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ESOL teachers' perceptions and experiences framing pedagogical approaches in the multicultural classroom

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ESOL teachers' perceptions and experiences framing pedagogical approaches in the multicultural classroom

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In special memory of my Personal Angel and Heaven's Mightiest Avenger:

Grayson Amir Alexander McPhee

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Dedication

This dissertation is dedicated to the little girl in me who always believed she could. It is dedicated to my family who has been my center and foundation. Without my family's support and encouragement, this would not have been possible. It is further dedicated to all the people who started with a disadvantage but defied the odds and obtained a higher education. Lastly, this dissertation is dedicated to all the individuals who wanted to seek higher education but were unable to due to barriers, such as exposure, racism, structural barriers, lack of resources, and understanding.

As a result of obtaining this doctorate, I will use this academic achievement to teach and uplift others. I will give back earnestly and entirely. I will serve my students and communities to the best of my ability. To everyone reading this and who finds themselves embedded in the words, it is dedicated to you!

Acknowledgements

Abstract

The purpose of this study was to collect the lived experiences of English Speakers of Other Languages (ESOL) teachers to amplify the voices of the teachers regarding their needs in teaching multicultural students. This study sought to increase awareness regarding pedagogical approaches in teaching multicultural students, as well as to provide a description of teacher perceptions and experiences about teaching immigrant students. The problem identified in this study, as well as the gap in the existing research literature, is that teachers are not adequately prepared to teach students who immigrate to the United States from other countries.

The research methodology was grounded in a qualitative methodology and a narrative research design. Through lived experiences and storytelling, this study explored teacher perceptions and experiences of educating immigrant students. The participants of the study included six teachers that were interviewed, participated in a focus group, and completed journal prompts. The location of the research site was in the state of Georgia.

Critical Race Theory was explored in terms of its application to current educational contexts. Three of the tenets of Critical Race Theory were applicable and relevant to this study: understanding the centrality of racism, interest convergence, and centrality of experience. Additionally, five central themes were outlined as a result of the data collected: Instructional Curriculum & Resources, Instructional Time, Instructional Challenges, Teaching Experience & Preparation, and Life Experience. Teachers highlighted issues with the provided instructional curriculum, access to resources, and having inadequate instructional time to teach and re-teach lessons to students. Additional instructional challenges were presented based on levels of preparation to instruct

multilingual learners. All of these experiences, including both the personal and

professional, framed pedagogical approaches in the multicultural classroom.

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Chapter One: Introduction

There is an important relationship between the culture of the students taught, the culture of the teachers, and the educational curriculum (Alsubaie, 2015). These components must be linked if the students are to be successful (Alsubaie, 2015). If these relationships are not connected, the students will not be successful, and the desired outcome may not be reached. There is a bevy of research studies that detail how traditional classrooms are still inadequately prepared to teach diverse students, as well as lack the foundation and knowledge to teach multilingual learners (Kolano, Davila, Lachance, & Coffey, 2014). As such, teachers and students need to be prepared to instruct all students who enter their classroom.

Alsubaie (2015) stated that teachers are often not prepared to teach students with a culturally diverse background. Cultural competence is not the focus of education curricula in colleges and universities (Talavera, 2012). Instead, colleges and universities focus on educational information and curriculum designs. Also, teachers only receive in-service training to maintain their teaching certification, which does not focus on cultural diversity or competence in education (Talavera, 2012). Moreover, Alsubaie (2015) contends that teachers are not aware of the many cultural issues and barriers faced by students in education.

Talavera (2012) contends that a lack of readiness for the number of immigrant students taught, coupled with a lack of training, makes teachers ill-prepared. As a result, students, such as multilingual learners, are continuously scoring below the threshold among their peers (Talavera, 2012). A student who enrolls in the public-school system and scores within or below the English proficiency threshold set by the Department of

Education may be classified as a multilingual learner (FLDOE, 2016). Although there are many factors that contribute to students scoring below their peers, there are educational steps that may be taken to assist in closing the gap. This includes, but is not limited to, ensuring schools have the financial resources to meet the needs of the students they are serving (Turner et al., 2015).

The United States Census Bureau (2016) detailed an influx of immigrant families settling into the United States. The United States Census Bureau (2016) highlighted that 42.4 million immigrants, documented and undocumented, have settled into the United States. This influx has been recorded as the highest number of immigrants in the history of the United States. Although there may be a variety of reasons for this influx, the common denominator among many is that they are seeking advancement and opportunities afforded to citizens of the United States (United States Census Bureau, 2016). However, the problem that exists is that the United States' educational system is inadequately prepared to educate the influx of immigrant students (Talavera, 2012).

