

Southeastern University FireScholars

Selected Honors Theses


Fall 11-2016

Perceptions of Educator Preparation in the Field of English Language Learners

Vivian R. Fry

Southeastern University - Lakeland

Follow this and additional works at: <http://firescholars.seu.edu/honors>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Educational Methods Commons](#), [Higher Education Commons](#), [Language and Literacy Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Fry, Vivian R., "Perceptions of Educator Preparation in the Field of English Language Learners" (2016). *Selected Honors Theses*. 55.
<http://firescholars.seu.edu/honors/55>

This Thesis is brought to you for free and open access by FireScholars. It has been accepted for inclusion in Selected Honors Theses by an authorized administrator of FireScholars. For more information, please contact firescholars@seu.edu.

PERCEPTIONS OF EDUCATOR PREPARATION IN THE FIELD OF
ENGLISH LANGUAGE LEARNERS

Vivian Fry

Southeastern University

Copyright by Vivian Ruth Fry

2016

DEDICATION

To my husband, Brent Fry, who encourages me, loves me, supports me, and pushes me to
reach my potential

ACKNOWLEDGEMENT

I would like to thank my family and friends who have supported me throughout my academic journey. Also, I would like to acknowledge Dr. Joyce Harth and Dr. Gordon Miller. Their wisdom and guidance has been instrumental in completing this research.

ABSTRACT

This study investigated how well pre-service teachers felt prepared to teach English Language Learners in the areas of second language (L2) acquisition and culture. 62 preservice teachers responded to a survey sent out to education majors at Southeastern University. Majority of the participants in the study indicated that they had less than adequate knowledge in the area of L2 acquisition and were less than adequately prepared to educate ELLs in the area of L2 acquisition. The participants indicated that they wanted professional development opportunities that focused on pedagogy for the specific stages of L2 acquisition. Regarding culture, a little more than half of the participants felt they had adequate or more than adequate knowledge in culture to educate ELLs, majority of participants felt they had some knowledge of culture but not specialized knowledge of culture, and more than half of the participants felt they were adequately or more than adequately prepared to teach with regards to culture. The participants indicated that they wanted professional development opportunities that focused on specialized cultural knowledge and cultural responsive pedagogy. The goal should be that all students feel more than adequately prepared regarding L2 acquisition, culture, and pedagogy. To help achieve this goal, the researchers suggest that ESOL instruction should be thoroughly integrated within all education classes through specific instruction and application of pedagogy for the L2 acquisition process and culturally responsive pedagogy.

KEY WORDS: English Language Learners, Teacher Preparation, Cultural Competency, Second Language Acquisition

TABLE OF CONTENTS

Introduction.....	8
Review of Literature.....	10
Second Language Acquisition Process.....	10
Factors of Second Language Acquisition Process.....	12
Application for Teachers.....	14
Cultural Competency.....	15
Preservice Teachers.....	17
In-Service Teachers.....	20
ELL Needs.....	21
Differentiation.....	23
School Dimension.....	25
Special Education.....	28
Teacher Education.....	31
Teacher Challenges.....	35
Conclusion.....	37
Methodology.....	37
Results and Discussion.....	38
Analysis of Results.....	38
Demographics.....	38
Figure 1.....	39
Second Language Acquisition Knowledge.....	40

Figure 2.....	42
Figure 3.....	43
Figure 4.....	45
Figure 5.....	46
Cultural Competency.....	46
Figure 6.....	47
Figure 7.....	48
Figure 8.....	49
Discussion of Data.....	49
Suggestions for Improvement.....	54
Conclusion.....	56
References.....	59
Appendices.....	66
Appendix A.....	67
Appendix B.....	68
Appendix C.....	69
Appendix D.....	71

Perceptions of Teacher Preparation in the Field of English Language Learners

The amount of English language learners in schools has been increasing over time. The percentage of ELLs in public school has increased from 8.7 percent in 2002-2003 to 9.2 percent in 2012-2013 (Institute of Education Sciences, 2015). As the numbers of ELLs rise in schools, the need for more teachers to be prepared to teach this group of students increases. Rather than only receiving support from an English for Speakers of Other Languages (ESOL) teacher, ELLs are often being put into mainstream classrooms and need specialized support from mainstream teachers (Roblero, 2013; Samson & Collins, 2012).

Since ELLs make up 9% of all public school students population (U.S. Department of Education, 2015, p. 1), specialized knowledge in the areas of second language (L2) acquisition (the process of attaining a second language) and culture will give mainstream teachers the knowledge needed to instruct ELLs. Many studies have been conducted in the area of teacher preparation for teaching ELLs in order to improve teacher education in this particular field as a result of the growing need. In one study, Maria Coady, Candace Harper, and Ester de Jong (2011) assessed the process and product of teacher preparation for teaching ELLs. The results indicated that the teachers' felt they had been moderately prepared to teach all domains [(the essential components of teaching ELLs according to the researchers)]; they felt most prepared for curriculum and classroom organization and least prepared in the social and cultural dimensions of teaching (Coady, Harper, & de Jong, 2011, p. 230). Teachers need to be more than moderately prepared to teach ELLs. Teachers need to be fully equipped with expert knowledge of ELLs to ensure ELL academic success. Jerry Jesness (2004) emphasizes

the importance of teaching children English; he says “it’s more than a job, it’s a mission” (Jesness, 2004, p. 3). ELLs need dedicated teachers that see teaching English as a mission. If these students learn English, then they will be able to get the most out of their education and can go onto better careers since they would be bilingual or multilingual. Without an education and English skills, ELLs will likely struggle later on in life due to not obtaining diploma and as a result, lack of career options. More studies on teacher preparation are cited within the literature review.

Florida is ranked third in ELL student population with over 265,000 ELL students (Florida Department of Education, 2014). Among the ELL students in Florida, over 300 languages are represented with Spanish being the most prevalent (Florida Department of Education, 2014). With a large population of ELLs in Florida, teacher preparation is essential to ELL success. The need for teachers to be prepared to teach ELLs led to these research questions:

1. How well do preservice teachers feel prepared to teach academics to ELLs?
2. How well do preservice teachers feel prepared to teach ELLs culturally?
3. In what areas do the preservice teachers feel prepared to teach ELLs? And, in what areas do they not feel prepared to teach ELLs?

To build off of the Coady, Harper, and de Jong (2011) study, my study will survey preservice teachers at Southeastern University. My study will expand the previous study completed by Coady, Harper, and de Jong (2011) to provide greater knowledge to this area of the field. Through my research, I hope to discover the specific needs of preservice educators in Florida to effectively instruct ELLs. With this knowledge, teacher education programs can be designed to address these gaps in knowledge.

Review of Literature

This literature review will discuss the specialized knowledge areas needed by all teachers to effectively educate English Language Learners (ELLs). 1) Second language (L2) acquisition theory and L2 acquisition case studies, 2) cultural competency theory, education, and cultural competency case studies, and 3) general ELL needs, school dimension, teacher education, and teacher challenges will be used to provide background knowledge on L2 acquisitions, cultural competency, and ELL teacher and student needs and to make a case for the need for teachers to have a deeper understanding of L2 acquisition and culture.

Second Language Acquisition Process

Much research has been done in the field of second language acquisition in efforts to understand the process. James Cummins (1979), also known as Jim Cummins, is one of the leading researchers in the field of L2 acquisition. In his literature review (1979), he evaluates and synthesizes many sources to explain different hypotheses of second language acquisition. The “threshold” hypothesis says that students must reach a certain “threshold” in their native language (L1) in order to grow in their second language (L2). The “developmental interdependence” hypothesis says that the linguistic development of a student’s L1 before they enter into school will affect the student’s development of their L2 (1979, p. 233).

In another one of his articles, Cummins (1980) explains his language proficiency model called the cognitive/academic language proficiency (CALP), which explains the aspects of language proficiency which are closely related to the development of literacy skills in L1 and L2 in different contexts (1980, p. 177). Older learners tend to develop

their L2 faster because their L1 CALP is further developed and can therefore be used to develop their L2 (1980, p. 184). Cummins reviews several studies that prove that L1 education does not hinder L2 development and promotes proficiency in both languages (1980, p. 185). Overall, one's L1 CALP is interdependent on one's L2 CALP.

Cummins' (1991) later continues his research on the interdependency of one's L1 to one's L2 in a journal article titled *Interdependence of First- and Second-Language Proficiency in Bilingual Children*. In the article, he argues the significant effect that L1 development has on L2 acquisition by analyzing a variety of studies on L2 acquisition to find the connection between decontextualized and contextualized language skills between a student's L1 and L2. All the studies he analyzed showed a correlation between the L1 and the L2; however, when the L1 was similar to the L2 a stronger relationship was observed. Most cross linguistic relationships were found with decontextualized language proficiency, but there were some cross linguistic relationships found with contextualized language proficiency (1991, p. 85). The results of the analysis suggest that 1) cross linguistic relationships are reflective of the individual's underlying attributes and 2) the aspects of cross linguistic relationships that seem to be unrelated are due to the quality and/or quantity of L2 received (1991, p. 86).

There are stages in the second language acquisition process that present different characteristics and learning needs. Different terms to describe these stages are used in different regions. Jane Hill and Kathleen Flynn (2006) describe five stages of second language acquisition as preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. Preproduction occurs up to first six months that a student is learning English and the student will have minimal comprehension, will not speak, will

respond to questions physically, and will draw or point (Hill & Flynn, 2006, p. 15). In early production, which typically occurs for six months to a year, the student has limited comprehension, responds with one to two words, uses key words and familiar phrases, and uses present tense verbs (Hill & Flynn, 2006, p. 15). In the speech emergence stage, which typically lasts for one to three years, the student will exhibit good comprehension, use simple sentences, will make grammar and pronunciation mistakes, and will likely misunderstand jokes (Hill & Flynn, 2006, p. 15). In the intermediate fluency stage, typically occurring for three to five years, the student has exceptional comprehension and is making fewer grammatical errors (Hill & Flynn, 2006, p. 15). In the advanced fluency stage, typically occurring for five to seven years, the student is speaking very similarly to a native English speaker (Hill & Flynn, 2006, p. 15). As ELLs are going through the different stages of second language acquisition, teachers must be able to pinpoint which stage an ELL is in and be able to provide appropriate accommodations.

Factors of second language acquisition. There are many factors that can affect L2 acquisition. One of the factors often studied is age. The article *Age, Rate and Eventual Attainment in Second Language Acquisition* by Stephen Krashen, Michael Long, and Robin Scarcella (1979) discusses the relationship between the age, rate, and attainment of second language acquisition by looking at past studies. Those who arrive as children show higher levels of eventual attainment in second language proficiency (Krashen, Long, & Scarcella, 1979, p. 574). Studies show that adults acquire their second language faster than children, but children have better long term results. Although studies show that older children acquire their second language faster than younger children, younger children eventually catch up and surpass the older children

(Krashen et al., 1979, p. 574,579). For most studies, children tend to surpass adults in morphology and syntax within one year (Krashen et al., 1979, p. 579).

Just as age can affect second language acquisition, many other factors affect it as well. Yoon Kim, Timothy Curby, and Adam Winsler (2014) executed a massive study to examine how child, home, and school characteristics affect the speed that ELLs develop oral English proficiency (OEP). The study has data on 18,495 kindergarteners, 17,184 first graders, 12,608 second graders, 8,451 third graders, 4,461 fourth graders, 1,982 fifth graders (Kim, Curby, & Winsler, 2014, p. 2603). The results showed that the students were developing their second language very quickly, and many of them were proficient in English by the third grade. The Caucasian/ Asian group had a faster development of their English proficiency, followed by Latinos, then African Americans. School readiness (cognitive, social, and behavioral skills) and language development (at age four) both predicted second language growth. Also, increased poverty predicted a slower rate of English development. The more education that the parents had the faster the student progressed in English. Students who attended schools with less Hispanic and ELL students progressed faster than students that attended schools of opposite characteristics (Kim et al., 2014). From the results of this study, one can conclude that child factors, family factors, and school factors affect second language development among ELLs.

The cognitive development of the brain that comes with age can affect L2 acquisition. In *A Concise Introduction to Linguistics*, Bruce Rowe and Diane Levine (2012) explain that the language acquisition process is cognitively different after puberty. The authors describe it more as an intellectual process that involves practice, exercises,

and memorization (Rowe & Levine, 2012, p. 260). The L2 is even stored in a different part of the brain after puberty (Rowe & Levine, 2012, p. 260). The authors state, “Much of the difficulty encountered in learning a second language is due to the interference from the first language” (Rowe & Levine, 2012, p.260). Based on the cognitive aspects of language acquisition, learning one’s L2 after puberty can be more difficult due to the placement of the knowledge in the brain and the interference of the L1.

