If while in the completing the survey, you decide to not continue, you can do so. Electing to withdraw from the online questionnaire can be done at any time without any concern on your part. To complete the questionnaire, please click the following link:

https://www.surveymonkey.com/s/project

This link will be available through (date specified). In general, this questionnaire should take approximately 25 minutes of your time and can be taken at your convenience! Apart from today's email, I will send a few other reminders to you. Please know that by clicking the link and submitting the questionnaire, you are in fact giving your permission to participate in my research study. There is no foreseeable harm to you in participating in this research study that can be determined.

If you have further questions regarding completion of the online questionnaire, concerns, etcetera, I can be reached at (phone number) or by email at Anthony.trifiro@asu.edu

Thank you.

Signature

APPENDIX B

PARTICIPATION CONFIDENTIALITY

Thank you for choosing to complete this online questionnaire. This questionnaire was developed to learn about Cohort 1 through 4 [name of program] teachers who completed the entire [name of program] program. Through your participation in completing this questionnaire, we hope to have a better understanding of what [name of program] teachers think is important to know and do as part of classroom practices when teaching English Learners (ELs) after having completed our program.

The [name of program] is unique in terms of professional development; in that, it is a university graduate ten-month long term program designed for secondary teachers of ELs. Rest assured that what is learned from your participation will be kept confidential and will provide further research and program evaluation on ESL Professional development for secondary teachers. Your participation will provide valuable insights to those of us in the educational research community who are dedicated to making a difference for mainstream teachers like you in their commitment to teaching English Language Learners in states that have restrictive language policies

Please know that completing this questionnaire is voluntary and at any time in the process, you may choose to withdraw and not continue without any concern. Rest assured that the information provided in this questionnaire will be held in strict confidence and used only for research purposes and potential publication. More importantly, your fair, honest responses to the questions are requested.

I will provide to all who complete the questionnaire in its entirety and submits it, a small gratuity in the form of Starbucks card as a thank you for completing it. At the very end of the questionnaire, please provide your contact information so I can get your gratuity to you.

My personal research goal is to make a difference for mainstream teachers of ELs and their

students. I appreciate your assistance in completing this questionnaire that will be used for my

dissertation. If you have any questions or comments, you may contact me directly at

Anthony.trifiro@asu.edu or Dr. Arias at bea@asu.edu.

Best

Anthony Trifiro, ABD

M. Beatriz Arias, PhD

Dissertation Chair

APPENDIX C

SURVEY QUESTIONS: LIKERT KNOWLEDGE AND DISPOSITION

Likert Questions: The following responses are used for all Likert Questionnaire	
1. I totally agree with the statement 2. I somewhat agree with the statement 3. I somewhat disagree with the statement 4. I totally disagree with the statement	
Question 23	EL Students learn course content even if they can't make sense of the English found in the text or class discussion.
Question 24	EL adolescents can succeed in their high school studies (i.e. progression through school curriculum and graduation) despite the challenges of the four hour block.
Question 25	An EL student's first language I school can be used between a teacher and student to clarify content and provide guidance, but not as the language of classroom instruction.
Question 26	Some EL adolescents fail academically in some courses due to their teachers' overall lack of understanding about their students' culture, language, and parental and/or community circumstances.
Question 27	Teachers demanding an English only classroom support students learning English and content.
Question 28	Many adolescent EL students have had interrupted schooling, but this does not mean that they should receive extra support in school.
Question 29	Generally scaffolding support is not needed for writing in English when EL students demonstrate strong English oral proficiency.
Question 30	In practical every day teaching of content, it's not necessary for teachers to scaffold lessons based on EL students' language level.
Question 31	Once I've developed a good strategy for ELs, I use it for all ELs. One great strategy works for all ELs at any language level.
Question 32	EL students who have school based literacy in their first language (parallel education) more easily transfer those same literacy skills to English.
Question 33	It's important for EL students to use their first language to help them make connections (i.e. cognates) to learning English when appropriate.
Question 34	In my opinion, mixing students with varying levels of English proficiency helps learn English and content.
Question 35	In my opinion, it's not important for a teacher to know EL students reading ability in their first language.
Question 36	It's important to take into account EL students' first language skills in writing when the course requires ELs to complete similar types of assignments in

	English.
Question 37	An excellent example of teaching content related vocabulary in English and using a socio-cultural approach to learning English is the following: allow an EL student to work independently looking up unfamiliar words in a dictionary, memorizing the vocabulary, and promptly providing the student with a quiz.
Question 38	The AZELLA does provide an accurate assessment level of EL students' reading, writing and oral proficiency.
Question 39	It's important for teachers of ELs to conduct an informal language assessment of their EL students.
Question 40	It's more important to focus first on teaching content and then worry about the language demands of EL students.
Question 41	It's important for teachers of ELs to focus on using traditional summative assessment methods (i.e. chapter tests, standardized tests) when teaching content.
Question 42	Grouping Limited English Proficient (LEP) students with other LEP students of the same language level, while at the same time separating them from native speakers of English, is the best way for them to learn English quickly.

APPENDIX D

SURVEY QUESTIONS: OPEN-ENDED

Open –Ended Questions from e-survey	
Question 16	In your classes, what collaborative activities do you implement for ELs in order to help them develop English?
Question 17	In teaching your content area, in what ways do you informally assess EL students' progress learning English in the following areas? Reading Writing Speaking
Question 18	Give examples of what class activities you routinely use in your class to facilitate developing oral language at the following proficiency levels? Basic Intermediate Fully Proficient
Question 19	In your content instruction, how do you incorporate EL students' cultural background?
Question 20	In what ways, does English only instruction impact how you approach teaching?
Question 21	Describe some strategies you use to develop written academic language for ELs.
Question 22	In what ways does providing the opportunity for EL students to use their first language while in class impact their learning of both content and English?
Question 43	Many teachers just teach content, I bring in students' background because.. [respondents complete the sentence]
Question 44	Many teachers have deficit views of ELs, I try to address this by… [respondents complete the sentence]
Question 45	In my opinion, EL students overcome challenges to learn English and succeed in school by… [respondents complete the sentence]
OPTIONAL Question 46	As it pertains to your teaching of ELs and content, in what ways did the ACCESS program help you the most?
OPTIONAL Question 47	In the space provided, please comment about your experience with the ACCESS program, your learning, this survey, or any comments on the ACCESS program you like to make.

APPENDIX E

SURVEY QUESTIONS: DEMOGRPAHICS

DEMOGRAPHIC QUESTIONS

DEMOGRAPHIC INFORMATION AND TEACHING EXPERIENCE

Please complete the demographic questions by providing short answers as needed. This section considers teacher demographic data that is specific to you.

Before starting the survey, please select the ACCESS cohort you completed? (If you started with one cohort, but finished in another cohort, select the cohort you started with first.)