In 2015, the Hispanic[1] population accounted for 56.6 million people in the United States, making people of Hispanic origin the nation's largest ethnic or racial minority[2] group. The Hispanic population now accounts for 17.6% of the United States' total population, which places the African American[3] population below the Hispanic population at 13.2% (United States Census Bureau, 2016). In 2015, approximately forty million individuals in the United States ages 5 and older spoke Spanish as their primary language (U.S. Census Bureau, 2016). This increase in the Hispanic population has

[1] Term used by the U.S. Census Bureau.
[2] Term used by the U.S. Census Bureau.
[3] Term used by the U.S. Census Bureau.

caused an influx in multilingual learners in school in the United States. Due to this influx, schools have had to expand their academic programming to meet the needs of multilingual learners, who may need more assistance. Multilingual learners have been identified as one of the largest groups of students in the United States' schools who struggle with literacy (Talavera, 2012).

This study needs to be conducted because of the United States' position of accepting immigrant populations into the country. Given this need, it is imperative that teachers have the perceptions and experiences necessary to instruct immigrant students (Aceves & Orosco, 2014). If the teacher's perceptions and experiences are not appropriate, it could result in the inability of the student to learn (Aceves & Orosco, 2014).

Within this study, the social implications of educating immigrant students are addressed. Scaratti, Galuppo, Gorli, Gozzoli, and Ripamonti (2017) define social implication as the expected or realized belief or benefit from the research activity to the community, including knowledge, policy, practice, and participants. When it comes to knowledge, this study will contribute how middle school teachers perceive students who speak other languages. This study will allow policies to be reviewed to ensure that they are appropriate, and each student has the opportunity to have their educational needs met. Knowing their perceptions will ultimately allow teachers to develop best practices for instructing multilingual learners. Lastly, this study will give back to the community by examining the barriers that are possibly affecting the adequate delivery of education to all students within the public-school system.

Background

Teachers are being required to instruct an increasingly multicultural population in the classroom although they may not be adequately trained to do so (Kolano et al., 2014). The public-school system has not dealt with the continuous problem of class, ethnicity, language, and racial disparities within the public educational system (Kolano et al., 2014). Consequently, our schools are not prepared for the abundance of multilingual learners entering the public-school system.

In order to address the influx of multilingual learners and be able to meet their cultural needs, students must be adequately identified to receive required services. In identifying a multilingual learner, each student receives an initial assessment (Florida Department of Education [FLDOE], 2016). The initial assessment is conducted when the student registers in a public-school system in the United States. The initial assessment will ultimately identify if a student will be eligible for services, as well as the funding that will pay for the services. A student who enrolls in grades K through 12 and scores within or below the English proficiency level as identified by the Department of Education may be classified as a multilingual learner and will be entitled to receive the available services needed (FLDOE, 2016).

With teachers not being prepared to instruct multilingual learners, the students are not receiving the full benefits of education, and the needs of this student population are not being met. If a multilingual learner is not properly identified, it prohibits the school from receiving funding to assist multilingual learners. With identified multilingual learners, there still exists the possibility that there may not be a trained teacher to instruct or assist the student. By conducting this research, this study will add to the body of literature by highlighting teachers' perceptions of the influx of multilingual learners into

the public-school system. Moreover, it will add to the body of literature by acknowledging the lived experiences of teachers who are instructing multilingual learners regarding their preparedness. This will allow school administrators and districts to ensure readiness by implementing strategies to meet the needs of the current influx of multilingual learners.

Given that the school systems are not prepared to instruct multilingual learners, the implication for students is that the teachers are not adequately prepared to instruct students. This means that students will be taught without taking into account the cultural background of the student (Smith & Salgado, 2018). The same is true for students who are not identified as multilingual learners. The students will not receive the services necessary that will assist them in learning, especially given cultures learn differently (Kolano et al., 2014). Even if students are identified as multilingual learners, there are still implications, such as students not receiving the services specific to their individual needs.