Application for teachers. Since it has been confirmed that many factors affect L2 acquisition, teachers must understand and know how different factors affect L2 acquisition. With a clear understanding of second language acquisition and the factors that affect it, teachers can successfully differentiate instruction for ELLs. In *Proposing a Knowledge Base for Teaching Academic Content to English Language Learners: Disciplinary Linguistic Knowledge*, the authors propose an “analytic framework for theorizing a teacher knowledge base that takes into account the most recent understanding of the role of language in teaching content in the classroom” (Turkan, De Oliveira, Lee, & Phelps, 2014). The authors propose the idea of “Disciplinary Linguistic Knowledge” (DLK) which is “discipline specific and involves disciplinary linguistic knowledge needed to unpack the linguistic demands of a specific content area” (Turkan et al., 2014, pp. 5–6). The authors discuss the importance of academic language being used and taught in context while encouraging the students to actively participate in academic discussions orally and in writing. The DLK is not only about the specific linguistic knowledge needed for specific content areas, but the importance of modeling linguistic knowledge to the students. Overall, the implications of this model indicate that major changes in teacher preparation should occur in order to provide specified linguistic

knowledge for each content area (Turkan et al., 2014, p. 24). The DLK provides a framework for the way in which linguistics should be taught to ELLs by modeling and by teaching within the context of the vocabulary.

Cultural Competency

Not only should teachers have a specialized understanding of L2 acquisition, but teachers need to have a deep understanding of culture.

Culture is the explicit and implicit patterns for living, the dynamic system of commonly agreed-on symbols and meaning, knowledge, belief, art, morals, laws, customs, behaviors, traditions, and/ or habits that are shared and make up the total way of life of a people, as negotiated by individuals in the process of constructing a personal identity. (Diaz-Rico, 2008, pp. 271–272).

Culture is a multifaceted concept that affects our everyday actions and thoughts. Culture is embedded in our lives in countless ways; it affects the way we perceive, learn, and communicate. As students are learning in American classrooms, the goal is not for these students to assimilate, or become so similar to people in this country that they lose important parts of their culture (Richardson, Morgan, & Fleener, 2012, p. 332). The goal is for students to acculturate by maintaining their first language and culture while integrating into English and the new culture when necessary (Richardson et al., 2012, p. 332). In other words, as students are integrating into American culture and the English language, students need to be able to preserve their cultural heritage (Richardson et al., 2012). Teachers must have an understanding of their own personal culture, their students' culture, and how culture plays a role in the classroom to be culturally-responsive educators.

Also, teachers must provide a multicultural education for students. James Banks (2001) states, “Multicultural education is a way of viewing reality and a way of thinking, and not just content about various ethnic and cultural groups” (Banks, 2001, p. 8). A multicultural education does not simply add on a lesson about a different culture each week, but it is a philosophy and should affect the way the classroom is managed and lessons are presented. Banks (2001) presents four dimensions of multicultural education. Content integration, the first dimension, involves using examples and content from a variety of cultures to help convey meaning in different subject areas (Banks, 2001, p. 8). The knowledge construction process, the second dimension, is the ways that teachers help students grasp how cultural perspectives influence how we learn and how knowledge is influenced by culture (Banks, 2001, p. 9). Banks (2001) notes that most teachers are unaware of their own cultural biases and how it influences them (Banks, 2001, p. 9). Teachers must understand their own cultural biases and how it affects their pedagogy before they can provide a multicultural education for their students. In addition, the curriculum must allow students to analyze issues and themes within content that are culturally or ethnically influenced (Banks, 2001, p. 10). The goal is to expose students to the cultural aspects of history and discuss the effects of these events to develop cultural knowledge and empathy for victimized people groups.

Prejudice reduction, the third dimension, describes developing positive racial and ethnic attitudes of students (Banks, 2001, p. 11). Banks (2001) explains that research has shown that 1) cooperative groups, 2) equal status, 3) shared goals, and 4) contracts created by authorities help reduce prejudices (Banks, 2001, p. 13). Teachers can develop a classroom code of conduct for cooperative groups (with equal status and shared goals)

to help reduce prejudice in the classroom. Equity pedagogy, the fourth dimension, involves teachers adjusting their pedagogy to the cultural and ethnic needs of their students. Equity pedagogy describes a culturally responsive teacher who understands the cultures of his or her students and adjusts his or her teaching strategies to effectively meet the needs of the students and increase learning. Overall, the goal of a multicultural education is to implement these four dimensions throughout the entire school and provide equality for all students (Banks, 2001, p. 14). In order to provide multicultural education, Banks (2001) states that teachers will need more cultural knowledge and will need to address their own cultural biases (Banks, 2001, p. 15). In addition, new curriculum and materials might need to be purchased (Banks, 2001, p. 15).

Preservice teachers. Much research has been done in the area of multicultural education in attempts to find better ways to educate preservice and in-service teachers on culture. Alfredo Artiles is one of the leading researchers in the field of cultural roles within education. In the article *From Individual Acquisition to Cultural-Historical Practices in Multicultural Teacher Education*, Alfredo Artiles, Stanley Trent, Peter Hoffman-Kipp, and Laura Lopez-Torres (2000) explain the theoretical concepts behind the cultural-historical approach, examine how beliefs grow and change over time, and study multicultural education in teacher education programs (TEPs) (Artiles, Trent, Hoffman-Kipp, & Lopez-Torres, 2000, p. 80). The goal of the study was to “trace the evolution of the culture of learning in a preservice course” (Artiles et al., 2000, p. 86). The results of the study indicated that the students were taking more ownership and leading more of the discussions as the class progressed. In the beginning of the course,

the students merely performed at a mastery level of scientific concepts; however, later in the course, the students began to apply the concepts.

Many other studies have been completed on preservice teachers with cultural growth. Artiles and McClafferty (1998) study preservice teacher preparation for student diversity. The study consisted of 17 students pursuing a master's in education or credentials in elementary education that were enrolled in a multicultural education course (Artiles & McClafferty, 1998, p. 194). Concept maps and surveys were administered at the beginning and end of the course and were assessed for individual and group changes in knowledge and beliefs of diversity. The survey showed growth in knowledge and belief of diversity in educational contexts. The study showed that preservice teachers have many different views of cultural diversity and would benefit from taking a multicultural education course.

In *Pathways to Teacher Learning in Multicultural Contexts a Longitudinal Case Study of Two Novice Bilingual Teachers in Urban Schools*, Alfredo Artiles, Ramona Barreto, and Luis Peña (1998) implement Artiles' previous research to examine how bilingual teachers learn to teach multicultural students. Through the study, the researchers discovered that multicultural education and implementation is a very complex process that is sensitive to the individual's needs, the multicultural class itself, and the school context (Artiles, Barreto, Peña, & McClafferty, 1998). Teachers might have the knowledge of culture but might not implement their knowledge due to other factors. The authors argue for a change in multicultural education for preservice teachers and provide "social justice perspectives based on numerous effective teaching applications" within multicultural education (Artiles et al., 1998, p. 88).

Jared Keengwe also addresses multicultural education courses and their benefits. Keengwe (2010) creates a multicultural education course that gives preservice teachers opportunities to grow in their cultural competency through interactions with English Language Learners (ELLs) and then evaluates the effectiveness of the course. The most substantial part of the class involved being paired with an ELL partner and met with the partner. The study found that many of the participants were culturally illiterate. As a result, they experienced issues associated with fear, assumptions, language barriers, and cultural barriers (Keengwe, 2010, p. 200). All of the participants said that they benefitted from this experience and the course because it expanded their knowledge of different cultures through cultural experiences. Overall, the results showed that preservice teachers would benefit from cultural diversity training and cross-cultural experiences to prepare them for teaching in culturally diverse schools.

Multicultural classes might prove to be beneficial in some way for preservice teachers, but the degree of effectiveness of these classes must be addressed. In *Evidence of Cultural Competence within Teacher Performance Assessments*, Amy Dee (2012) examines the cultural competence of preservice teachers within field experiences through the use of teacher work samples (TWS), which are “unit[s] of instruction demonstrating preservice teachers’ ability to plan and assess student learning” (Dee, 2012, p. 263). Five TWSs identified as static, which meant there was no evidence of cultural competency. Three TWSs identified as reactive, which meant it reacted to cultural diversity but only at the surface level in a very simplistic manner. Nine TWSs identified as active, which meant sociological factors affected planning and teaching. Three TWSs identified as proactive, which represented the ideal TWS methodology that analyzes the impact of

sociocultural factors and includes plans for remediation and effective differentiated instruction. There is a clear issue when only three of the twenty samples showed proactive. Clearly, there is a disconnection between the cultural knowledge and applying the knowledge in the field.

In-service teachers. Although there are many studies available on cultural competency for preservice teachers, there have been few studies on cultural competency among in-service teachers. Ariza (2010) emphasizes that teachers are often dealing with issues of culture in the classroom. Due to cultural differences, miscommunication often occurs “not only verbally, but through body languages, gestures, facial expressions, personal space, and movement” (Ariza, 2010, p. 17). In *Educator Beliefs and Cultural Knowledge: Implications for School Improvement Efforts*, the researchers observe the beliefs of in-service teachers about their diverse students and families. Less than one percent of the participants was classified as culturally responsive, three percent were classified as culturally aware, 44 percent seem to have general awareness of culture, 39 percent were classified in the little awareness of culture category...[and] 14 percent were classified as culturally unaware (Nelson & Guerra, 2014, p. 78). The authors state that “cultural competence requires both deep cultural knowledge and a process for surfacing, challenging, and reframing deficit thinking”, and they suggest that teacher preparation programs and professional development classes provide more in depth knowledge and application of culture in an educational setting (Nelson & Guerra, 2014, p. 90). This study indicates that there is still a present need to find the gaps in cultural knowledge and create a more effective cultural education programs.

ELL Needs

After taking into account L2 acquisition and culture, teachers must use their knowledge to meet the specific needs of ELLs. Jim Cummins (2001) emphasizes the need for ELLs to maintain their native culture and language while learning a new language. He argues that assimilation is extinguishing culturally and linguistically diverse people groups in an era where multiculturalism and multilingualism is beneficial for our society (2001, p. 16). Cummins (2001) argues that ELLs need to have the opportunity to develop their native languages because it results in numerous cognitive benefits to the individual (stronger cognitive flexibility and stronger literacy skills) (2001, p. 17). He advocates for bilingual education citing research that shows how bilingual education improves both the minority and majority language (2001, p. 18). Overall, Cummins (2001) urges schools and teachers to affirm their culturally and linguistically diverse students and create a learning environment that accepts and appreciates diversity (2001, p. 20).

Jerry Jesness (2004) continues the conversation and emphasizes the importance of using a student's L1 at appropriate times in the classroom. Often, students who are told not to use their L1's will eventually stop speaking it altogether (Jesness, 2004, p. 19). This is counterproductive because the student is not learning at all. If a student is using his or her native language, research presented earlier by Cummins (1991) suggests that since languages are interdependent, then the student will grow both in his or her L1 and L2 if the knowledge begins with the student's L1. ELLs need teachers who will utilize students' L1's in the classroom. Jesness (2004) advises teachers to use wisdom when using a students' L1's. There are some lessons that are better taught by utilizing a

student's L1 like teaching certain vocabulary words and grammatical structures (Jesness, 2004, p. 20). Jesness (2004) points out that there are cultural aspects involved in requiring students to only use English. Some parents and family may have experienced assimilation where they were told to leave their cultures and languages behind and felt diminished because of it (Jesness, 2004, p. 20). Students, and families of students, need to know that teachers and schools appreciate their unique cultures and languages by allowing students to maintain their native languages and cultures. Overall, teachers should still have ELLs practicing their English by using it in the classroom, but ELLs still need to be encouraged to use their L1's as well because they will learn English better as a result.

Katharine Samway and Denise McKeon (2007) argue that ELLs need high expectations. Teacher expectations and perceptions significantly affect instructional planning and delivery (Samway & McKeon, 2007, p. 87). If an educator has lower standards for ELLs, the educator is not appropriately meeting the needs of these students because a language barrier does not dictate a need to lower rigor; it merely means that the content needs to be taught with the same rigor but in a different manner. The lowering of expectations usually stems from bias based on racial, ethnic, or SES groups (Samway & McKeon, 2007, p. 87). Teachers must address their biases and think outside of their biases in order to provide high expectations with appropriate instruction. Aída Walqui (2014) agrees with Samway and McKeon (2007). Walqui (2014) believes that ELLs can achieve high expectations of rigor under certain circumstances. In the past, it was believed that ELLs could not rise to high expectations until their second language was fully developed, which could take up to seven years (2014, p. 1). According to Walqui

(2014), ELLs can rise to high expectations and rigorous content “if it sparks their interest, if they receive appropriate support, and if academic content and academic English language skills are taught simultaneously, as a single, integrated process” (Walqui, 2014, p. 1). Walqui (2014) explains that in order for these circumstances to be present in the classroom teachers have to change their beliefs about ELLs and educational practices (Walqui, 2014, p. 1).