☐ Cohort 1 – January 2008 through December 2008

☐ Cohort 2 – August 2008 through July 2009

☐ Cohort 3 – August 2009 through July 2010

☐ Cohort 4 – August 2010 through July 2011

1. What subject area(s) do you teach and grade level(s)? (If more than one, please list your primary area first)

(1)_____ Grade(s) _____

(2) _____Grade(s) _____

(3) _____Grade(s) _____

2. How many years have you taught (including 2010-11 academic year) <u>over your entire teaching career</u>? (Please include elementary and middle school teaching experience if applicable.)

☐ 1 to 3 years   ☐ 4 to 7 years

☐ 8 to 11 years   ☐ 12 to 15 years

☐ 16 to 20 years   ☐ Over 20 years

3. How many years have you taught high school students <u>over your teaching career</u>? (Please include 2010-11 academic year)

☐ 1 to 3 years   ☐ 4 to 7 years

☐ 8 to 11 years   ☐ 12 to 15 years

☐ 16 to 20 years   ☐ Over 20 years

4. How many years have you taught mainstream high school students combined with either Limited English Proficient (LEP) students who have not exited ESL block or long term reclassified English Learners (ELs)? (Please include 2010-11 academic year)

☐ 1 to 3 years   ☐ 4 to 7 years

☐ 8 to 11 years   ☐ 12 to 15 years

☐ 16 to 20 years   ☐ Over 20 years

5. What is your gender?   ☐ Male   ☐ Female

6. What is your age group?

☐ 25 or younger ☐ 26-30   ☐ 31-35   ☐ 36-40

☐ 41-45   ☐ 46-50   ☐ 51-55   ☐ 56-Older

7. To what ethnic group do you belong?

☐ Asian/Pacific Islander ☐ African American

☐ Hispanic/Latino   ☐ Native American

☐ White   ☐ Other

8. Is English your native language?

☐ Yes   ☐ No   If answering "No", skip question #9 but answer 8a and 8b.

8a) What is your first language? _____

8b) How would you rate your first language ability?

☐ Strong native fluency and comparable to English

☐ Read, write and speak fluently in my native language

☐ Strong speaking skills but limited reading and writing

☐ I understand it somewhat, but can no longer speak or write it

9. If English is your first language, do you speak a second language?

☐ Yes   ☐No

If your answer is "Yes", please answer 9a and 9b.

9a) What is your second language? _____

9b) Please estimate your highest ability level attained:

☐ I have native like fluency in my second language

☐ Read, write and speak fluently but would not consider myself native like

☐ Strong speaking skills, but limited reading and writing

☐ Strong speaking skills and limited reading only

☐ I understand it

10. In the last three years, besides ACCESS ESL Endorsement courses, have you taken any higher education courses related to ELs?

☐ Yes   ☐No

If yes, were these courses part of a Masters program with Mary Lou Fulton Teachers College?

☐ Yes   ☐No

APPENDIX F

DESCRIPTIVE STATITICS: LIKERT KNOWELEDGE QUESTIONS

	DESCRIPTIVE STATISTICS				
	LIKERT knowledge questions				
Questions	Median (Mode)	Mean	Standard Deviation	Standard Error _Mean	Skew
Question 25	1 (1)	1.7750	0.99968	0.15806	0.966
Question 26	2 (2)	1.8250	0.78078	0.12345	1.003
Question 29	4 (4)	3.5250	0.84694	0.13391	-1.814
Question 30	4 (4)	3.5500	0.84580	0.13373	-1.904
Question 31	3 (3)	3.2500	0.86972	0.13751	-1.015
Question 32	2 (1)[a]	1.5750	0.59431	0.09397	.374
Question 33	1 (1)	1.3250	0.52563	0.08311	1.324
Question 36	2 (2)	1.6750	0.69384	0.10971	1.025
Question 37	4 (4)	3.4500	0.81492	0.12885	-1.327
Question 38	4 (4)	3.2500	1.00639	0.15912	-1.172
Question 39	1 (1)	1.225	0.42290	0.06687	1.369
Question 42	4 (4)	3.6000	0.7779	0.12300	-1.899

Note: n=48, 8 missing.   [a] = multiple modes for this question

APPENDIX G

DESCRIPTIVE STATITICS: LIKERT DISPOSITION QUESTIONS

	Descriptive Statistics				
	Likert disposition questions				
Questions	Median (Mode)	Mean	Standard Deviation	Standard Error Mean	Skew
Question 23	3 (3)	2.8750	0.85297	0.13487	-.273
Question 24	3 (3)	2.8750	0.68641	0.10853	.164
Question 27	3 (2) [a]	2.8750	0.85297	0.13487	-.012
Question 28	4 (4)	3.4500	0.71432	0.11294	-1.371
Question 34	1 (1)	1.5500	1.0000	0.11294	1.371
Question 35	4 (4)	3.4750	0.84694	0.13391	-1.384
Question 40	3 (3)	3.2000	0.72324	0.11435	-.325
Question 41	3 (3)	3.1000	0.81019	0.12810	-.493

Note: n=48, 8 missing.   [a] = multiple modes for this question

APPENDIX H

INTERNAL RELIABILITY: CRONBACH ALPHA ON LIKERT QUESTIONS

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 23	50.5500	24.100	.207	.552
Question 24	50.5500	23.177	.440	.521
Question 25	51.6500	22.490	.324	.529
Question 26	51.6000	26.195	-.031	.588
Question 27	50.5500	24.921	.107	.569
Question 28	49.9750	23.307	.397	.526
Question 29	49.9000	24.400	.172	.558
Question 30	49.8750	26.420	-.066	.596
Question 31	50.1750	23.481	.275	.541
Question 32	51.8500	24.951	.211	.554
Question 33	52.1000	24.862	.271	.549
Question 34	51.8750	25.651	.055	.574
Question 35	49.9500	23.228	.320	.533
Question 36	51.7500	27.628	-.213	.607
Question 37	49.9750	23.769	.268	.543
Question 38	50.1750	24.763	.078	.578
Question 39	52.2000	26.062	.074	.568
Question 40	50.2250	23.871	.306	.539
Question 41	50.3250	22.943	.381	.524
Question 42	49.8250	24.046	.250	.546

Reliability Statistics

Cronbach's Alpha	N of Items
.569	20

Case Processing Summary

		N	%
Cases	Valid	40	83.3
	Excluded[a]	8	16.7
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