Problem Statement

I was teaching Adult Basic Education (ABE) to adults in pursuit of a General Education Diploma (GED). This group included people of multiple ethnic groups and backgrounds. As a way to involve participants, I provided a mini lesson followed by independent work. Participants would then be asked to write one of their responses on the board. Afterwards, I would correct each answer, explaining as I moved through the response. One evening, the principal asked to see me in her office. She proceeded to explain that two young ladies had come to see her regarding this practice. The gentleman who had accompanied them to class was embarrassed when I corrected his response in

front of the class. I was unaware of the cultural differences. In their culture, women do

not correct men. We brainstormed and came up with the remedy of me pulling him beside

my desk or sitting next to him to review his responses privately.

　　　　She noted that I had several students of African descent. When we began talking

about the different groups I taught, I realized that I knew very little about the customs of

each group and educated myself to better serve each population. As a result, I sought to

become more aware of this student population through English Speakers of Other

Languages (ESOL) Certification courses. This study grew out of my desire to want to

help other teachers who would benefit from a similar transformation.

　　　　The problem identified in this study was that teachers are not adequately prepared

to teach students who immigrate to the United States from other countries (Kolano et al.,

2014). The gap in the research literature lies in students of other languages transitioning

into the public-school system and the lack of preparation given to teachers who instruct

them. Although there are assessment procedures in place to identify students, the ability

to have multicultural teachers trained has not been achieved (Kolano et al., 2014). The

lack of cultural awareness and responsivity is creating an overwhelming amount of stress

for teachers and students (Talavera, 2012). This includes teachers instructing students

who have not be properly identified and labeled as multilingual learners. Given that

students have not been properly identified, it makes it difficult for the teachers to know

and use strategies that will assist the students in being successful. Additionally, the

students are further stressed because of not being properly identified. When teachers do

not know their needs, the students do not receive tailored instructional services to assist

them in becoming successful students. Teachers do not have the cultural awareness

necessary to meet the demands of the students they are teaching. They are not prepared

for the influx of students who are transitioning into the United States and entering public

schools. Moreover, they are not exposed to training that prepares them to teach a diverse

population. Furthermore, it is creating a gap in the learning achievement of multilingual

learners. This problem impacts what the students learn, as well as the teachers who

interact with students based upon their lived experiences (Bostad, Cwikla, & Kienzle,

2015). If those interactions are perceived as negative by the students, the students may

develop learning, trust, confidence, and relationship issues, in addition to being forced to

adapt to a new cultural environment (Alsubaie, 2015). If those interactions are perceived

as positive, the students will have learning gains.

Purpose of the Study

The purpose of this study was to collect the lived experiences of ESOL teachers to

amplify the voices of the teachers regarding their needs in teaching multicultural

students. This study sought to increase awareness regarding pedagogical approaches in

teaching multicultural students, as well as to provide a description of teacher perceptions

and experiences about teaching immigrant students. The assumption within this research

was that school districts, administrators, and teachers are not prepared to adequately

instruct the influx of multilingual learners. As a result, this study sought to address some

of the reasons for the unpreparedness and to establish recommendations that could ensure

teachers are adequately trained to instruct all students.

The research paradigm of this study was constructivism and included the belief

that a teacher's values, beliefs, and culture play a role in the delivery of services received

by students (Alsubaie, 2015; Bostad, Cwikla, & Kienzle, 2015; Kolano et al., 2014;

Smith & Salgado, 2018). The methodological approach that was used within this research was a qualitative narrative design. This approach assisted the researcher in obtaining the teacher's perceptions and experiences through story.

Research Questions

The following research question guided this study:

How do ESOL teachers' perceptions and experiences frame pedagogical approaches in the multicultural classroom?

Theoretical Framework for the Study

The theoretical framework that grounded this study was Critical Race Theory. Since the start of Critical Race Theory in the 1970s to the blossoming of Critical Race Theory in the field of education today, the ideology and theory as a movement has evolved into a formidable analytical tool, assessing racial inequities in the legal system and within the realm of educational reform (Barlow, 2016). Critical Race Theory is a historical, yet progressive framework used in underpinning the impact of race in the American educational system. Although the premise of Critical Race Theory has permeated issues of race in many fields, the roots of Critical Race Theory are planted within the field of Critical Legal Studies.