Ester de Jong and Candace Harper (2005) outline the needs of ELLs and the areas of expertise that mainstream teachers should have to teach classes with ELL students and non-ELL students (de Jong & Harper, 2005, p. 101). Overall, “this framework for teacher preparation illustrates that mainstream teachers must develop the knowledge, skills, and dispositions that reflect an awareness of three dimensions: the process of learning a second language, the role of language and culture as a medium in teaching and learning, and the need to set explicit linguistic and cultural goals” (de Jong & Harper, 2005, p. 118). De Jong and Harper (2005) emphasize the need to have deep specialized knowledge and to apply it in differentiation.

Differentiation. Carol Rothenberg and Douglas Fisher (2007) describe differentiation as teaching to the various levels of students while taking into consideration interests and styles of learning (Rothenberh & Fisher, 2007, p. 240). The authors go on to say that it is important to differentiate “sources” (content), “process” (strategies and structure for teaching), and “products” (ways students demonstrate their learning) (Rothenberh & Fisher, 2007, pp. 240–241). Even grouping of students in class should be differentiated based on the purpose of the groups and the students’ needs (Rothenberh & Fisher, 2007, pp. 244–245). Differentiation plays an important role in educating ELLs

because language proficiency and culture are huge factors in how the sources, process, and products must be presented for effective learning.

Differentiation is becoming one of the “buzz” words in education, but is it enough for ELL students? Margaret Solomon, Jose Lallas and Carol Franklin (2006) analyze currently used ELL adaptations to determine if they are really effective. The authors explained that with most accommodations a certain level of social and linguistic skills must already be developed in order to utilize them, and ELL strategies or accommodations can never replace instruction. “Mainstream teachers must plan an integrated instructional system that truly includes the EL[L] in the total learning process” (Solomon, Lallas, & Franklin, 2006, p. 44). The authors argue that accommodations are simply not enough because they must be accompanied with meaningful instruction based on the individual needs of students.

If not all differentiation is enough by itself, then one must understand the key components of differentiation. Brenda Logan (2011) discusses what teachers believe are the key components to differentiated instruction in *Examining Differentiated Instruction: Teachers Respond*. The results of the study indicated that the teachers understood differentiated instruction and how to implement it. About eighty-five percent of teachers agreed that “teachers should assess the readiness level, interest level, and the learning profile/style of their learners which is another essential component in carrying out differentiated instruction in the classroom” (Logan, 2011, p. 9). Many teachers were unaware that differentiated instruction can occur within whole groups, small groups, and one-on-one instruction. Logan (2011) argues that teacher education and professional

development programs should provide better education on how to effectively differentiate instruction.

Karen Ford (2012) explains that the goal of differentiation is “to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content” (Ford, 2012). In the state of Florida, ELLs are required by law to have equal access to appropriate instruction (Florida Department of Education, 2016). Differentiation is an instructional approach that provides equal access to appropriate education by implementing ongoing assessments and by intentionally designing instruction, activities, and assessments to meet the needs of ELLs (Ford, 2012). In order to implement differentiated instruction, teachers should get to know their students, have high expectations for all students, use a variety of research-based strategies, use ongoing assessments, provide a variety of assessments and homework, collaborate with other professionals such as an ESOL teacher or paraprofessional, implement flexible grouping, and make content understandable for all students by discussions, translations of text, and simplified text (Ford, 2012) .

School Dimension

The schools, policies, and curriculum play an important role in ELL education. Felice Russel (2012) examines the culture of collaboration within a school. The three findings from the study showed the positive results of a supportive leadership context for the inclusion of ELLs, schoolwide support of ELLs, and collaboration and influence of the literacy team (Russell, 2012, p. 453). The study showed the importance of having a very collaborative and supportive atmosphere within a school with the aim of improving ELLs’ success. The study also showed the positive effects of having supportive and

active leadership within a school, and the significant effects that teachers, who advocate for ELLs, have on ELL success.

In *A Study of Arizona's Teachers of English Language Learners*, Rios-Aguilar, Gonzalez Canche, and Moll (2012) address a specific school with new ELL education instructional strategy called the Structured English Immersion (SEI) model in which ELL students receive a four hour English language development block in hopes that the student would be fluent in English within one year (2012, p. 3). The results indicated that the majority of the teachers believed the SEI was somewhat effective for teaching ELLs, and that there are better strategies and curriculum for ELLs than the SEI. Sixty percent of teachers thought that less than 50 percent of their ELL students were meeting grade-level standards (Rios-Aguilar et al., 2012, p. 24). Teachers were also concerned with ELLs being pulled out to receive SEI because it is important for them to develop English with their peers. If what the schools are implementing in the classroom is not effective, then how can teachers educate ELLs if they are hindered by ineffective curriculum and programs? Ineffective policies and curriculum negatively impact the educators' capacity to effectively educate ELLs. In *Strategies for Teaching English Learners*, Diaz-Rico (2008) emphasizes that learning a new language is a very complicated and difficult process that forms foundational academic skills; schools and their policies can either help or hurt the ELLs as they are learning a new language (2008, p. 5). Often, there tends to be higher populations of ELLs in the intercity (Diaz-Rico, 2008, p. 9). Part of the problem that ELLs face is the schools not having enough funds to provide appropriate resources for their students (Diaz-Rico, 2008, p. 9). Inadequate resources result in poorly equipped schools and more ELLs struggling to receive the education that they need.

In *English Language Teacher Expertise: The Elephant in the Room*, Harper and de Jong (2009) address this issue in a more holistic fashion by observing the external (legislative and policy) pressures and internal (professional and curricular) developments within ESL education (Harper & de Jong, 2009, p. 138). The conclusions drawn from this article suggest that the changes in the policies required by the state have adversely affected the teachers, students, and curriculum by making inaccurate assumptions about the needs of ELLs. The authors explain that teachers need more professional development that goes deeper into ELL education, and that preservice teachers should participate in field studies with ELL students. The authors even suggest that state, district, and school administrators should undergo professional development in the area of ESL education as well.

Lilly Wong Fillmore (2014) addressed the issue of lowering curriculum and standards for ELLs. Often, it is thought that ELLs cannot reach the standards set by the state so they are given simplistic assignments and watered down material. Fillmore (2014) argues that “ELLs can handle higher standards and expectations,” and it is actually what they need to succeed (Fillmore, 2014, p. 624). She states that “in schools with ELLs across the country...neither language learning theory nor research has influenced pedagogical or organizational decisions” to provide help to meet the needs of ELLs. ELLs need social interaction with native English speakers to effectively learn English (Fillmore, 2014, p. 625). In addition to interactions with native English speakers, ELLs need opportunities to work with complex texts (Fillmore, 2014, p. 629). Rather than giving ELLs simplistic texts, Fillmore (2014) encourages teachers to allow ELLs to engage in complex texts and to discuss those texts in class by breaking down sentences

(Fillmore, 2014, p. 629). The answer for improving ELL curriculum is not found by simply making it easier, but one potential key to ELL success requires exposing ELLs to the same curriculum as the other students and implementing better instructional practices by allowing ELLs to engage in complex texts and concepts through discussions and social interactions.

Special education. Shernaz García, Alba Ortiz and Audrey Sorrells (2012) note the increase in culturally diverse students. “In 2000, the U.S. Census Bureau (as cited in U.S. Census Bureau, 2008) projected one third of the nation would be African American, Hispanic, or Asian by 2023” (Shernaz, Ortiz, & Audrey, 2012, p. 1). According to the 2010 Census, we have already reached that expectation with 33.2% of the U.S. population being Hispanic, African American, and Asian. Shernaz et al. (2012) emphasize that the increase in culturally and linguistically diverse populations calls for a need in understanding this specific group of students. Within the field of special education, culturally and linguistically diverse populations are often given special education services when they do not need them (Shernaz et al., 2012, p. 2). The authors state, “Researchers concluded that educators need training focused on culturally responsive practices to increase the likelihood of appropriate referrals, assessments, and eligibility determinations” (Shernaz et al., 2012, p. 2). There are many factors that affect a student’s education such as language, culture, SES status, teacher factors (training), and school factors (policies and practices) that disadvantage culturally and linguistically diverse students; one example of this is having an ELL be tested in English for a learning disability (Shernaz et al., 2012, p. 2). There needs to be a shift in teacher education and practices to provide a culturally responsive education to all students.

Often, ELLs are told they have learning disabilities and are given special education services. Testing for learning disabilities (LDs) can be skewed if it is not given in the student's native language; however, some ELLs do have learning disabilities. In order to correctly diagnose an ELL with a learning disability, educators must use culturally and linguistically appropriate assessment materials and have an understanding of the linguistic challenges an ELL faces, regardless if a disability is present. Cheryl Wilkinson, Alba Ortiz, Phyllis Robertson, and Millicent Kushner (2006) completed a study about the special education eligibility determinations for ELLs with LDs. The study was relatively small so this area needs to be further researched to provide more insight into this area of special education. Despite the small sample size, the researchers did find some insights into the process of determining eligibility for special education services. Wilkinson, Ortiz, Robertson & Kushner (2006) emphasized how interventions and outcomes need to be documented so general education alternatives can be considered before providing special education services (2006, p. 136). Often, the reasons for referral were not clear, which made the process more difficult; therefore, it is important for teachers and parents to make the reasons for referral clear (Wilkinson et al., 2006, p. 136). When assessing ELLs for LDs, all factors must be considered (family, SES, language, school history and culture). From the results of the study, the researchers concluded that 76% of the students in the sample may not have had a disability or may have had an additional disability if all factors were considered (Wilkinson et al., 2006, p. 136). The more factors that have to be considered, the harder it is to determine if the student has a learning disability which is why the determination process might require additional time. The researchers emphasize that collaboration among teachers and

administrators and additional knowledge and training about cultural and linguistic needs of ELLs should improve the process as a whole (Wilkinson et al., 2006, p. 140). Ortiz, Robertson, Wikinson, Liu, McGhee, and Kushner (2016) found that bilingual educations can be critical in helping struggling students succeed and can protect against inappropriate referrals for special education services (Ortiz et al., 2011, p. 325).

Shernaz García and Alba Ortíz (2006) explain ways to prevent inappropriate referrals to special education through a culturally and linguistically responsive approach. The authors state “all students have cultures composed of social, familial, linguistic, and ethnically related practices that shape the ways they see the world and interact with it” (Garcia & Ortiz, 2006, p. 64). All students, including ELLs, have different cultures that affect the ways they learn in school. Teachers must have high expectations of all students and create a learning environment that provides equal opportunity for all students and develops bilingual and bicultural competence within all students (Garcia & Ortiz, 2006, p. 65). Teachers must also share the educational responsibility with other school programs, like the ESOL program, and provide culturally responsive curriculum that builds on students’ prior experiences and knowledge (Garcia & Ortiz, 2006, p. 65). Access to appropriate resources, academically rich programs, and high qualified teachers (who have expertise in culturally and linguistically responsive pedagogy) is essential to the success of students (Garcia & Ortiz, 2006, p. 65). Parent involvement and the relationship between the family and the school plays a large role in student achievement (Garcia & Ortiz, 2006, p. 65). The authors discuss the need for culturally and linguistically focused professional development that not only addresses sensitivity to cultures but pedagogy, as well (Garcia & Ortiz, 2006, p. 66). Overall, the authors

emphasize the importance of the pre-referral process to be seen as a way to provide effective and appropriate intervention (with the involvement of peers and experts) before it is too late and the student has fallen too far behind (Garcia & Ortiz, 2006, p. 66).

According to Slavin and Madden (as cited in Garcia & Ortiz, 2006), “if a student is more than a year below grade level, even the best remedial or special education programs are unlikely to be successful.” Therefore, the pre-referral process and early intervention are critical in providing culturally and linguistically appropriate interventions and assessments to ensure the success of the student and an appropriate referral to special education, if needed later on.

Teacher Education

In order for teachers to be prepared to teach ELLs both culturally and linguistically, preservice teachers generally take education classes to prepare them for teaching ELLs. Is our current model for educating preservice teachers effective? Mary Hutchinson (2013) studied the effect of the “three credit foundations course for teaching ELLs” required in the state of Pennsylvania for a degree in Elementary Education (Hutchinson, 2013, p. 30). Through their observations, the students learned about the need to treat ELL students like other students. The survey showed an increase tolerance of how ELLs should be supported in schools (Hutchinson, 2013, p. 44,46). The preservice teachers noted lack of facilities to teach ELLs, an increase respect for ESL teachers, a greater sense of responsibility when teaching these students, and the belief that all students can succeed. The study showed that the class provided benefits to the preservice teachers.

In a similar study, Maria Coady, Candace Harper, Ester de Jong (2011) assessed the process and product of teacher preparation of teaching ELLs. The results indicated that the teachers' felt they had been moderately prepared to teach all domains of educating ELLs; they felt most prepared for curriculum and classroom organization and least prepared in the social and cultural dimensions of teaching (Coady et al., 2011, p. 230). Regarding how effective they felt with working with ELLs, the two highest categories were curriculum and class organization and content area instruction; however, the lowest category they felt effective in was the knowledge and ability to use the students' home languages as a resource (Coady et al., 2011, pp. 231–232). Overall, the ratings of effectiveness were higher than ratings of preparedness.