APPENDIX I

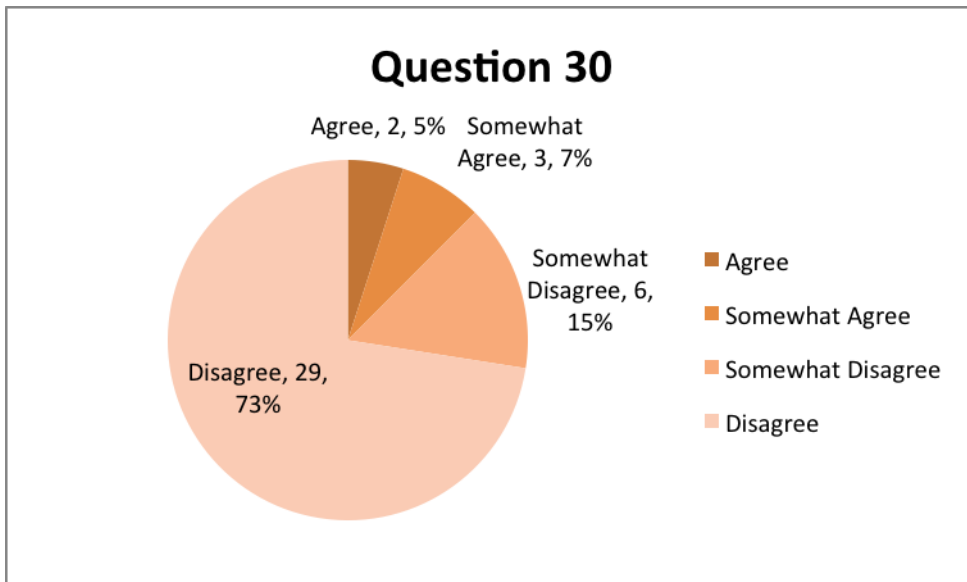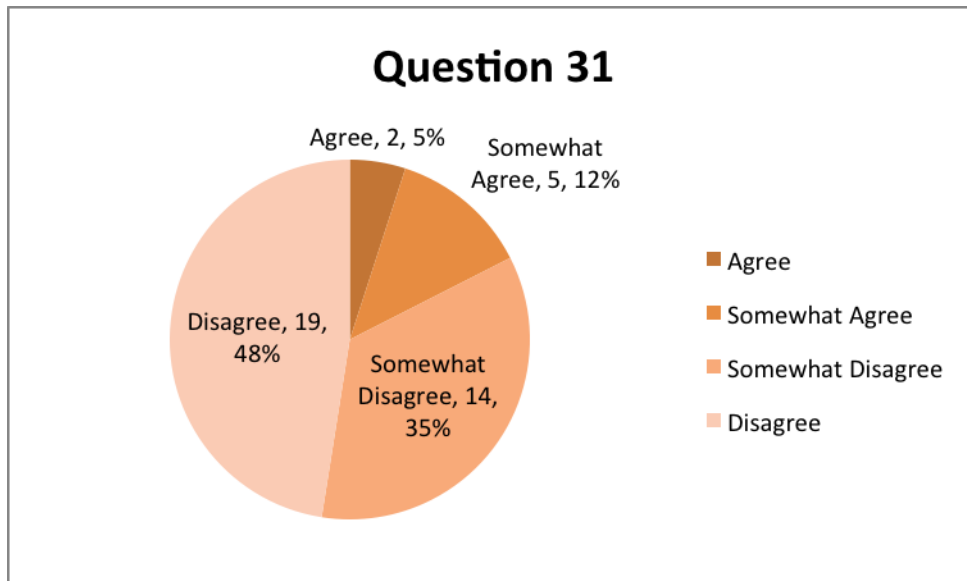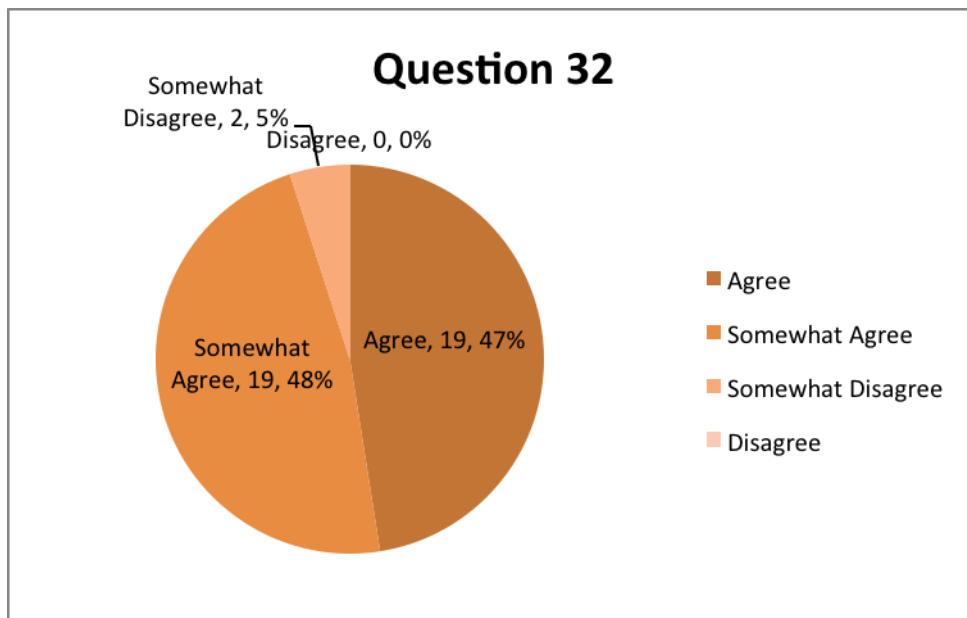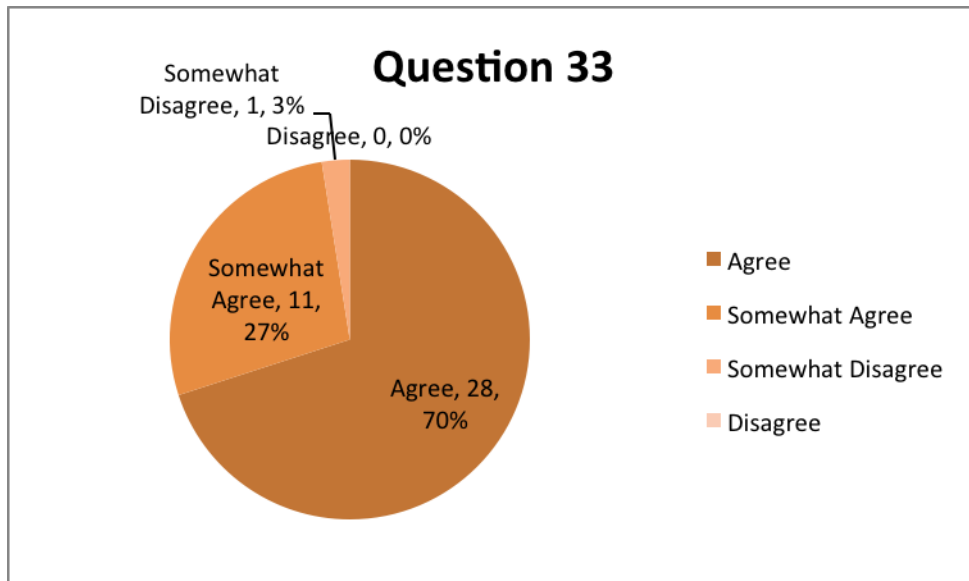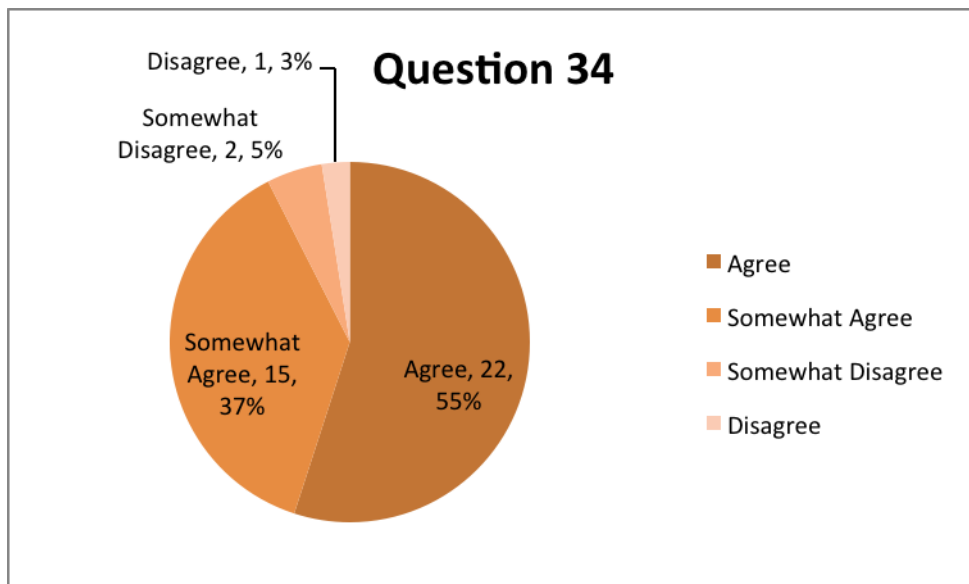FIGURES: LIKERT FEQUENCY DISTRIBUTIONS (FIGURES 1 THROUGH 20)
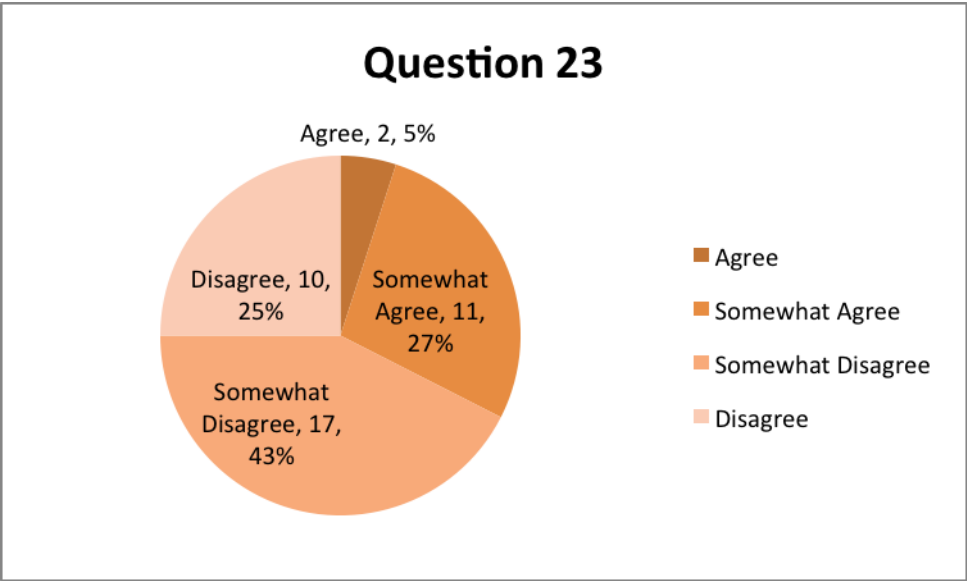
Figure 1. Pie Chart with Response Frequency and Percentage for Question 23