Historically, the development of Critical Race Theory came about as an outgrowth of Critical Legal Studies in the 1970s (Delgado & Stefancic, 2001). Critical Legal Studies addresses the futile and unsuccessful effects of combatting race and racism in the United States' legal system following the enactment of the Civil Rights Act of 1964 (Hiraldo, 2010). Consequently, the Civil Rights Act of 1964 was to end segregation of White and Black populations in public places in America, and it banned employment

discrimination based on race, color, religion, sex, or national origin (Civil Rights Act, 1964). Nonetheless, the Black population continued to be marginalized in all areas of life. Critical Race Theory began as the landscape in America remained the same -- issues regarding race subordination, racial inequality, and White supremacist power persisted in the law after the Civil Rights Movement and the enactment of the Civil Rights Act of 1964. Additionally, there was an acute observation made within the field of legal studies that the United States' legal system no longer regarded the Civil Rights Act as a formidable piece of legislation. Besides, there was this looming perception that the Civil Rights coalitions of the 1960s and 1970s were stagnant when pressure was placed upon the legal system to address subtle, institutional, or color-blind forms of racism (Sleeter, 2012).

Nature of the Study

This study utilized a qualitative research design and a narrative approach. A qualitative design was selected and was best suited for this study, because the researcher explored the teachers of multicultural students' perceptions and experiences regarding the outcomes of teaching immigrant students. Given this study targeted and collected the lived experiences of ESOL teachers to amplify their voices regarding their needs in teaching multicultural students, a qualitative approach was necessary and the best method to detail those lived perceptions. The research also used a narrative approach. This allowed educators to narrate their story using their lived experiences (Creswell, 2012).

This study examined the preparedness of teachers to instruct multicultural students. It collected qualitative data by utilizing interviews, a focus group, and journal prompts from middle school teachers at the research site. The data was reduced through

notating re-occurring themes, which explained the meanings of and similarities within the data.

Definitions

Critical Legal Studies (CLS). CLS serves as a school in critical theory that claims that laws are used to maintain the status quo of a society's current power structure and serves as a basis for marginalizing groups (Delgado & Stefancic, 2001).

Critical Race Theory (CRT). CRT examines society and culture in relation to law, race, and power (Quinn & Grumbach, 2015).

Cultural Awareness. The foundation of communication and the ability to be aware of other's cultural values, beliefs, and perceptions (Alsubaie, 2015).

English to Speakers of Other Languages (ESOL). ESOL is an instructional program funded by the state for eligible multilingual learners in grades K-12 (FLDOE, 2016).

Immigrants. A person who comes from one country to take up residence in another (FLDOE, 2016).

Lived Experience. This is defined in qualitative research as a person's experiences and choices and how they influence their perception (Creswell, 2012).

Multicultural Education. Multicultural Education is defined as any form of education that teaches or incorporates educational perspectives from different cultural backgrounds (Nieto, 2009).

Multicultural Learner/Student. A multicultural learner or student is a student who receives academic support as a result of being a part of an underserved population (Alismail, 2016).

Multilingual learner. K-12 students who are unable to communicate fluently in English, often come from non-English-speaking homes and backgrounds, and who require specialized or modified instruction in both the English language and in their academic courses (FLDOE, 2016).

Assumptions

The assumptions of this study included that truthful and accurate data was collected from the participants in this study. This was critical for this study, because truthful and accurate data was needed in order for the study to be sound and transferable. The second assumption was that data in the study was a representation of the perception of teachers who were responsible for teaching multilingual learners or multicultural students at the research site. This was critical to this study, because teachers were the central data collection point for this study. The primary data collected from the research site were the result of teachers who instruct at one particular school and not all schools. A final assumption was that the data utilized was actual data collected from the research site and was utilized honestly. This was critical to the study, because the findings should be representative of the data. Moreover, it allowed for the findings of the study to have credibility and dependability.

Scope & Delimitations

This study sought to address the identified problem of teachers who are not adequately prepared to teach students who immigrate to the United States from other countries, which presents a gap in achievement among immigrant students (Kolano et al., 2014). This focus was chosen due to the education gaps multilingual learners experience compared to those students who are proficient English language speakers. This study

hopes to aid schools in ensuring that teachers are prepared to instruct multilingual learners so that they receive adequate instruction in order to close the achievement gap among immigrant students.

Although some potential limitations were eliminated, there are some delimitations that existed, such as the time limit of the study to one semester. The study's transferability was influenced by the delimitation of this study's population, teachers of multilingual learners, and the research site. This study is not generalizable to a larger population as other populations are not included in the sample.