There is evidence that teachers do not feel prepared to teach ELLs. According to Jerlean Daniel and Susan Friedman (2005) and Linda Darling-Hammond, Ruth Chung, and Fred Frelow (2002), teachers do not feel adequately prepared to educate ELLs (Daniel & Friedman, 2005, p. 2; Darling-Hammond, Chung, & Frelow, 2002, p. 297). Daniel and Friedman (2005) suggest increasing faculty knowledge and practice of working with diverse populations, ensuring diverse field experiences for preservice teachers, integrating diversity among all courses, require ESL (English as a Second Language) courses to help improve teacher preparedness (Daniel & Friedman, 2005, pp. 5–6). Darling-Hammond, Chung, and Frelow (2002) suggest that state departments of education and education programs should financially invest in teachers to improve preparation and the quality of educators. According to the National Commission of Teaching on America's Future published in 1997 (as cited in (Darling-Hammond et al., 2002, p. 297), these investments include “increasing and equalizing teacher salaries,

subsidizing candidates' teacher education costs with service scholarships, providing incentives for teachers to enter high-need fields and locations, and ensuring mentoring for beginners to reduce attrition." As a result of the investments, the researchers suggest that state departments of education will save money by hiring quality educators in the first place (Darling-Hammond et al., 2002, p. 297).

Other researchers are trying to create better ways to prepare teachers for ELLs. To find a better way to prepare teachers, Jie Zhang and Carole Pelttari (2014) provided preservice and in-service teachers with similar emotional experiences that ELLs experience (Jie Zhang & Pelttari, 2014, p. 179). One lesson was taught in Dutch without ESL (English as a Second Language) strategies, and then taught with ESL strategies. Overall, the responses fell into three themes: a greater understanding of the increased effort required for language learning, a greater sense of empathy for ELLs, and the levels of empathy correlated with their experience with ELLs (Jie Zhang & Pelttari, 2014, pp. 189–190). The study showed that teacher candidates may benefit from being put into a language learning environment to gain empathy for ELLs. On a similar note, Luciana de Oliveira (2011) conducted a study to allow teachers to feel what it is like to be an ELL through language experiences during a math simulation using Brazilian Portuguese. The teachers discussed how the simulation helped them understand what it is like to be an ELL and modeled for them how to use ESL strategies (de Oliveira, 2011, p. 62). This article shows the importance of providing language experiences for preservice and in-service teachers to prepare them for teaching ELLs.

Edmund Hamann and Janelle Reeves (2013) further the discussion on ELL education in schools by addressing the professional schism within ELL education and

proposing a possible solution to the problem. The authors explained the growth and history of ELL education going from non-existent to its own field. Even though teacher preparation is required for ELLs and many teachers receive ESOL professional development classes, the quality of these ESOL trainings are still lacking and not effectively preparing teachers. The authors explain the need for intensive and purposeful professional education for teachers and ESL coaching within mainstream classrooms (Hamann & Reeves, 2013, p. 85). Overall, the authors push for both the ESOL and mainstream teachers to close up the divide between them and recognize that they will be more effective educators if they work together to help ELLs achieve success.

To provide specific needs in teacher education, *Enhanced Knowledge and Skills for Elementary Mainstream Teachers of English Language Learners* discusses three dimensions of teacher preparation for ELLs and its implications for education. The first dimension is about the teacher understanding the students' contexts linguistically and culturally. The next dimension is about teachers understanding second language acquisition as a whole. The authors explain that there is a great need for teacher education to scaffold language knowledge and learn to apply it to ELL pedagogy (de Jong, Harper, & Coady, 2013, p. 93). The last dimension explains that teachers must be aware of the linguistic and cultural difficulties that policies and curriculum might pose for ELLs and make appropriate accommodations to support their students. Overall, the authors call for teacher preparation to include more field experiences, content expertise, resources, and content specific ESL pedagogy.

Alfredo Artiles and Beth Harry (2006) engaged in an interview to discuss the issues of overrepresentation and educational equity regarding teacher preparation.

During the interview Artiles (2006) emphasized the role of history within education. History is always prevalent within every situation and should be understood and recognized (Chamberlain, 2006, p. 228). Artiles (2006) mentions that cultural history, “inherited values, traditions, and ways of thinking”, affect our educational systems, policies, and social interactions within a school (Chamberlain, 2006, p. 228). Artiles (2006) states, “educational systems that are mindful of social justice need to have a meta-awareness about the role of history and how the positions we bring (culturally and politically charged) play a role in the decisions and priorities we set” (Chamberlain, 2006, p. 229). Our educational systems need to be intentional about the decisions that they make and how it affects the students, especially culturally and linguistically diverse students. Educational systems must first reconcile their own historical and cultural understanding, and then try to understand others’ historical and cultural background. Harry (2006) explains that reconciling one’s own ethnocentrism needs to be a required part of teacher preparation (Chamberlain, 2006, p. 229). Artiles (2006) states that “we need to assist future teacher to derive implications for practice from the reflection and analyses of the historical layers of institutions and identities” (Chamberlain, 2006, p. 230). Overall, it is natural to be ethnocentric so teachers must be taught and prepared how to have a historically and culturally responsive educational practice.

Teacher Challenges

Despite their education, teachers often experience many challenges associated with educating ELLs. Patricia Gándara, Julie Maxwell-Jolly, and Anne Driscoll (2005) asked 5,300 teachers their greatest challenges that they face when teaching ELLs, teachers’ perspectives on their preparation, and their perspectives on professional

development (Gandara, Maxwell-Jolly, & Driscoll, 2005, pp. 3–4). Difficulties associated with communicating with parents and students, having insufficient time to cover material, the great variability of the students' abilities, and lack of tools were the most common expressed challenges. The study found that the more ELL preparation the teachers had, the more confidence they had when teaching ELLs. The study results suggest the need to develop better professional development, to develop better teaching and assessment materials, and ways to allow the teachers more time to differentiate student learning. Nina Webster and Angela Valeo (2011) completed a similar study “to examine the perceptions and reflections of recent six recent graduates from Ontario faculties of education regarding their level of preparation for meeting the needs of ELL students” (Webster & Valeo, 2011, p. 106). All of the participants agreed that an ELL specific course with field experience would have benefitted them. Overall, the participants felt somewhat prepared to teach ELLs and recognized that they needed more education to effectively educate ELLs.

To provide more insight into teacher's in-service experiences, Irina Okhremtchouk and Taucia Gonzalez (2014) asked Latino bilingual teachers what insights they have for teaching ELLs. Teachers' challenges included teaching to a wide range of English proficiency levels, politics within ELL instruction regarding policies and curriculum, and with mainstream teacher training and accountability (Okhremtchouk & González, 2014, p. 29). The study found that the teachers felt their education was not practical or effective in the classroom. One of the most interesting finds was that despite their heritage, bilingualism, and extensive education, only a little over half of the teachers indicated that they felt prepared to teach ELLs (Okhremtchouk & González, 2014, p. 30).

Conclusion

Within the field of ELL education, there is a great need for teacher education to provide more effective, deeper ELL linguistic and cultural preparation. Beyond individual student needs, there are other factors such as, school, curriculum, and state-wide policies that affect ELL education and in turn affect how teachers instruct ELLs. To further research in the field, I will study how well pre-service educators at Southeastern University feel prepared to teach ELLs to find out the specific educational needs of teachers going into the field. With that knowledge, the educational program at Southeastern University can be adapted to meet pre-service teachers' needs.

Methodology

The purpose of the study is to identify potential gaps in teacher preparation for educators working with English language learners (ELLs). The two types of educational competencies that will be studied are the linguistic and cultural competencies. The researchers received Institutional Review Board (IRB) approval to do the study from Southeastern University. Before the study was initiated, the researchers received an amendment approval from the university's IRB because they adjusted the survey questions. Both the original IRB approval and the amendment IRB approval are included in Appendix A. A survey was sent out to preservice teachers at Southeastern University. The participants were asked via an email invitation to participate in the study by taking a 20 minute online survey; however, the survey took most participants an average of five to ten minutes. The voluntary consent email is included in Appendix B. The general informed consent form that was on the first page of the survey is included in Appendix C.

The survey was designed by the researchers to ask the pre-service teachers about their personal perspective on their preparation to teach ELLs, specifically regarding second language acquisition and culture. Southeastern University's preservice teachers completed 24 multiple choice questions. The first seven questions completed were to establish demographics. The next eleven questions completed were to assess second language acquisition knowledge. The final seven questions completed were to assess cultural competency. The participants were given a two week period to complete the survey during September of 2016. The researchers reminded students in education classes about the survey and encouraged participation during the two week period. The participants completed the survey at their convenience within the two week period. The survey was administered and analyzed through "e-Survey Creator," an online survey database. The survey used within this study is included in Appendix D. This study provided specific data that contributes to the specific educational needs of pre-service teachers to effectively instruct ELLs. This data can drive future research in teacher education to help benefit educators and students as a whole. The researchers analyzed the data and recorded the results within the next chapter.

Results and Discussion

Analysis of Results

Demographics. The study consisted of 62 participants who completed the entire survey. There were eight additional participants, but they did not complete the survey and will not be included in the results. There were nine male participants (9.7%) and 56 female participants (90.3%). Regarding race and ethnicity, 54 participants were Caucasian (87.1%), 5 participants were Hispanic or Latino (8.1%), 4 participants were

Asian or Pacific Islander (6.5%), 1 participant preferred not to answer this question (1.6%). Regarding question three, the respondents had the option of choosing multiple options for what they will be certified in. 61.3% of participants chose elementary education, 3.2% of participants chose secondary education in science, 9.7% of participants chose secondary education in language arts, 4.8% of participants chose secondary education in social studies, 1.6% of participants chose secondary education in math, 8.1% of participants chose music education, 11.3% of participants chose ESOL, 29% of participants chose ESE. Figure 1, created by “e-Survey Creator,” is included below to show a visual comparison of the numbers.

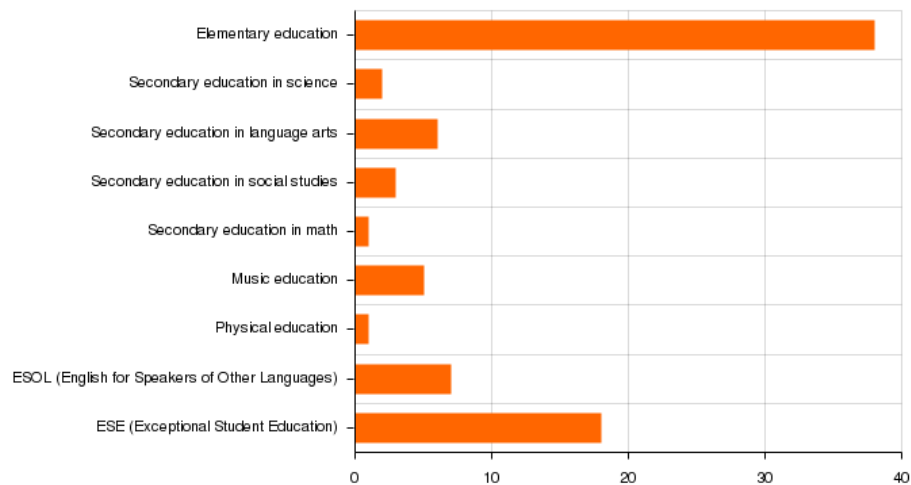


Figure 1. Future Certifications of Participants. This figure illustrates what the participants will be certified in.

Seven participants stated that they were bilingual or multilingual (11.3%), and 55 participants stated that they were not bilingual or multilingual (88.7%). Two participants (3.2%) were freshman, one participant was a sophomore (1.6%), 31 participants were juniors (50%), and 28 participants were seniors (45.2%).

Question six asked about how many ESOL specific courses the participant has completed; therefore, participants may have been currently in the course while taking this survey and indicated that they have not completed any ESOL courses. 19 participants indicated they completed no ESOL specific courses (30.6%), 17 participants indicated they completed one ESOL specific course (27.4%), 16 participants indicated that they completed two ESOL specific courses (28.8%), two participants indicated that they completed three ESOL specific courses (3.2%), and eight participants indicated that they were not sure how many ESOL specific courses they completed (12.9%).