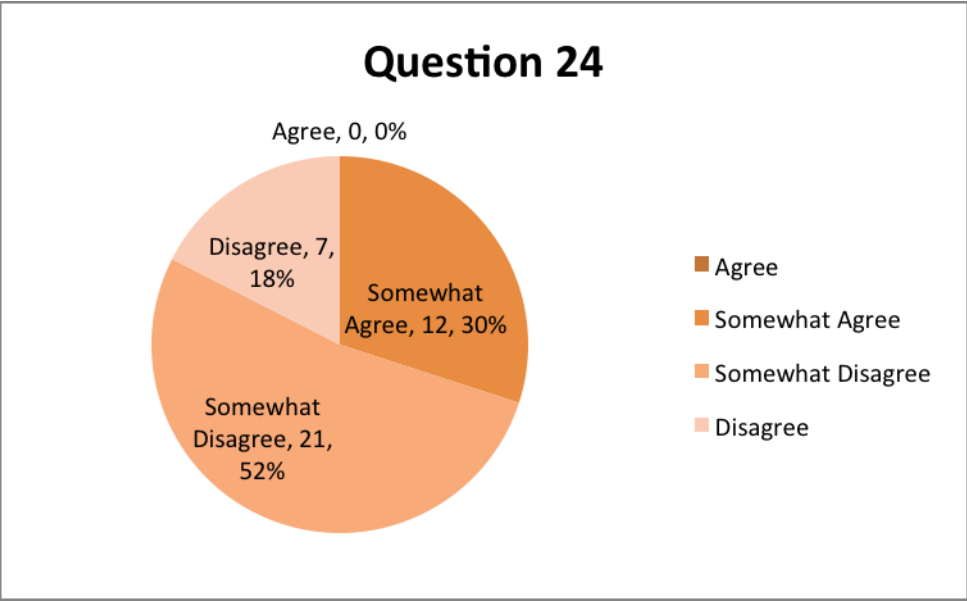
Figure 2. Pie Chart with Response Frequency and Percentage for Question 24
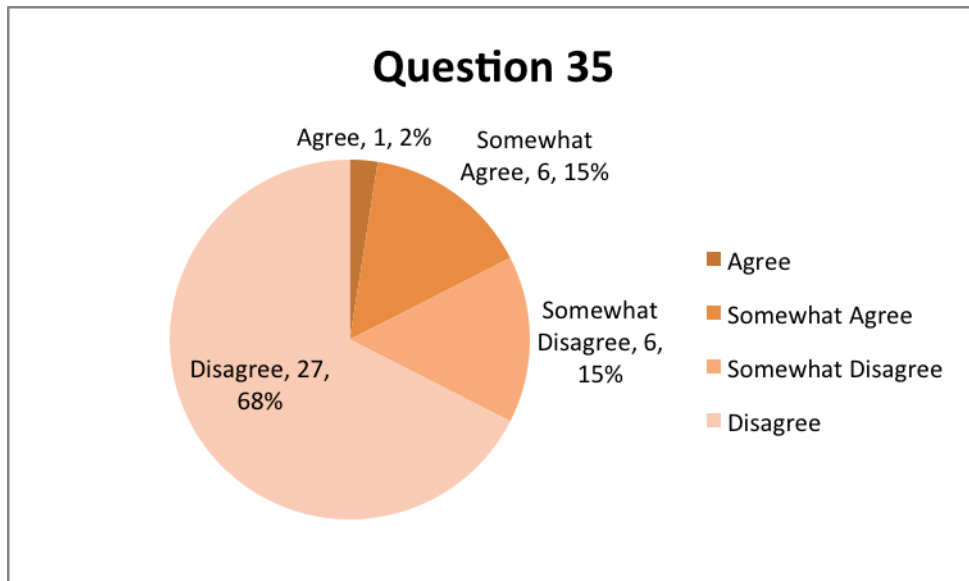
159
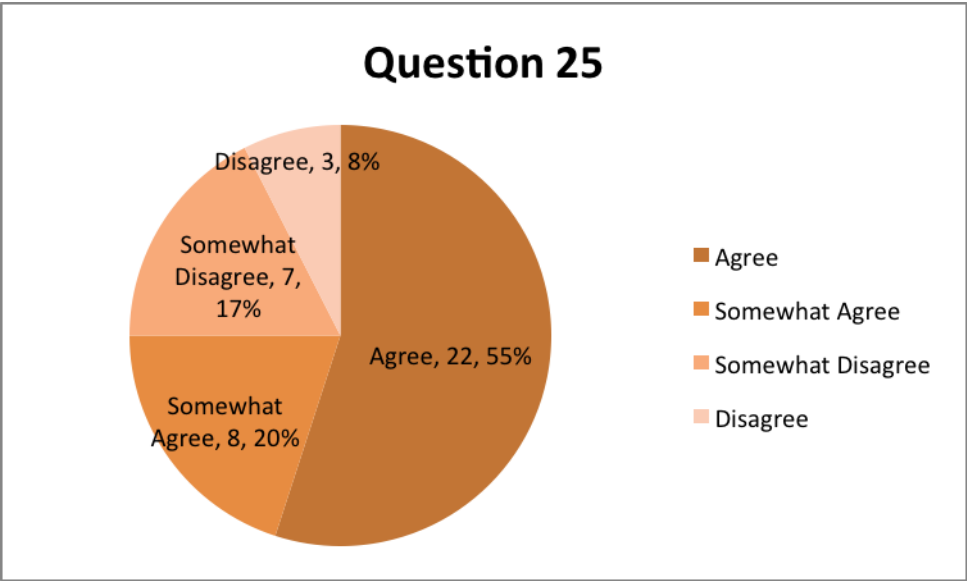
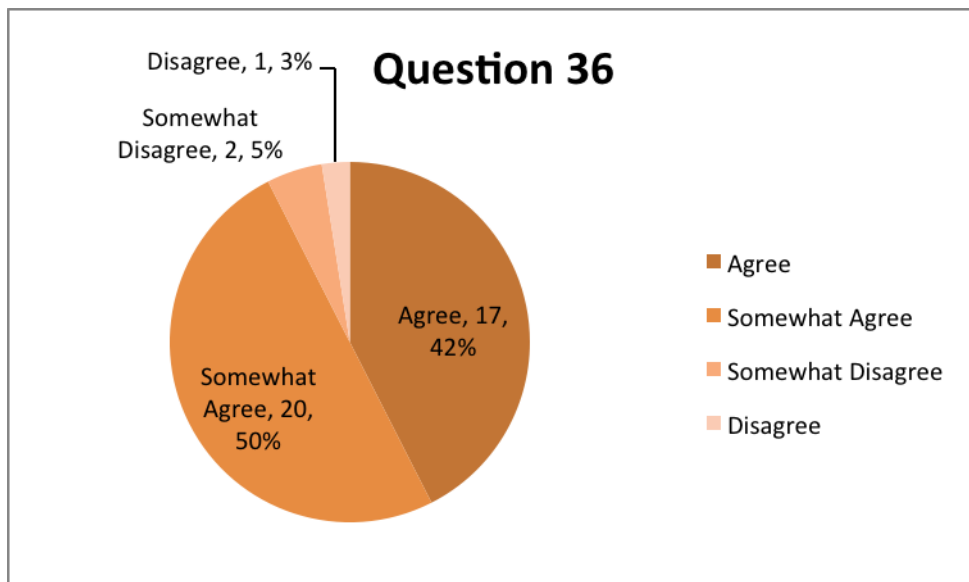*Figure 3.* Pie Chart with Response Frequency and Percentage for Question 25
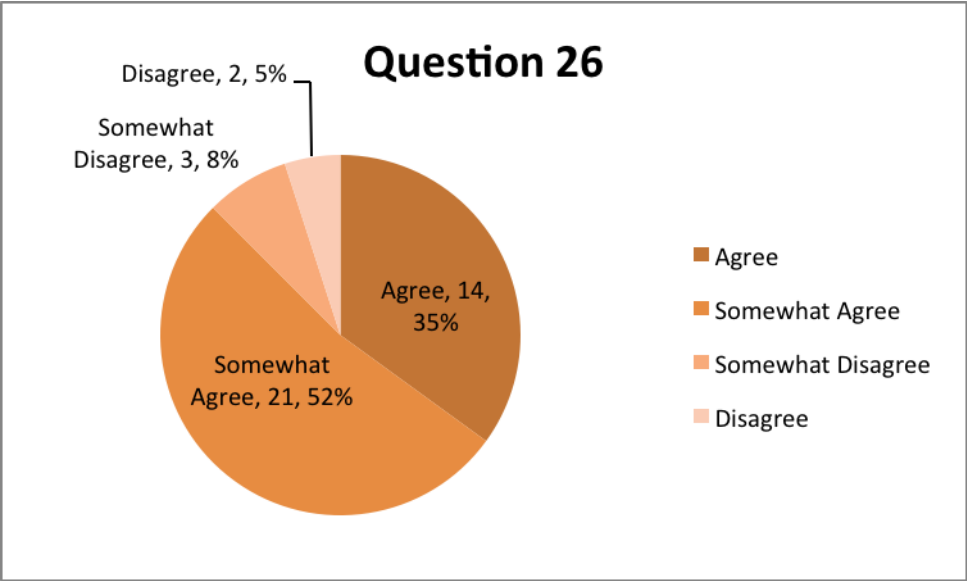
Figure 4. Pie Chart with Response Frequency and Percentage for Question 26