Limitations

All studies have limitations that need to be acknowledged. Within this study, the limitations included the study being limited to one school district in the state of Georgia. This study was also limited to the teachers and students within the research site, and it did not expand to a larger participant pool. Other limitations in the study included the fact that this study was not examining the effectiveness of the school district's outcomes of teaching immigrant students. Lastly, this study examined middle school students and did not examine other grade levels in the K-12 public school system. Although the researcher was a teacher in the public-school system and at the research site, the researcher took measures to reduce any biases that could be present in the study. This included seeking voluntary participation by the teachers in this study. Purposeful sampling only sought to ensure that ESOL teachers were included, and the pool of participants was not homogenous, which allowed for diverse viewpoints.

The limitations within this research do not affect the transferability and dependability of the research, as the methods of conducting this research could be the

same for future researchers. The researcher ensured the sample was diverse as possible given that one sample was derived from one research site. Also, the researcher was not aware of any personal biases of the teachers at the research site.

Significance

The study adds to the body of knowledge on topics related to ESOL teacher perceptions and experiences about teaching multilingual learners, personal lived experiences of ESOL teachers, and how those experiences relate to developing effective culturally responsive pedagogies. It was achieved by collecting data on lived experiences from individuals to help understand the perceptions of teachers instructing multicultural students, as well as immigrant students. This study also adds to the body of knowledge on how ESOL teachers create and construct knowledge, as well as ESOL teacher curriculum planning practices.

The study is important, because it influences the field of education by providing further insight into the factors that influence the development of ESOL teacher perceptions about teaching multilingual learners. Knowledge of ESOL teacher's personal lived experiences and how they relate to developing effective culturally responsive pedagogies is valuable in that it allows others to improve their practices as they grow and develop. After reviewing the study, pre-service teacher preparation programs may possibly consider reconstructing their programs to require or encourage, for example, overseas experience in effort to shift the perception of ESOL teachers. Understanding the ways in which ESOL teachers create and construct knowledge or knowingness could inform professional development opportunities necessary to ensure ESOL teachers are employing effective strategies.

The study also adds to the body of knowledge within the field of education as it relates to closing the achievement gap of multilingual learners. The knowledge acquired from ESOL teachers regarding effective teaching strategies and practices for multilingual learners could help new and novice language teachers establish salient pedagogical practices for the multicultural classroom.

Social implications exist in this study, as well. This includes knowledge, policy, practice, and participants. This study includes knowledge for instructors of immigrant students, including pedagogical practices. As a result of this study, the policy of schools and districts, as well as national policy, could be reviewed to ensure that all policies ensure adequate training in preparation for teaching students immigrating into the United States. Moreover, teachers might be more keenly aware of how they instruct immigrant students and their own biases in instruction. Teachers might be able to implement pedagogical practices that allow them to close the achievement gap among immigrant students. Lastly, the students themselves could benefit from having instruction that lends itself to their specific cultural and educational needs and assists them in closing the achievement gap, as well.

Summary

The United States Census Bureau (2016) outlines that there is an influx of immigrant families entering the United States. Teachers in the United States are not prepared to teach the plethora of immigrant students who are enrolled in the public-school system (Talavera, 2012). The relationship between the students, their culture, the teachers, and the education they receive from teachers is vitally important in building relationships, as well as being educated (Alsubaie, 2015). Given the gap between the

performance of multilingual learners and their peers, this study examines the problem of

teachers not being adequately prepared to teach students who immigrate to the United

States from other countries (Kolano et al., 2014). The purpose of this study was to

examine the perceptions and experiences of teachers regarding teaching immigrant

students. This study was guided by a central research question and examined through the

lens of Critical Race Theory. This study was conducted by utilizing a qualitative narrative

approach. The significance of this study was grounded in the possible influence it could

have in education by highlighting factors that influence the development of ESOL teacher

perceptions about teaching multilingual learners.

      Chapter two explores peer-reviewed and scholarly information regarding the

problem examined in this study. This includes the theoretical foundation of Critical Race

Theory, seminal research in education, teacher strategies, the influence of practices on

learning outcomes, incorporation of cultural competencies, cultural competencies in the

environment, and failed incorporation of ethnically and culturally diverse content.