Second language acquisition knowledge. Regarding knowledge of the preproduction stage of L2 acquisition and teaching methodologies appropriate for this stage, four participants indicated they had no knowledge (6.5%), 17 participants stated they had very little knowledge (27.4%), 21 participants indicated that they had some knowledge (33.9%), 19 participants indicated that they had adequate knowledge (30.6%), and one participant indicated that he or she had more than adequate knowledge (1.6%). 67.8% of the participants indicated that they had less than adequate knowledge of the preproduction stage. Regarding knowledge of the early production stage of L2 acquisition and teaching methodologies appropriate for this stage, two participants indicated they had no knowledge (3.2%), 15 participants stated they had very little knowledge (24.2%), 29 participants indicated that they had some knowledge (46.8%), 15 participants indicated that they had adequate knowledge (25.8%). 74.2% of participants indicated that they had less than adequate knowledge about the early production stage.

Regarding knowledge of the speech emergence stage of L2 acquisition and teaching methodologies appropriate for this stage, four participants indicated they had no

knowledge (6.5%), 12 participants stated they had very little knowledge (19.4%), 31 participants indicated that they had some knowledge (50%), 14 participants indicated that they had adequate knowledge (22.6%), and one participant indicated that he or she had more than adequate knowledge (1.6%). 75.9% of participants indicated that they had less than adequate knowledge about the speech emergence stage. Regarding knowledge of the intermediate fluency stage of L2 acquisition and teaching methodologies appropriate for this stage, four participants indicated they had no knowledge (6.5%), 15 participants stated they had very little knowledge (24.2%), 27 participants indicated that they had some knowledge (43.5%), 15 participants indicated that they had adequate knowledge (24.2%), and one participant indicated that he or she had more than adequate knowledge (1.6%). 74.2% of participants indicated that they had less than adequate knowledge about the intermediate fluency stage.

Regarding knowledge of the advanced fluency stage of L2 acquisition and teaching methodologies appropriate for this stage, four participants indicated they had no knowledge (6.5%), 14 participants stated they had very little knowledge (22.6%), 26 participants indicated that they had some knowledge (41.9%), 17 participants indicated that they had adequate knowledge (27.4%), and one participant indicated that he or she had more than adequate knowledge (1.6%). 71% of participants indicated that they had less than adequate knowledge about the advanced fluency stage. This was the lowest percentage of participants who felt they had less than adequate knowledge out of all of the questions regarding specific stages of second language acquisition.

Question 12 asked participants to rate their overall knowledge of L2 acquisition and teaching methodologies associated with each stage. Two participants indicated they

had no knowledge (3.2%), 13 participants stated they had very little knowledge (21%), 31 participants indicated that they had some knowledge (50%), 13 participants indicated that they had adequate knowledge (21%), and three participants indicated that they had more than adequate knowledge (4.8%). Figure 2 (created on “e-Survey Creator”) is included below to provide visual representation of the data.



Figure 2. Overall Knowledge of L2 Acquisition. This figure illustrates the overall knowledge of the participants in L2 acquisition.

74.2% of participants indicated that they had less than adequate knowledge overall about the stages of L2 acquisition and the teaching methodologies that are associated with each stage. To compare the responses of question to the responses of the previous questions, 69.8% participants indicated that they had less than adequate knowledge of the preproduction stage, 74.2% participants indicated that they had less than adequate knowledge of the early production stage, 75.9% participants indicated that they had less than adequate knowledge of the speech emergence stage, 74.2% participants indicated that they had less than adequate knowledge of the intermediate fluency stage,

and 71% participants indicated that they had less than adequate knowledge of the advanced fluency stage. The results from the previous questions showed that participants felt they knew the most about the preproduction stage and the least about the speech emergence stage. The mean of the participants that indicated that they had less than adequate knowledge for the all of the questions referring to specific L2 acquisition stages is 72.62%; therefore, the results were relatively consistent for the responses about the knowledge and methodologies associated with specific stages of L2 acquisition and knowledge and teaching methodologies associated L2 acquisition overall. Figure 3 is included below to show a visual comparison.

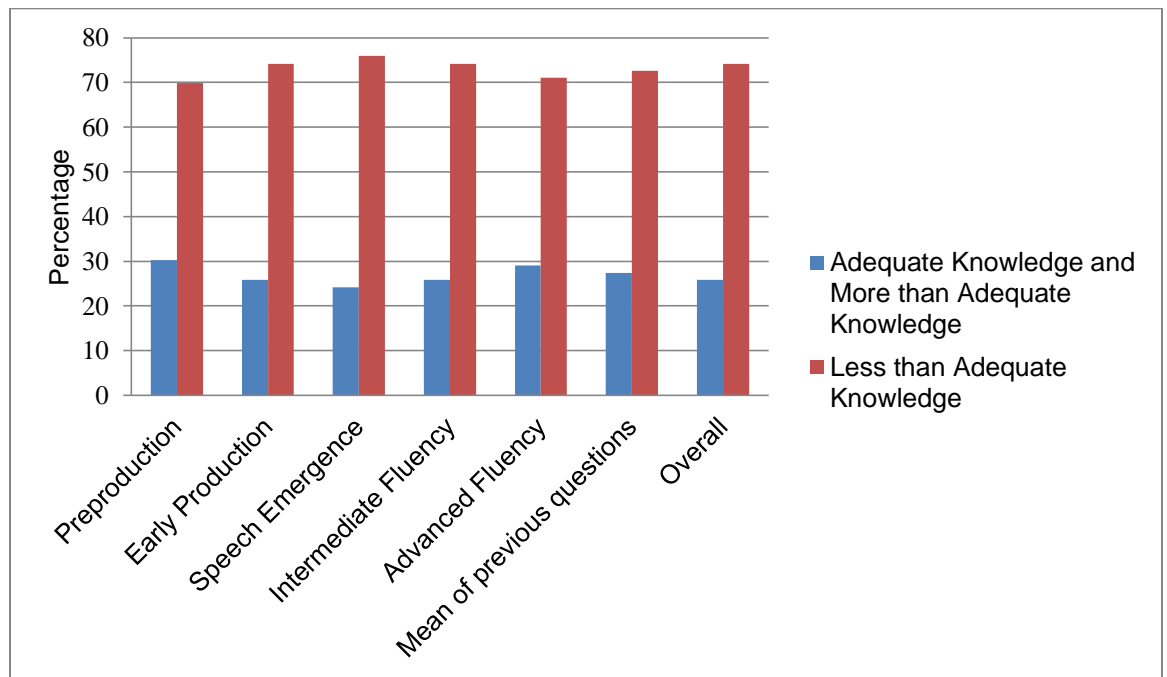


Figure 3. Comparison Graph of L2 Acquisition Knowledge. This figure compares the participants' knowledge of L2 acquisition and the methodologies associated with the each stage.

Question 13 asked participants to rate how prepared they feel to teach ELLs academically with regards to L2 acquisition. Eight participants indicated that they felt they were not prepared (12.9%), 36 participants indicated that they felt they were

somewhat prepared (58.1%), 13 participants indicated that they felt they were adequately prepared (21%), four participants indicated that felt they were well prepared (6.5%), and one participant indicated that he or she felt extremely prepared (1.6%). 71% of participants felt they were less than prepared to teach ELLs academically with regards to L2 acquisition.

When asked what areas that the participants felt the strongest in teaching ELLs with regards to L2 acquisition, 17 participants chose the knowledge of the characteristics of the stages (27.4%), five participants chose pedagogical knowledge for each stage (8.1%), 29 participants chose collaboration with other educational professionals (46.8%), and 11 participants indicated that they did not feel strong in any of the previously stated areas (17.7%). When asked what areas that the participants felt they experience the most challenges in teaching ELLs with regards to L2 acquisition, 15 participants chose the knowledge of the characteristics of the stages (24.2%), 32 participants chose pedagogical knowledge for each stage (51.6%), eight participants chose collaboration with other educational professionals (12.9%), and seven participants indicated that they did not experience challenges in any of the previously stated areas (11.3%). Figure 4 included below as a visual representation. Figure 4 excludes the answers of no strengths (17.7%) and no challenges (11.3%).

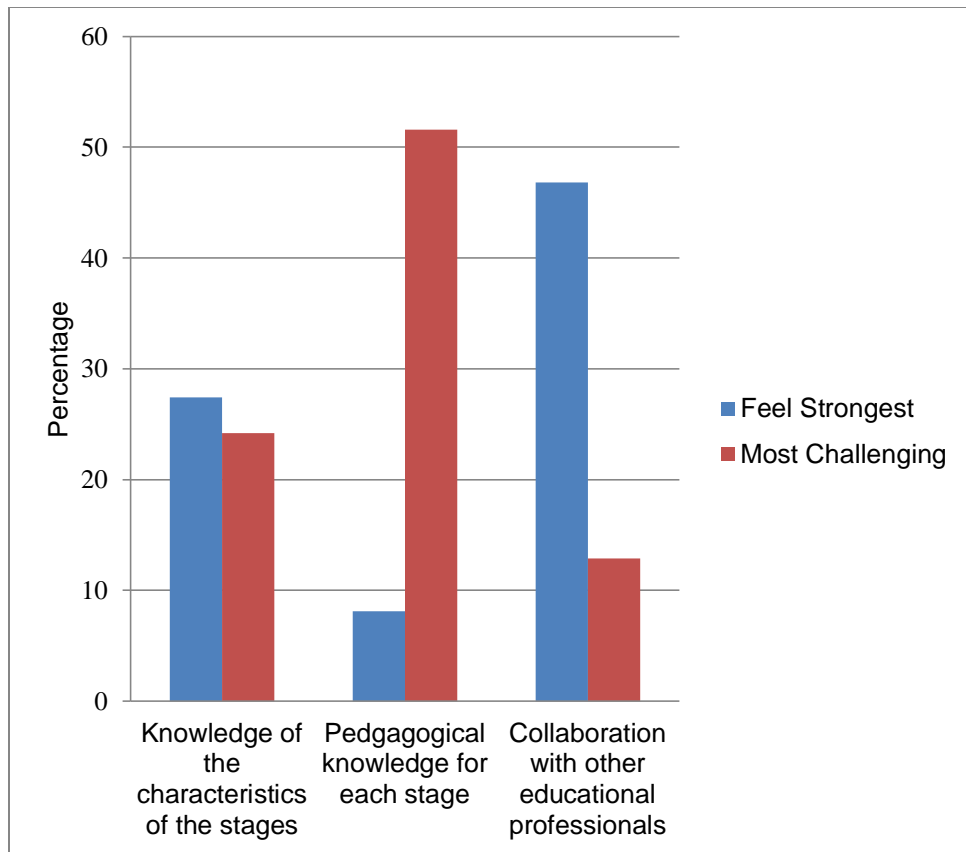


Figure 4. Strengths and Weaknesses. This figure compares the perspectives of strengths and weaknesses of participants in the area of L2 acquisition.

When asked what professional development they would like to have, seven participants chose the knowledge of the characteristics of the stages (11.3%), 24 participants chose pedagogical knowledge for each stage (38.7%), 15 participants chose collaborations with other educational professionals (24.2%), and 16 participants chose interactions with families who are speakers of other languages(17.7%). Figure 5 is included below as a visual representation of the data.

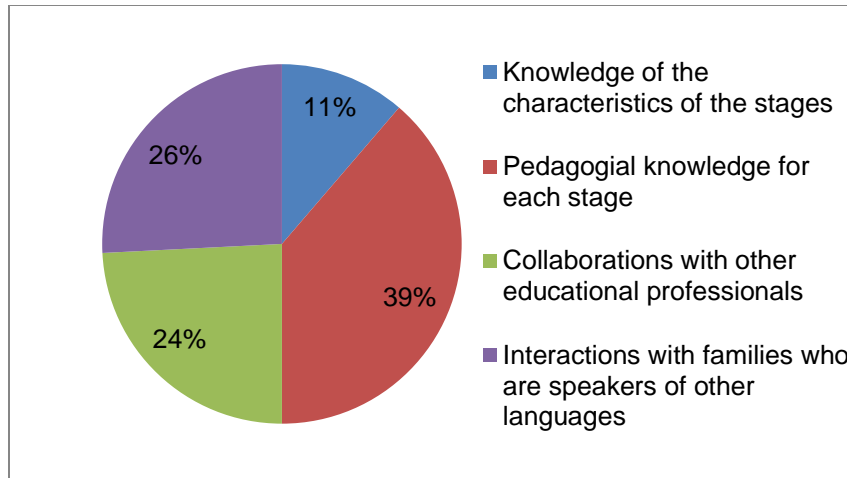


Figure 5. Professional Development Opportunity Choices. This figure illustrates the professional development opportunity choices of participants in the area of L2 acquisition.

Cultural competency. Question 17 asked participants how well they feel they understand cultures in depth. 26 participants felt they had some understanding (41.9%), 23 participants felt they had adequate understanding (37.1%), 12 participants felt they had more than adequate understanding (19.4%), and one participant felt he or she had deep understanding (1.6%). When asked to what extent culture affects students' education 12 participants responded with adequate affect (19.4%), 30 participants responded with more than adequate affect (48.4%), and 20 participants responded with extreme effect (32.3%). When asked how well they feel they are prepared to differentiate instruction based on cultural needs, three participants indicated they felt not prepared (4.8%), 16 participants indicated that they felt somewhat prepared (53.2%), 33 participants indicated that they felt adequately prepared (53.2%), nine participants indicated that they felt more than adequately prepared (14.5%), and one participant indicated that he or she felt extremely prepared (1.6%). Figure 6, created on "e-Survey Creator," is included below to provide visual representation of the data.