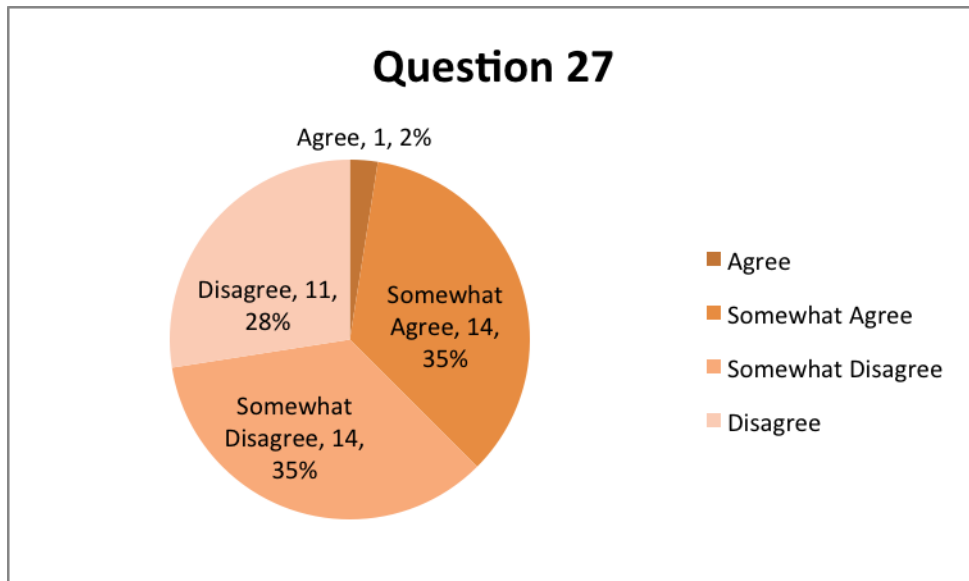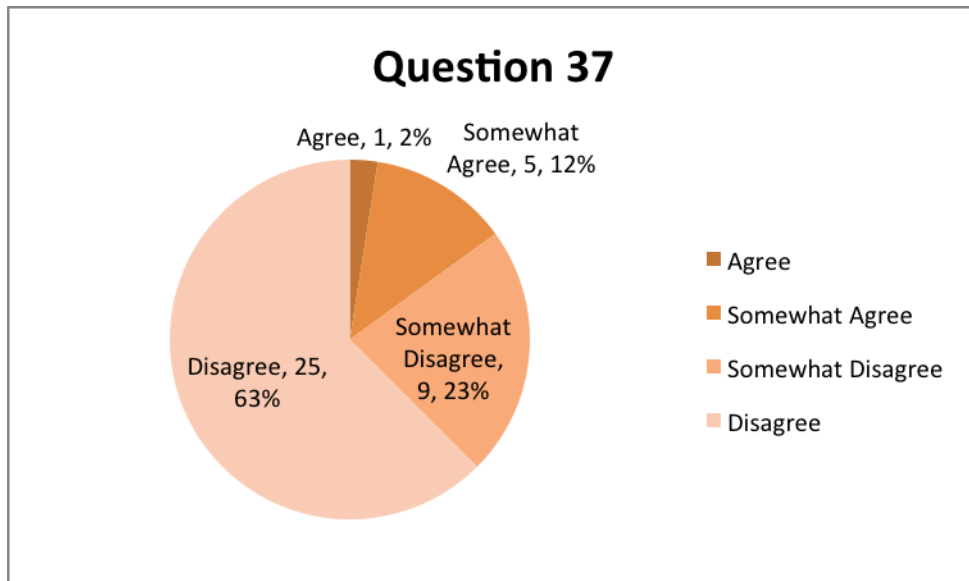
Figure 5. Pie Chart with Response Frequency and Percentage for Question 27
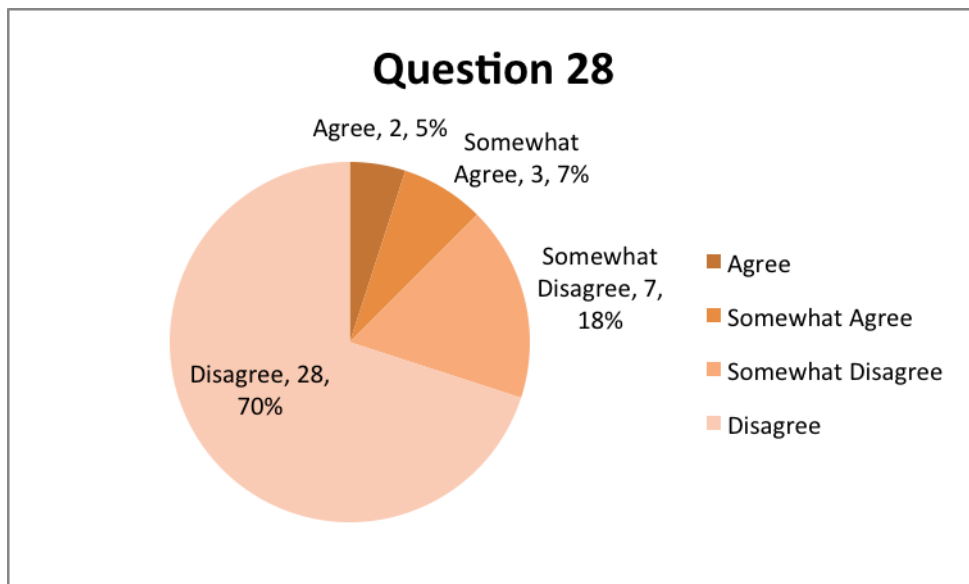
Figure 6. Pie Chart with Response Frequency and Percentage for Question 28
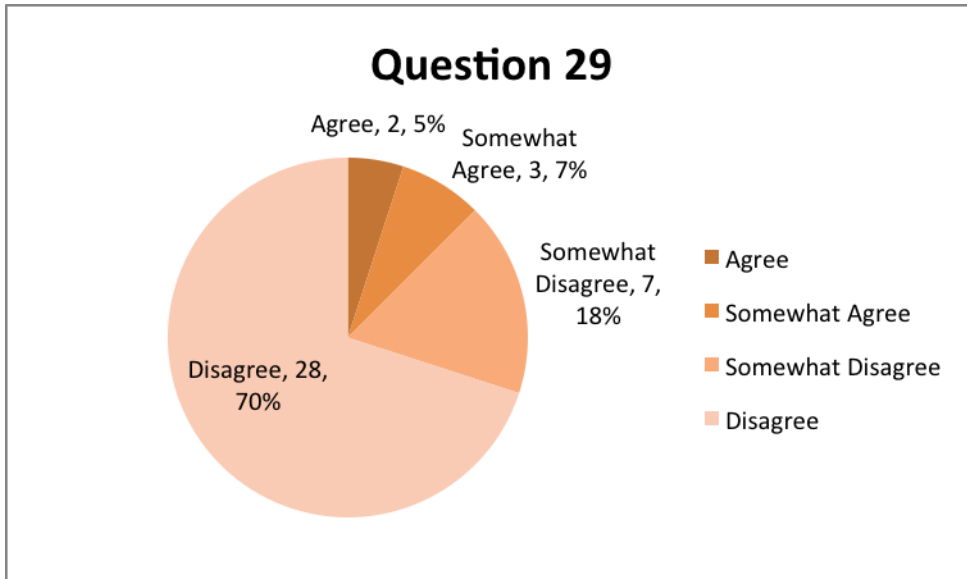
Figure 7. Pie Chart with Response Frequency and Percentage for Question 29