Chapter Two: Literature Review

This narrative study investigated how ESOL teachers' lived experiences guided their pedagogy. This study was designed to assist teachers attempting to reach culturally diverse students in their classes. The purpose of this study was to collect the lived experiences of ESOL teachers to amplify their voices regarding their needs in teaching multicultural students. Currently, the United States is experiencing difficulties as a result of teachers not being able to adequately instruct students who immigrate to the United States from other countries (Yoshihara, 2012). Due to the lack of cultural diversity and awareness, the situation is creating an overwhelming amount of stress for the teacher and student. ESOL teachers and students' relationship has a profound impact on whether a student successfully achieves desired learning outcomes. Due to teachers inserting their lived experience into their teaching methodologies, this cultural issue has become a barrier to the teaching and learning relationship in public schools. Yoshihara (2012) found that the approaches used by teachers are the result of their understanding based on their personal experience. In other words, their experiences influence their instructional decisions. Through experiences with different student populations, teachers develop a belief that varying approaches are required to effectively meet the needs of students (Yoshihara, 2012).

This literature review discusses the history of Critical Race Theory by describing the five tenets associated with it and highlighting the three tenets that are applicable to this study. Critical Race Theory served as the theoretical framework for this study. Critical Race Theory was grounded as evidence of the inequalities marginalized students face in the U.S. educational system. Information was garnered from case studies that

were utilized to construct this literature review (Barlow, 2016). It explores how ESOL

teachers build knowledge, how their life experiences influence their pedagogical

approaches in a diversified classroom, and how these approaches ultimately create

learning outcomes for multilingual learners.

Literature Search Strategy

The libraries and databases that were used to compose the literature review were

retrieved from JSTOR, EBSCO Host, Substance Abuse and Mental Abuse Health

Administration, ProQuest, Google Scholar, and ERIC. The initial search included

research from the last five years, and it was conducted with key search words, such as

Critical Race Theory, *multicultural education*, *multicultural approaches in education*,

English Language Learners, *English Speakers of Other Languages*, and *Critical Legal*

Studies. Based on the results of the search, articles were selected that were in alignment

with the research topic and purpose of the research. The researcher examined those

articles for inclusion in the research. Since the topic was not exhausted, the researcher

continued searching for additional articles by manipulating key search words, such as

English Language Learner students, *critical race in education*, and *critical race theory in*

education. These changes in the search methods yielded additional search results for

inclusion in the review.

The literature utilized in the study was synthesized, compared, and contrasted.

Central themes relevant to the study's topic and purpose were extracted. Like themes

were combined to create literature review topics. Although most literature was closely

related to Critical Race Theory, there was other literature that spoke to the disparity in

education for students who were part of a marginalized group. The research literature

highlights the gaps in education and between educational groups and details the need for

additional training for educators of multicultural students.

Critical Race Theory

Critical Race Theory is comprised of five major tenets as proposed by seminal

author, Richard Delgado, although a host of authors and scholars have researched and

written about the major tenets (Delgado & Stefancic, 2001). Nonetheless, the first tenet is

the centrality of racism, or the idea that racism is ordinary, conventional, customary, and

a normal occurrence for people of color and that it is accepted, because it is intricately

woven into American society (Delgado & Stefancic, 2001; Hartlep, 2009; Hiraldo, 2010;

Hollins, 2015; Quinn & Grumbach, 2015; Sleeter, 2012). Regardless of their economic

status, White Americans buy into racism. European immigrants were taught racism

against Black people while being oppressed themselves (Quinn & Grumbach, 2015).

Even when employing the status of the lower-class, White people view their whiteness as

a privilege. Notwithstanding any other factors, the lowest class of White people is still

considered superior to upper class Black people (Quinn & Grumbach, 2015). People

pretending as though the races are equal or not addressing issues surrounding race

relations creates a colorblindness that needs to be discussed, especially considering the

second tenet where the interest in Black lives and status are falsely represented (Delgado

& Stefancic, 2001; Hartlep, 2009; Hiraldo, 2010; Hollins, 2015; Quinn & Grumbach,

2015; Sleeter, 2012).