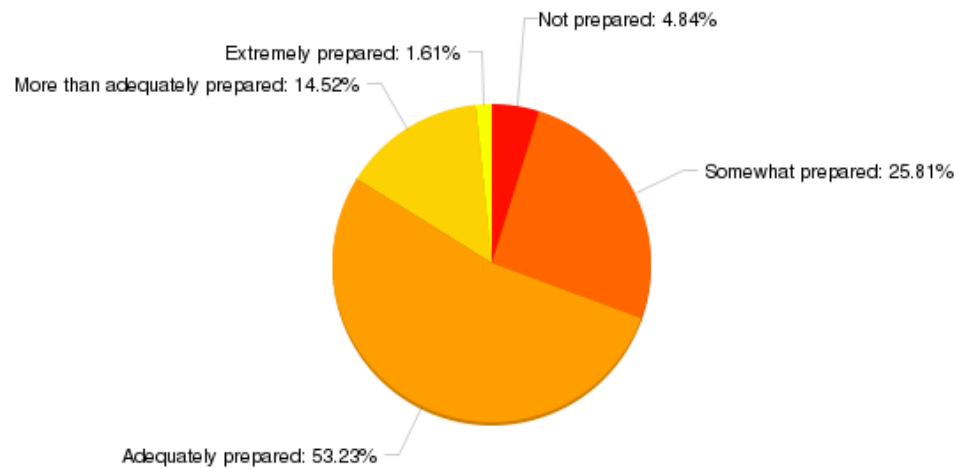


Figure 6. Cultural Competency. This figure illustrates how participants felt they were prepared to teach ELLs with regards to culture.

When asked if they had specialized knowledge in culture, nine participants responded “yes” (14.5%), five participants responded “no” (8.1%), eight participants responded “not sure” (12.9%), and 40 participants responded “some knowledge, but not specialized” (64.5%). When asked to rate their application of cultural knowledge in the classroom to differentiate instruction, one participant indicated he or she has no application (1.6%), eight participants indicated little application (12.9%), 24 participants indicated some application (38.7%), 22 participants indicated adequate application (35.5%), six participants indicated more than adequate application (9.7%), and one participant indicated extreme application (1.6%).

When asked what they know the most about regarding culture, 51 participants indicated general cultural knowledge (82.3%), four participants indicated specialized cultural knowledge (6.5%), three participants indicated cultural responsive pedagogy (4.8%), and four participants indicated none of the above (6.5%). When asked what they

are lacking in regarding culture, one participant indicated general cultural knowledge (1.6%), 27 participants indicated specialized cultural knowledge (43.5%), and 34 participants indicated cultural responsive pedagogy (54.8%). Figure 7 is included below to provide a visual comparison of the responses of the participants.

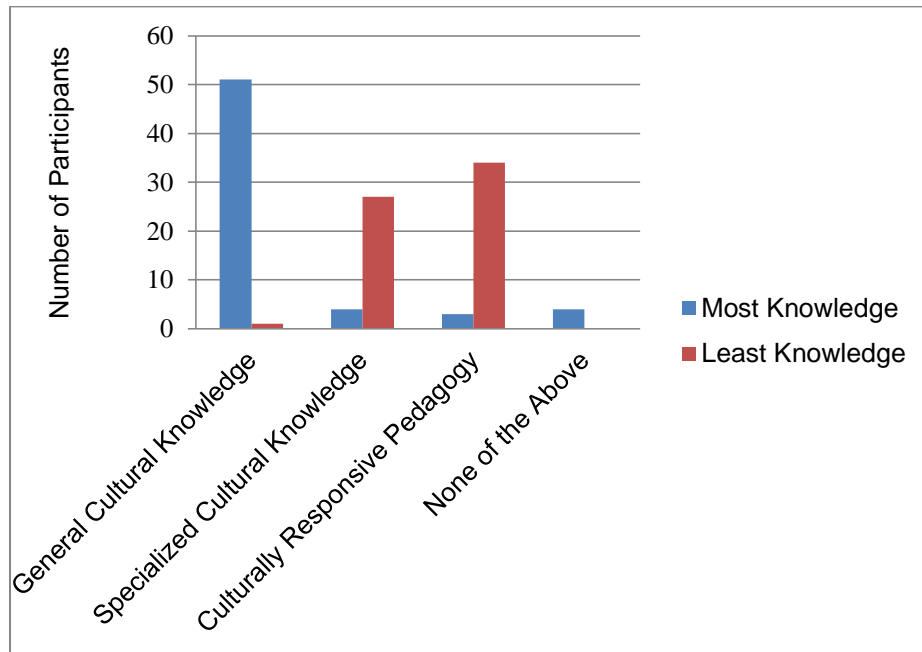


Figure 7. Knowledge of Culture. This figure compares the responses of participants felt they knew the most and least about with regards to culture.

When asked what types of professional development opportunities they would like to have in the area of cultural and ethnic competency, two participants chose general cultural knowledge (3.2%), 15 participants chose specialized cultural knowledge (24.2%), 23 participants chose culturally responsive pedagogy (37.1%), and 22 participants chose applying cultural knowledge to classroom instruction and family interactions (35.5%). Figure 8 is included below as a visual representation of the data.

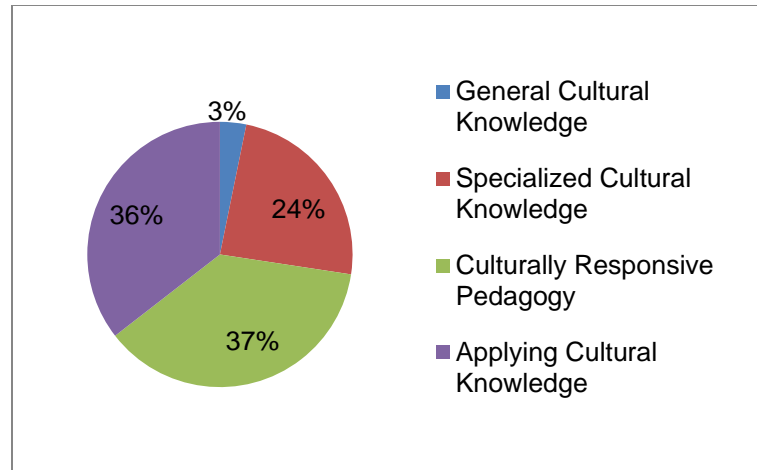


Figure 8. Professional Development Opportunity Choices. Figure 8 illustrates the professional development opportunity choices of participants in the area of culture.

Discussion of Data

When analyzing data, it is important to understand how many ESOL specific courses the students' completed and the class rank. Students are likely to be more knowledgeable in the area of ESOL instruction if they have completed more ESOL specific classes and are higher in class rank. 59.4% of participants have taken at least one or more ESOL specific courses, 12.9% of participants stated that they did not know how many ESOL specific courses they took, and 30.6% of participants stated they had not completed any ESOL specific courses. Therefore, 59.4% of students should have some knowledge in the area of ESOL instruction. Two participants (3.2%) were freshman, one participant was a sophomore (1.6%), 31 participants were juniors (50%), and 28 participants were seniors (45.2%). 95.2% of the participants were ranked as juniors and seniors; therefore, these students should be more knowledgeable.

Overall, the majority of students did not feel that they had adequate knowledge of the L2 acquisition process and the methodologies associated with each stage. 69.8% participants indicated that they had less than adequate knowledge of the preproduction

stage, 74.2% participants indicated that they had less than adequate knowledge of the early production stage, 75.9% participants indicated that they had less than adequate knowledge of the speech emergence stage, 74.2% participants indicated that they had less than adequate knowledge of the intermediate fluency stage, and 71% participants indicated that they had less than adequate knowledge of the advanced fluency stage. Taking into consideration all of the questions about the specific L2 acquisition stages, the most students felt they had adequate or more than adequate knowledge about the preproduction stage. The stage where the most students responded with less than adequate knowledge was the speech emergence stage. Overall, the majority of students (74.2%) of the students felt they had less than adequate knowledge of the stages of L2 acquisition and the teaching methodologies associated with each stage. This is a concerning statistic since the majority of students do not feel they have adequate knowledge in L2 acquisition which plays a critical role in educating ELLs. Students likely have general knowledge of the concept of L2 acquisition and the teaching methodologies associated with the process, but they did not feel they had specialized and specific knowledge regarding each stage. This shows a need for improvement because preservice teachers need to understand how an ELL student may respond and learn at each specific stage of L2 acquisition in order to effectively educate ELLs. In addition, students need to feel that they can implement research based instructional strategies to effectively educate ELLs.

In agreement to the previous statistics, 71% of participants felt they were less than prepared to teach ELLs academically with regards to L2 acquisition. A large number of students do not feel adequately prepared to teach ELLs in the area of L2 acquisition.

When asked what areas that the participants felt the strongest in teaching ELLs with regards to L2 acquisition, 17 participants chose the knowledge of the characteristics of the stages (27.4%), five participants chose pedagogical knowledge for each stage (8.1%), 29 participants chose collaboration with other educational professionals (46.8%), and 11 participants indicated that they did not feel strong in any of the previously states areas (17.7%). The students felt the strongest in the category of collaboration, but they felt the lowest in the category of pedagogical knowledge for the stages. Participants likely felt the strongest in collaboration because Southeastern University requires students to collaborate with each other and educational professionals in every education class. It is also important to note that 17.7% of participants indicated that they did not feel strong in any of the areas. When asked what areas the participants felt they experience the most challenges in teaching ELLs with regards to L2 acquisition, 15 participants chose the knowledge of the characteristics of the stages (24.2%), 32 participants chose pedagogical knowledge for each stage (51.6%), eight participants chose collaboration with other educational professionals (12.9%), and seven participants indicated that they did not experience challenges in any of the previously states areas (11.3%). The students felt they were weakest in pedagogical knowledge and strongest in collaboration; thus, the answers correlate between the two questions. Based on the results of the study, students need more instruction and experience in the area of pedagogy for ELLs.

Students were asked what kinds of professional development they would prefer in order to pinpoint specific types of professional development opportunities that would meet their needs. When asked what professional development they would like to have, seven participants chose the knowledge of the characteristics of the stages (11.3%), 24

participants chose pedagogical knowledge for each stage (38.7%), 15 participants chose collaborations with other educational professionals (24.2%), and 16 participants chose interactions with families who are speakers of other languages (17.7%). Once again, the highest percentage for professional development opportunities was pedagogical knowledge for each stage. Based on the results, students want to know about pedagogy for ELLs more than any other topic.

Regarding cultural knowledge, students seemed to feel they had adequate knowledge and felt more prepared in this area than in the area of L2 acquisition. 58.1% of participants felt they had adequate knowledge or more than adequate knowledge about different cultures in depth. This is a significant difference from participants' overall knowledge in L2 acquisition. Overall, regarding L2 acquisition, only 25.8% of participants felt they had adequate or more than adequate knowledge.

All participants agreed that culture has an adequate affect or more than adequate effect on students' education; however, only 32.3% of students indicated that culture has an extreme effect on students' education. Culture is more than ethnicity and the color of one's skin. Culture is made up of where people live, family structure, lifestyle, and so much more. Culture is interwoven into every area of students' lives and has an extreme effect on students' education. Participants may not have an adequate understanding on the definition of culture which could be why only 32.3% chose extreme affect.

As a whole, participants felt more prepared to differentiate instruction based on culture than based on L2 acquisition. 69.3% of participants felt adequately or more than adequately prepared when it comes to culture. Regarding L2 acquisition, only 29% of participants felt adequately or more than adequately prepared. When asked if they had

specialized knowledge in culture, majority of participants (85.5%) chose “no,” “not sure,” or “some knowledge, but not specialized.” Specifically, 64.5% chose “some knowledge, but not specialized.” Majority of participants have a general knowledge of culture but not specialized. Considering that classrooms are becoming increasingly culturally diverse, it is essential that preservice teachers have a specialized understanding of culture.

Participants were divided when it came to application of cultural knowledge in the classroom. 53.2% of participants chose some application, little application, or no application. 46.8% of participants chose adequate application, more than adequate application, or extreme application. A little over half of the participants (53.2%) may not understand how to apply cultural knowledge in the classroom, or they may be overwhelmed with all of the other aspects of teaching that culturally responsive pedagogy simply does not get applied. In both cases, students need to be equipped with how to practically apply culturally responsive pedagogy in the classroom.