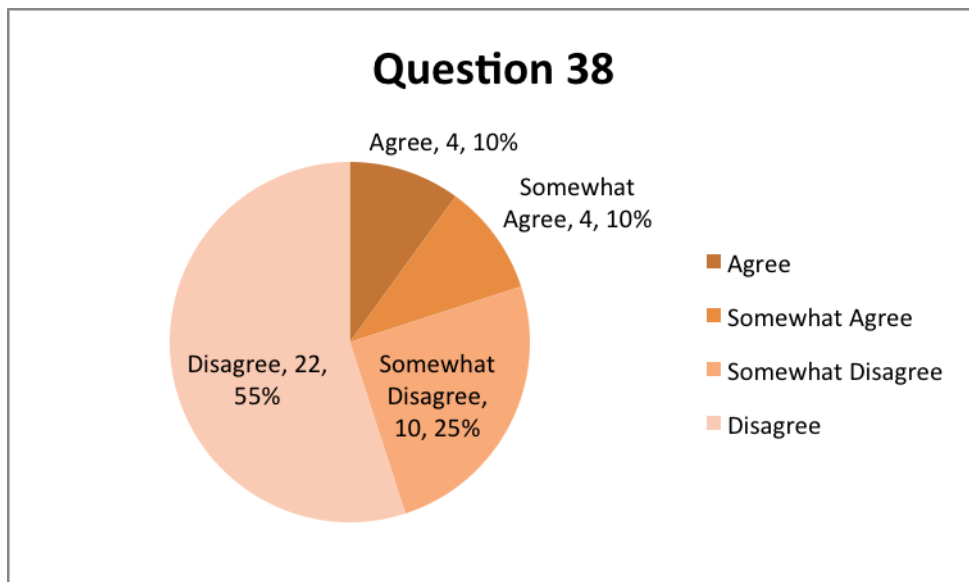*Figure 8.* Pie Chart with Response Frequency and Percentage for Question 30