The second tenet, interest convergence, or material determinism, which was

created by Derrick Bell, is the idea that racism brings about material advancement for

White people and that changes toward racial equality for the racially oppressed are made

only when it converges with the interest of the White majority (Bell, 1995; Delgado & Stefancic, 2001; Hiraldo, 2010). Interest convergence also recognizes that White people are the primary beneficiaries of the Civil Rights laws in America (Bell, 1995; Delgado & Stefancic, 2001; Hiraldo, 2010). For example, in the 1954 case of *Brown v. Board of Education of Topeka,* the United States Supreme Court unanimously ruled that racial segregation in schools was unconstitutional. This ruling paved the way for other cases that would follow and be heard by the court system, including the case of the Little Rock School Board in 1957. Delgado and Stefanic (2001) outline Derrick Bell's interpretation of *Brown vs. Board of Education of Topeka* (1954), which suggests that Black people were not the only ones to gain through the ruling. Bell alleged that the *Brown vs. Board of Education of Topeka* (1954) decision was made due to a combination of the success of Black people's participation in the Korean War and World War II and White people's desire to defer uprisings because of the way Black people were being treated in the United States (Delgado & Stefancic, 2001). Bell insisted that Black people would have fared better if they were granted equality in schools that remained segregated (Bernstein, 2011).

The third tenet of Critical Race Theory is whiteness as property, a phenomenon first described by Ruth Frankenberg in three distinct ways: first, whiteness is a structure of race privilege; second, race is a vantage point from which White people look at others who are not White and at society; and third, whiteness is a set of unnamed and unmarked cultural practices exclusive for White people (Kumasi, 2011). This idea expands on the notion that White people have a protected interest in property rights, which include "the right of possession, the right to use and enjoyment, the right to disposition, and the right

of exclusion" (Hiraldo, 2010, p. 55). Additionally, whiteness as property is embedded in

the foundation of American society, as it stems from the seizure of land from Indigenous

populations by White people to White people enslaving Black people as their own

personal property (Delgado & Stefancic, 2001; Sleeter, 2012). Hence, whiteness as

property is seen as an asset that only White people can possess (Hiraldo, 2010).

The fourth tenet of Critical Race Theory is the social construction of race and

differential racialization, or the idea that race is a manufactured concept used to stratify

and categorize people into certain structures in society based on physical attributes

(Quinn & Grumbach, 2015). Colorblindness in America is a mechanism used to ignore

racism and racial inequities that, in turn, perpetuates social inequality (Sleeter, 2012).

Differential racialization is an extension of the social construction of race in that laws and

legal structures differentiate people based on group histories and struggles in America,

analogize them to Black people, and constructively places them in inferior positions to

White people in society, wherein White people are in a higher social and economic

structure than Black people (Sleeter, 2012). The determination of value originated from

the necessity of their skills in the workforce. If race presented itself as a value to the job

market, the individual was viewed favorably. Races with skills that were not needed in

order to progress the country were viewed as less desirable (Delgado & Stefancic, 2001).

More recently, Bell's theory that, if people present themselves as useful in this country at

the time, they may remain, is supported by the Dream Act, which states, "The conditional

basis for permanent residency in the U.S. is exempted/removed for those who have

earned a degree from an institution of higher learning, served at least two years in the

armed forces or has been working for the past three years" (Dream Act, 2017).

The fifth tenet of Critical Race Theory is the centrality of experiential knowledge through storytelling and counter-storytelling, or the explanatory ability to unlearn beliefs about marginalized populations by the telling of stories or counter-stories of racial oppression and providing an interpretive framework to make sense of racial experiences (Quinn & Grumbach, 2015). Additionally, counter-storytelling is a critical tool for exposing, analyzing, and challenging the majoritarian stories of racial privilege. Counter-stories can shatter complacency, challenge the dominant discourse on race, and further the struggle for racial reform (Solórzano & Yosso, 2002). Finally, storytelling and counter-storytelling are vital in disarming liberalist claims of neutrality, colorblindness, and universal truths (Delgado, 2013).

History of Critical Race Theory

Since the expansion of Critical Race Theory in the 1970s to the blossoming of Critical Race Theory in the field of education today, the ideology and theory as a movement has evolved into a formidable analytical tool, assessing racial inequities in the legal system and within the realm of educational reform (Barlow, 2016). Critical Race Theory is a historical, yet progressive framework used in underpinning the impact of race in the American educational system (Barlow, 2016). In describing the current ideology of this revolutionary movement known as Critical Race Theory, Barlow (2016) states that at the center of the Critical Race Theory is the rejection of colorblind meritocracy. Formal equality overlooks structural disadvantages and requires mere non-discrimination or equal treatment. Instead, Critical Race Theory calls for aggressive, color conscious efforts to change the way things are (Barlow, 2016). It anticipates race-conscious decision making as a predictable, non-deviant mode, or a more or less permanent norm,

to be used in distributing positions of wealth, prestige, and power (Barlow, 2016).