When asked what they know the most about regarding culture, the majority of participants (82.3%) chose “general cultural knowledge.” When asked what they know the least about regarding culture, majority of participants chose either specialized cultural knowledge or culturally responsive pedagogy. Specifically, 43.5% of participants chose specialized cultural knowledge and 54.8% of participants chose culturally responsive pedagogy. As with L2 acquisition knowledge and pedagogy, participants feel they are lacking in specialized knowledge and pedagogical knowledge regarding culture. Once again, participants are showing a clear need for pedagogy and specialized knowledge.

The participants were given options for professional development opportunities, and the majority of the responses were divided into three categories. 24.2% of participants chose specialized cultural knowledge. 35.5% of participants chose applying cultural knowledge to classroom instruction and family interactions, and 37.1% of participants chose culturally responsive pedagogy. Majority of the participants chose culturally responsive pedagogy. Overall, there is a great need for students to know and understand culturally responsive pedagogy and how to apply it as an educator. Majority of participants indicated that they had general cultural knowledge but desired their knowledge to be specialized and applicable so they can be more effective educators.

Suggestions for improvement. Currently, Southeastern University's ESOL instruction for majority of education majors consists of two ESOL specific classes, field experiences with ELLs during field studies, and integrated ESOL instruction into all other education classes. An additional ESOL specific class is offered but not required. Based on the responses to the survey, this format of education produces the results found within the survey. The majority of participants have a less than adequate or general understanding of L2 acquisition, culture, and pedagogy for ELLs. The participants in the study show needs in L2 acquisition knowledge and cultural knowledge. Specifically, majority of students indicated that they wanted more knowledge in pedagogy for both L2 acquisition and culture.

To make the necessary improvements, Southeastern University's ESOL instruction for education majors will have to change. Two ESOL specific classes provide the necessary foundation for general cultural and L2 acquisition knowledge. Unfortunately, these two ESOL specific courses do not provide the specialized

knowledge and pedagogy that students need to effectively educate ELLs in their future teaching careers. This is not due to inadequate curriculum, but due to lack of time to teach all that is needed. Without adding more ESOL specific classes, Southeastern University could make a slight change in how ESOL instruction is integrated in the other education classes to provide specialized knowledge and pedagogy.

Currently, ESOL instruction is integrated into the other education classes by asking the students to include accommodations for ELLs within their lesson plans. Since the accommodations are for ELLs in general, students maintain a general understanding of knowledge and pedagogy for ELLs. To improve this, each education class could be assigned a specific culture and a stage of L2 acquisition. When students include accommodations in their lesson plans for ELLs, they will make accommodations for that specific stage and culture. This method will require students to acquire and apply specialized knowledge of culture and L2 acquisition. To help students be able to do this, the professors in each class can spend 5-10 minutes teaching about that specific culture and stage of L2 acquisition each week. The professor will teach on the specific culture, stage of L2 acquisition, and pedagogy that is appropriate for the culture and stage of L2 acquisition. The professor should first teach to explain the specific culture, stage of L2 acquisition, and the appropriate pedagogy. Then, the professor could present the class with scenarios regarding that culture or stage of L2 acquisition. The students and professor will work through the best way to respond to the scenario. The scenarios will provide practical knowledge and application for students regarding ESOL instruction. It is important to note that generalizations of culture and stages of L2 acquisition are not always accurate and are not going to be the same for every student; however, the

instruction would provide background knowledge for students. Through direct instruction in all education classes on ELLs, scenario based instruction, and specific application in lesson plans, students would likely gain specialized knowledge and practical pedagogical knowledge for educating ELLs in the areas of L2 acquisition and culture.

Conclusion

Based on the results of the study, the students at Southeastern University have considerable needs in education regarding pedagogy in the areas of L2 acquisition and cultural competency. Specialized knowledge of the process of L2 acquisition and the methodologies associated with each stage of L2 acquisition is essential to effectively educate ELLs. In addition, specialized knowledge in culture and cultural responsive pedagogy is essential to effectively educate ELLs as well as students of varied cultural backgrounds.

The majority of the participants in the study indicated that the participants had less than adequate knowledge in the area of L2 acquisition and wanted more knowledge in pedagogy for ELLs. Regarding culture, a little more than half of the participants felt they had adequate or more than adequate knowledge in culture to educate ELLs, majority of participants felt they had some knowledge of culture but not specialized knowledge of culture, and more than half of the participants felt they were adequately or more than adequately prepared to teach with regards to culture. The participants indicated that they wanted to know more about specialized cultural knowledge and cultural responsive pedagogy.

Although students seemed to know more about culture than L2 acquisition, there is still room for improvement in both areas. In one study, Maria Coady, Candace Harper, Ester de Jong (2011) assessed the process and product of teacher preparation for teaching ELLs. The results indicated that the teachers' felt they had been moderately prepared to teach all domains [(the essential components of teaching ELLs according to the researchers)] (Coady et al., 2011, p. 230). Regarding their study, teachers need to be more than moderately prepared to teach ELLs. On the same note, all preservice teachers at Southeastern University need to feel more than just adequately prepared to educate ELLs by the time they graduate. The goal should be that all preservice teachers feel more than adequately prepared regarding L2 acquisition, culture, and pedagogy by the time they graduate. To achieve this goal, ESOL instruction must be thoroughly integrated within all education classes through specific instruction and application of pedagogy for the L2 acquisition process and culturally responsive pedagogy.

There were some limitations of this study. First of all, there were only 62 participants. With more participants, the results could have changed. In addition, only preservice teachers at one university were studied. If the study had a more varied range of participants, in-service teachers and preservice teachers from other universities, the results of the study could have been different. Lastly, the survey was only analyzed in one way. More conclusions could have been drawn if the survey was analyzed based on specific answers of the demographic questions such as, amount of ESOL specific classes completed, class rank, bilingual or multilingualism, and certification area.

For future research, this survey could be administered after the suggested changes were made to the ESOL program at Southeastern University to assess if the changes show

improved knowledge and preparedness. Southeastern University could continue to adjust ESOL education based on the results. Preservice teachers at various universities could complete the same or a similar survey about teacher preparation to find a consensus on the gaps in knowledge in the area of ESOL instruction. As a result, more universities could improve their ESOL education programs to meet the needs of preservice teachers. In addition, in-service teachers could be surveyed as well to determine their gaps in knowledge regarding ESOL education to improve professional development courses.

Overall, this study provided insight into the effectiveness of ESOL education at Southeastern University. Majority of participants felt they had less than adequate knowledge in the area of L2 acquisition and had generalized knowledge in culture. In both areas, students wanted more knowledge in pedagogy. With slight changes in the ESOL instruction at Southeastern University, students' needs in specialized knowledge and pedagogy could be met. And as a result, the effectiveness of the preservice teachers at Southeastern University should improve. After they graduate, they will be knowledgeable and effective teachers when educating ELLs; thus, ELL students' education and success should improve.

REFERENCES

- Ariza, E. (2010). *Not for ESOL teachers what every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2nd ed.). Boston, MA: Pearson Education Inc.
- Artiles, A. J., Barreto, R. M., Peña, L., & McClafferty, K. (1998). Pathways to teacher learning in multicultural contexts a longitudinal case study of two novice bilingual teachers in urban schools. *Remedial and Special Education, 19*(2), 70–90.
<https://doi.org/10.1177/074193259801900203>
- Artiles, A. J., & McClafferty, K. (1998). Learning to teach culturally diverse learners: Charting change in preservice teachers' thinking about effective teaching. *Elementary School Journal, 98*(3), 189–220.
- Artiles, A. J., Trent, S. C., Hoffman-Kipp, P., & Lopez-Torres, L. (2000). From individual acquisition to cultural-historical practices in multicultural teacher education. *Remedial & Special Education, 21*, 79–89.
- Banks, J. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching*. Needham Heights, MA: Allyn & Bacon.
- Chamberlain, S. P. (2006). An interview with Alfredo Artiles and Beth Harry: Issues of overrepresentation and educational equity for culturally and linguistically diverse students. *Intervention in School & Clinic, 41*(4), 228–232.
<https://doi.org/10.1177/10534512060410040501>
- Coady, M., Harper, C., & de Jong, E. (2011). From preservice to practice: Mainstream elementary teacher beliefs of preparation and efficacy with English language learners in

the state of Florida. *Bilingual Research Journal*, 34, 223–239.

<https://doi.org/10.1080/15235882.2011.597823>

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222–251.

<https://doi.org/10.3102/00346543049002222>

Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14, 175–87.

<https://doi.org/10.2307/3586312>

Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.), *Language Processing in Bilingual Children* (pp. 70–89). Cambridge, Eng.: Cambridge UP.

Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education, 19, 15–20.

Daniel, J., & Friedman, S. (2005). Taking the next step: Preparing teachers to work with culturally and linguistically diverse children, 60. Retrieved from

<http://www.naeyc.org/yc/search>

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53(4), 286–302. <https://doi.org/10.1177/0022487102053004002>

de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32, 101–124.

- de Jong, E. J., Harper, C. A., & Coady, M. R. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory Into Practice*, 52(2), 89–97. <https://doi.org/10.1080/00405841.2013.770326>
- de Oliveira, L. C. (2011). In their shoes: Teachers experience the needs of English language learners through a math simulation. *Multicultural Education*, 19(1), 59–62.
- Dee, A. L. (2012). Evidence of cultural competence within teacher performance assessments. *Action in Teacher Education*, 34(3), 262–275. <https://doi.org/10.1080/01626620.2012.694785>
- Diaz-Rico, L. (2008). *Strategies for teaching English learners* (2nd ed.). Boston, MA: Pearson Education Inc.
- Fillmore, L. W. (2014). English language learners at the crossroads of educational reform. *TESOL Quarterly*, 48(3), 624–632. <https://doi.org/10.1002/tesq.174>
- Florida Department of Education. (2014, September 16). English language learners. Retrieved November 23, 2015, from <http://www.fldoe.org/academics/eng-language-learners>
- Florida Department of Education. (2016). *Rules & legislation*. Retrieved from <http://www.fldoe.org/academics/eng-language-learners/rules-legislation.shtml>
- Ford, K. (2012). Differentiated instruction for English language learners. Retrieved March 31, 2016, from <http://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>
- Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences, and professional development needs* (No. ED491701). Policy Analysis for California Education, PACE.

- Garcia, S., & Ortiz, A. (2006). Preventing disproportionate representation: Culturally and linguistically responsive prereferral interventions, *Teaching Exceptional Children*, 38(4), 64-68.
- Hamann, E. T., & Reeves, J. (2013). Interrupting the professional schism that allows less successful educational practices with ELLs to persist. *Theory Into Practice*, 52(2), 81–88.
<https://doi.org/10.1080/00405841.2013.770325>
- Harper, C. A., & de Jong, E. J. (2009). English language teacher expertise: The elephant in the room. *Language & Education: An International Journal*, 23(2), 137–151.
<https://doi.org/10.1080/09500780802152788>
- Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, Va: Association for Supervision and Curriculum Development. Retrieved from
<https://seu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=171708&site=ehost-live&scope=site>
- Hutchinson, M. (2013). Bridging the gap: Preservice teachers and their knowledge of working with English language learners. *TESOL Journal*, 4(1), 25–54.
<https://doi.org/10.1002/tesj.51>
- Institute of Education Sciences. (2015, May). English language learners. Retrieved November 23, 2015, from http://nces.ed.gov/programs/coe/indicator_cgf.asp
- Jesness, J. (2004). *Teaching English language learners k-12 a quick start guide for the new teacher*. Thousand Oaks, CA: Corwin Press.

- Keengwe, J. (2010). Fostering cross cultural competence in preservice teachers through multicultural education experiences. *Early Childhood Education Journal*, 38(3), 197–204. <https://doi.org/10.1007/s10643-010-0401-5>
- Kim, Y. K., Curby, T. W., & Winsler, A. (2014). Child, family, and school characteristics related to English proficiency development among low-income, dual language learners. *Developmental Psychology*, 50(12), 2600–2613. <https://doi.org/10.1037/a0038050>
- Krashen, S. D., Long, M. A., & Scarcella, R. C. (1979). Age, rate and eventual attainment in second language acquisition. *TESOL Quarterly*, 13(4), 573–82. <https://doi.org/10.2307/3586451>
- Logan, B. (2011). Examining differentiated instruction: Teachers respond. *Research in Higher Education Journal*, 13. Retrieved from http://eric.ed.gov/?q=preparation+of+teachers+of+ells&ff1=dtySince_2011&ff2=pubTests%2fQuestionnaires&ff3=pubReports+-+Research&ff4=pubJournal+Articles&ff5=subTeacher+Surveys&pg=5&id=EJ1068803
- Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge: Implications for school improvement efforts. *Educational Administration Quarterly*, 50(1), 67–95.
- Okhremtchouk, I., & González, T. (2014). Meeting the needs of English language learners: Perspectives from Arizona's Latino/a teachers. *Association of Mexican American Educators Journal*, 8(1), 20–36.
- Ortiz, A. A., Robertson, P. M., Wilkinson, C. Y., Liu, Y.-J., McGhee, B. D., & Kushner, M. I. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. *Bilingual Research Journal*, 34(3), 316–333.