Figure 9. Pie Chart with Response Frequency and Percentage for Question 31

Figure 10. Pie Chart with Response Frequency and Percentage for Question 32

Figure 11. Pie Chart with Response Frequency and Percentage for Question 33
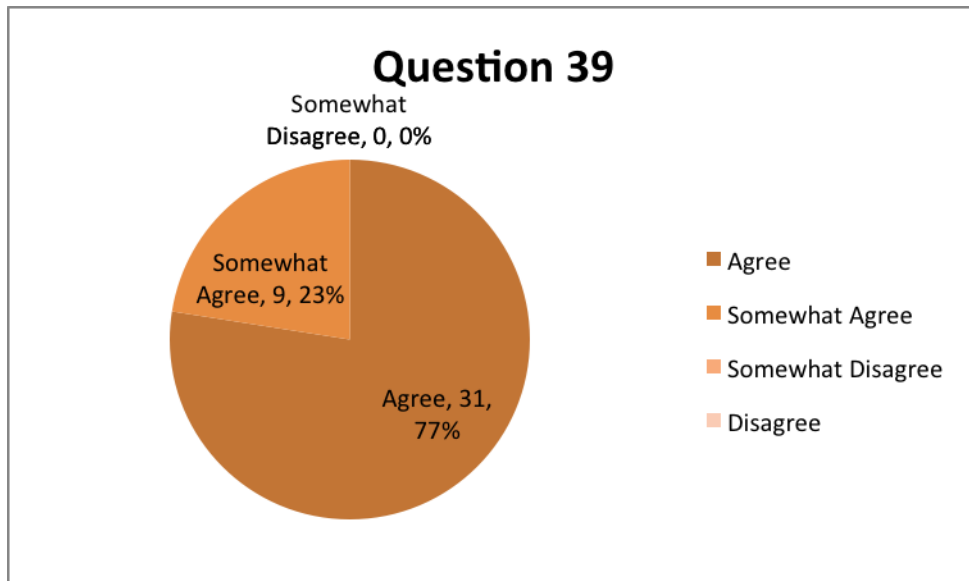

Figure 12. Pie Chart with Response Frequency and Percentage for Question 34

Figure 13. Pie Chart with Response Frequency and Percentage for Question 35

Figure 14. Pie Chart with Response Frequency and Percentage for Question 36

Figure 15. Pie Chart with Response Frequency and Percentage for Question 37

Figure 16. Pie Chart with Response Frequency and Percentage for Question 38

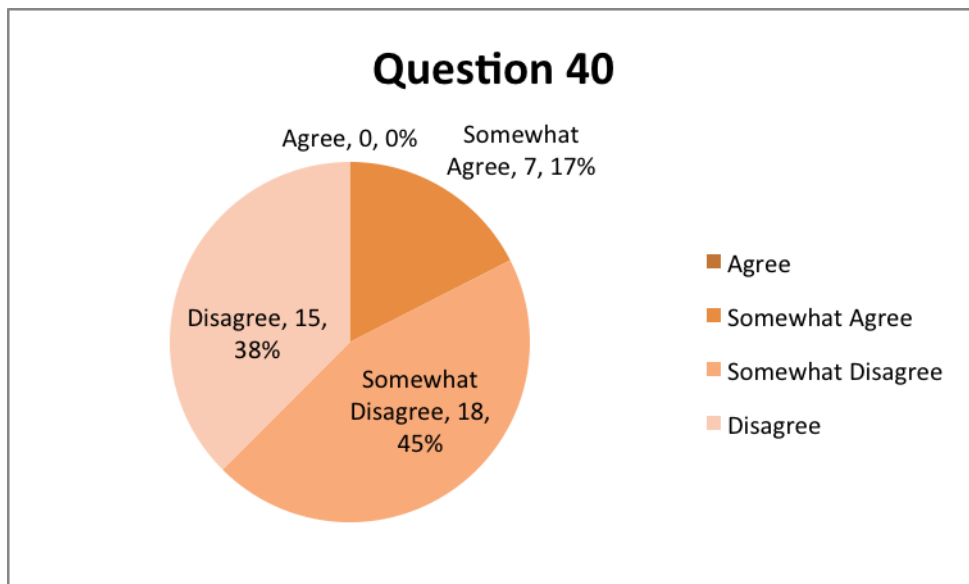*Figure 17.* Pie Chart with Response Frequency and Percentage for Question 39