- Richardson, J., Morgan, R., & Fleener, C. (2012). *Reading to learn in the content areas* (8th ed.). Belmont, CA: Cengage Learning.
- Rios-Aguilar, C., Gonzalez Canche, M. S., & Moll, L. C. (2012). A study of Arizona's teachers of English language learners. *Teachers College Record*, 114(9), 1–39.
- Roblero, B. (2013). The importance of preparing teachers to educate vulnerable populations. *Harvard Journal of Hispanic Policy*, 25, 97–115.
- Rothenberh, C., & Fisher, D. (2007). *Teaching English language learners a differentiated approach*. Upper Saddle River, NJ: Pearson Education Inc.
- Rowe, B., & Levine, D. (2012). *A concise introduction to linguistics* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Russell, F. A. (2012). A culture of collaboration: Meeting the instructional needs of adolescent English language learners. *TESOL Journal*, 3(3), 445–468. <https://doi.org/10.1002/tesj.24>
- Samson, J. F., & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Center for American Progress. Retrieved from <http://eric.ed.gov/?id=ED535608>
- Samway, K., & McKeon, D. (2007). *Myths and realities best practices for English language learners* (2nd ed.). Portsmouth, NH: Heinemann.
- Shernaz, G., Ortiz, A., & Audrey, S. (2012). Intersectionality as a framework for research and practice in special education. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(1), 1–3. <https://doi.org/10.5555/muvo.13.1.x2u036p588087pu0>
- Solomon, M., Lalas, J., & Franklin, C. (2006). Making instructional adaptations for English learners in the mainstream classroom: Is it good enough? *Multicultural Education*, 13(3), 42–45.

- Turkan, S., De Oliveira, L. C., Lee, O., & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English language learners: Disciplinary linguistic knowledge. *Teachers College Record*, *116*(3), 1–30.
- U.S. Department of Education. (2015). Ensuring English learning students can participate meaningfully and equally in educational programs. Retrieved November 23, 2015, from <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- Walqui, A. (2014). *Helping English learners rise to the challenge of complex texts*. WestEd.
- Webster, N. L., & Valeo, A. (2011). Teacher preparedness for a changing demographic of language learners. *TESL Canada Journal*, *28*(2), 105–128.
- Wilkinson, C. Y., Ortiz, A. A., Robertson, P. M., & Kushner, M. I. (2006). English language learners with reading-related LD linking data from multiple sources to make eligibility determinations. *Journal of Learning Disabilities*, *39*(2), 129–141.
<https://doi.org/10.1177/00222194060390020201>
- Zhang, & Pelttari, C. (2014). Exploring the emotions and needs of English language learners: Facilitating pre-service and in-service teachers' recognition of the tasks facing language learners. *Journal of Multilingual & Multicultural Development*, *35*(2), 179–194.
<https://doi.org/10.1080/01434632.2013.822505>

APPENDICES

Appendix A

IRB Original Approval and IRB Amendment Approval

IRB Review Summary

RPI:Bentley/Harth/Bratten

Date Reviewed: 3/24/16

Reviewed Material: IRB Application for Review of Non Exempt Research Involving Human Subjects

Decision: Approved

IRB Review Summary

RPI:Bentley

Date Reviewed: 4/28/16

Reviewed Material: Amendment

Decision: Approved

Discussion: No Issues

Appendix B

Sample Email

If you are a preservice teacher, would you consider giving us a few minutes of your time to respond to this survey? The survey is designed to gather information for a research project conducted by Mrs. Vivian Fry as part of her honors thesis. The principal investigator at SEU is Dr. Harth, Associate Professor in the College of Education, and an additional investigator at SEU is Dr. Bratten, dean and associate professor in the College of Education. The study has been approved for conduct by the Institutional Review Board for the Protection of Human Subjects at SEU.

The purpose of the study is to identify gaps in teacher preparation for teaching English Language Learners (ELLs). The two types of educational competencies that will be studied are the academic and cultural competencies of ELL education.

This survey should take only about 20 minutes of your time and will serve to further understanding of teacher preparation for ELLs. Please respond truthfully to all the items. The results of individual responses will remain totally confidential and will be used only for reporting grouped results in the honors thesis.

By taking this survey, you certify that you are 18 years of age or older and that you consent to participate.

If you have any questions related to this survey, please feel free to contact Mrs. Vivian Fry at [REDACTED], Dr. Harth at [REDACTED], and/or Dr. Bratten at [REDACTED]. If you would like a copy of the results of the study when it is completed, please email Mrs. Fry to request.

Thank you so much for your assistance in this important research project! Your prompt response to the survey is very much appreciated. Please complete the survey within two weeks of receiving this email.

Note: If you do not wish to receive further information regarding this study, simply reply or forward to [REDACTED] or [REDACTED] and type 'unsubscribe' in the subject line. Your name will be promptly removed.

Survey link: <https://www.esurveycreator.co.uk/s/teacherpreparation>

Appendix C

General Informed Consent on the First Page of the Survey

Thank you so much for your assistance in this important research project! Your prompt response to the survey is very much appreciated.

1. Purpose of the Study: The purpose of the study is to identify gaps in teacher preparation for educators working with English language learners (ELLs).
2. Procedures to be followed: Participants will be asked to complete 24 multiple choice questions.
3. Discomforts and Risks: The only discomfort that a teacher could feel from the survey is insecurity due to addressing one's own preparation and competency for teaching ELLs. There is little likelihood that a participant would even feel any discomfort. The probability and magnitude of harm or discomfort anticipated for participation in the proposed research are not greater in and of themselves than those ordinarily encountered in daily life.
4. Benefits: This study will provide specific data that can contribute to the specific needs of teachers to effectively educate ELLs. This data can drive future research and teacher education, such as professional development, to help benefit educators and students as a whole.
5. Statement of Confidentiality: The information will remain confidential. The only people who will have access to the data are Dr. Harth, Dr. Bratten and I, Vivian Fry. The data collection will be anonymous because the research investigators will not have access to the origin of the data and the subjects' identities. Also, the types of questions asked within the survey will not indicate any person's identity. The survey data will be collected within a secure survey database. Once the collection of data period is over, I will retrieve the data from the survey database. I will put the data into a password encrypted folder within my password encrypted laptop. Once the data is retrieved from the survey database, the data will be removed, or deleted, from the database.
6. Whom to contact: Please contact Dr. Joyce Harth or Mrs. Vivian Fry with any questions, or concerns about the research. You may also contact Dr. Joyce Harth or Mrs. Vivian Fry if you feel you have been injured or harmed by this research. If you have any questions or concerns related to this survey, please feel free to contact Mrs. Vivian Fry at [REDACTED] or [REDACTED] and/or Dr. Harth at [REDACTED] or [REDACTED]. If

you have any questions about your rights as a participant in this study, please contact the SEU Institutional Review Board at [REDACTED].

7. Compensation: Participants will receive no compensation for their participation in this study.

8. Cost of participating: The only cost for participating is approximately 20 minutes of time.

9. Voluntariness: The decision to participate, decline, or withdraw from participation will have no effect on the subject's grades at, status at, or future relations with Southeastern University or any other professional company, school, or group.

10. Dissemination: I, Vivian Fry, will discuss the results with Dr. Harth and Dr. Bratten. The results will be kept confidential during analysis and compilation. The results will be used for my honor's thesis. My thesis may possibly be published onto the Fire Scholars database at Southeastern University's Steelman Library. My thesis possibly may be published in other journals. The individual identities of the participants will be kept confidential.

By taking this survey, you certify that you are 18 years of age or older and that you consent to participate.

Appendix D

Survey

Demographic Information Section

1. Are you a male or a female?
 - Male
 - Female
 - Prefer not to answer
2. What is your race/ethnicity?
Check all that apply
 - White or Caucasian
 - Hispanic or Latino
 - Black or African American
 - Native American or American Indian
 - Asian / Pacific Islander
 - Prefer not to answer
3. What are you going to be certified in?
Check all that apply.
 - Early childhood
 - Primary education
 - Elementary education
 - Secondary education in science
 - Secondary education in foreign language
 - Secondary education in language arts
 - Secondary education in social studies
 - Secondary education in math
 - Music education
 - Physical education
 - ESOL (English for Speakers of Other Languages)
 - ESE (Exceptional Student Education)
4. Are you bilingual or multilingual?
 - Yes
 - No
 - Prefer not to answer
5. What year are you?
 - Freshman
 - Sophomore
 - Junior
 - Senior

6. How many ESOL (English for Speakers of Other Languages) specific courses have you completed?
- 0
 - 1
 - 2
 - 3
 - I'm not sure.

Second Language Acquisition Section

7. How would you rate your knowledge of the preproduction stage of second language acquisition and teaching methodologies that are appropriate for this stage?
- No knowledge
 - Very little knowledge
 - Some knowledge
 - Adequate knowledge
 - More than adequate knowledge
 - Specialized knowledge
8. How would you rate your knowledge of the early production stage of second language acquisition and teaching methodologies that are appropriate for this stage?
- No knowledge
 - Very little knowledge
 - Some knowledge
 - Adequate knowledge
 - More than adequate knowledge
 - Specialized knowledge
9. How would you rate your knowledge of the speech emergence stage of second language acquisition and teaching methodologies that are appropriate for this stage?
- No knowledge
 - Very little knowledge
 - Some knowledge
 - Adequate knowledge
 - More than adequate knowledge
 - Specialized knowledge
10. How would you rate your knowledge of the intermediate fluency stage of second language acquisition and teaching methodologies that are appropriate for this stage?
- No knowledge
 - Very little knowledge

- Some knowledge
 - Adequate knowledge
 - More than adequate knowledge
 - Specialized knowledge
11. How would you rate your knowledge of the advanced fluency stage of second language acquisition and teaching methodologies that are appropriate for this stage?
- No knowledge
 - Very little knowledge
 - Some knowledge
 - Adequate knowledge
 - More than adequate knowledge
 - Specialized knowledge
12. Overall, how would you rate your knowledge of second language acquisition and teaching methodologies that are appropriate for each stage?
- No knowledge
 - Very little knowledge
 - Some knowledge
 - Adequate knowledge
 - More than adequate knowledge
 - Specialized knowledge
13. Overall, how well do you feel you are prepared to teach ELLs academically with regards to second language acquisition?
- Not prepared
 - Somewhat prepared
 - Adequately prepared
 - Well prepared
 - Extremely prepared
14. What areas do you feel you are strongest in when teaching English language learners at their specific stage in language acquisition?
- Knowledge of the characteristics of the stages
 - Pedagogical knowledge for each stage
 - Collaboration with other educational professionals (such as an ESOL teacher)
 - I do not feel I am strong in any of these areas.
15. What areas do you feel you experience the most challenges when teaching English language learners at their specific stage in language acquisition?
- Knowledge of the characteristics of the stages
 - Pedagogical knowledge for each stage

- Collaboration with other educational professionals (such as an English for Speakers of Other Languages teacher)
 - I do not experience challenges in any of these areas.
16. What types of professional development/ education opportunities would you like you have in the area of second language acquisition so you can better meet the academic needs of the English Language Learners in your classroom?
- Knowledge of the characteristics of the stages
 - Pedagogical knowledge for each stage
 - Collaboration with other educational professionals (such as an English for Speakers of Other Languages teacher)
 - Interactions with families who are speakers of other languages

Cultural Competence Section

17. How well do you feel you understand cultures in depth?
- No understanding
 - Some understanding
 - Adequate understanding
 - More than adequate understanding
 - Deep understanding
18. How do you believe culture affects students' education?
- No affect
 - Some affect
 - Adequate affect
 - More than adequate affect
 - Extreme affect
19. How well do you feel you are prepared to differentiate instruction to students' cultures and cultural needs?
- Not prepared
 - Somewhat prepared
 - Adequately prepared
 - More than adequately prepared
 - Extremely prepared
20. Do you feel you have specialized knowledge in culture?
- Yes
 - No
 - Not sure
 - Some knowledge, but not specialized
 - It is not needed in the classroom.
21. How would you rate the application of your cultural knowledge in the classroom to differentiate instruction?
- No application

- Little application
 - Some application
 - Adequate application
 - More than adequate application
 - Extreme application
22. What do you feel you know the most about?
- General cultural knowledge
 - Specialized cultural knowledge
 - Culturally responsive pedagogy
 - None of the above.
23. What do you feel like you are lacking in?
- General cultural knowledge
 - Specialized cultural knowledge
 - Culturally responsive pedagogy
 - None of the above.
24. What types of professional development/ education opportunities would you like you have in the area of cultural/ ethnic competency so you can better meet the academic needs of the students in your classroom?
- General cultural knowledge
 - Specialized cultural knowledge
 - Culturally responsive pedagogy
 - Applying cultural knowledge to classroom instruction and family interactions