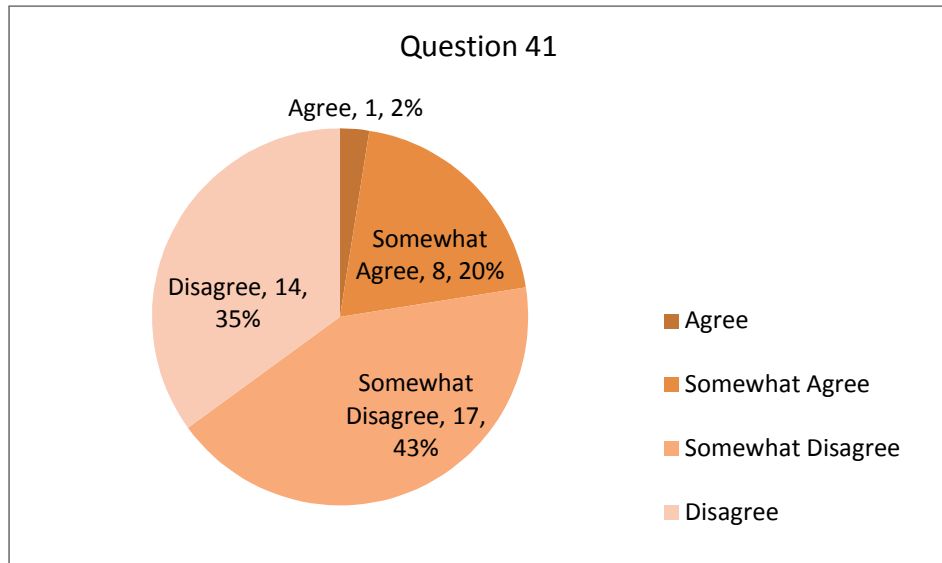*Figure 18.* Pie Chart with Response Frequency and Percentage for Question 40

Figure 19. Pie Chart with Response Frequency and Percentage for Question 41

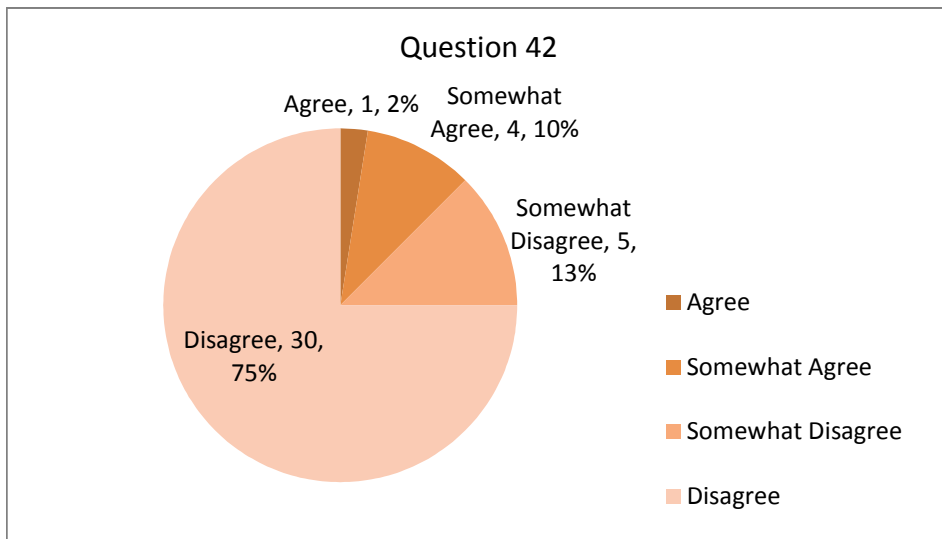*Figure 20.* Pie Chart with Response Frequency and Percentage for Question 42

APPENDIX J

DESCRIPTIVE STATISTICS: SPEARMAN'S RHO CORRELATED QUESTIONS

Question Pairs	Correlated Questions (Abbreviated Questions)	Spearman's Rho
Question 28 with Question 42	Q28 – Els interrupted schooling <u>does not</u> mean they should receive extra support. Q42- Grouping LEP with other LEP students at the same language level, while separating from native speakers of English is the best way to learn English quickly	*(**Significant at .01 level** - two tailed test)* Moderate positive correlation of +0.479
Question 29 with Question 30	Q29 – Scaffolding is <u>not needed</u> for writing in English if EL has strong oral English proficiency. Q30 – In practical every day teaching of content, it's <u>not necessary</u> for teachers to scaffold lessons on language level	*(**Significant at .01 level** - two tailed test)* Moderate positive correlation of +0.554
Q32 with Q40	Q 32 – El Students who have school based literacy in their first language (parallel education), more easily transfer those same literacy skills to English. Q40 – It's more important to focus on teaching content than worry about the language demands of EL students	*(Significant at .05 level - two tailed test)* Moderate positive correlation +0.376
Q35 with Q36	Q35- It's <u>not important</u> for teachers to know EL students reading ability in their first language. Q-36 It is important to take into account EL students' first language skills in writing when the course requires ELs to complete similar types of assignments in English.	*(**Significant at .01 level** - two tailed test)* Moderate <u>negative</u> correlation of -0.447
Q41 with Q40	Q40 – It's more important to focus on teaching content than worry about the language demands of EL students. Q41 – It's important for teachers of ELs to focus on traditional summative assessment methods (i.e. chapter test, standardized test) when teaching content	*(**Significant at .01 level** - two tailed test)* Moderate <u>positive</u> correlation of 0.429

APPENDIX K

ASU INTERNAL REVIEW BOARD APPROVAL LETTER

ASU Knowledge Enterprise Development

Office of Research Integrity and Assurance

To:	M Arias ED
From:	Mark Roosa, Chair Soc Beh IRB
Date:	04/14/2011
Committee Action:	**Exemption Granted**
IRB Action Date:	04/14/2011
IRB Protocol #:	1103006200
Study Title:	Understanding teachers' knowledge, skills and dispositions post ESL professional development

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(1) (2).

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

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