Although the premise of Critical Race Theory has permeated issues of race in many

fields, the roots of Critical Race Theory are planted within the field of Critical Legal

Studies.

Historically, the development of Critical Race Theory originated as an outgrowth

of Critical Legal Studies in the 1970s (Delgado & Stefancic, 2001). Critical Legal Studies

addressed the futile and unsuccessful effects of combatting race and racism in the United

States legal system following the enactment of the Civil Rights Act of 1964 (Hiraldo,

2010). The Civil Rights Act of 1964 was to end segregation of White people and Black

people in public places in America, and it banned employment discrimination based on

race, color, religion, sex, or national origin (Civil Rights Act, 1964).

Critical Race Theory proliferated as the landscape in America remained the same

(Sleeter, 2012). Issues regarding race subordination, racial inequality, and White

supremacist power persisted in the law after the Civil Rights Movement and the

enactment of the Civil Rights Act of 1964 (Civil Rights Act, 1964). Additionally, there

was an acute observation made within the field of legal studies that the United States

legal system no longer regarded the Civil Rights Act as a formidable piece of legislation.

There was a looming perception that the Civil Rights coalitions of the 1960s and 1970s

were stagnant when it came to pressuring the legal system to address subtle, institutional,

or colorblind forms of racism (Sleeter, 2012).

In the late 1970s, legal scholars, Derrick Bell and Alan Freeman, began to

"formulate a discourse that focused on issues of race and racism in the law" (Hartlep,

2009, p. 5). Derrick Bell, who is known as Critical Race Theory's intellectual father

figure, was the forerunner in groundbreaking analysis on the conflict of interest in Civil

Rights litigation and of the role of White elite self-interest in explaining the twists and

turns of Black people's racial fortunes (Sleeter, 2012). Moreover, Bell argued that race is

a social construct, intricately woven into the fabric of America, legally designed to

uphold the social structure of White supremacy and superiority over other people (Nunn,

2011).

In 1980, Interest Convergence Theory was developed by Derrick Bell to respond

to a colleague's legal criticism of the United States Supreme Court's decision on *Brown*

vs. Board of Education of Topeka (1954; Lee, 2007). Bell explains that the idea behind

the theory, as quoted by Lee (2007), is that "[t]he interests of Blacks in achieving racial

equality will be accommodated only when it converges with the interest of Whites" (p.

921). Consequently, Bell's Interest Convergence Theory is the premier analytical tool

used to assess the interplay of power and subordination in the *Brown vs. Board of*

Education of Topeka (1954) decision (Lee, 2007). Lastly, since its inception, the Interest

Convergence Theory has been used to explain a number of U.S. Supreme Court Cases,

legislative enactments, and lower state court cases that were related to race, education,

and workplace reform (Lee, 2007).

Critical Race Theory was coined to dispel the myth that racism is normal

(Delgado & Stefancic, 2001). Society contended races were equal and would not address

issues surrounding race relations creating a colorblindness that needed to be discussed,

especially in light of the interests of Black lives and how they were falsely represented in

the American legal system. Interest convergence details how laws were created to further

the interests of White people and not Black people (Delgado & Stefancic, 2001).

About the same time as Derrick Bell's groundbreaking work on Interest
Convergence Theory, legal scholar Alan Freeman was examining racial discrimination,
the impact of anti-discrimination laws in the United States, and how those laws
perpetuate racial discrimination within the country (Freeman, 1978; Yanow, 2007).
Freeman examined racial discrimination from two perspectives – that of the victim and
that of the perpetrator. According to Freeman (1978),

> From the victim's perspective, racial discrimination describes those conditions of
> actual social existence as a member of a perpetual underclass. This perspective
> includes both the objective conditions of life – lack of jobs, lack of money, lack of
> housing – and the consciousness associated with those objective conditions – lack
> of choice and lack of human individuality in being forever perceived as member
> of a group rather than as an individual. (p. 1053)

Freeman (1978) goes on to describe the perpetrator's perspective and stated,

> The perpetrator's perspective sees racial discrimination not as conditions, but as
> actions, or a series of actions, inflicted on the victim by the perpetrator. The focus
> is more on what particular perpetrators have done or are doing to some victims
> that it is on the overall life situation of the victim class. (p. 1053)

Moreover, Freeman's (1978) findings from the victim's perspective on racial
discrimination were linked to the condition of being a member of a socially constructed
underclass, and, from the perpetrator's perspective, racial discrimination was viewed, not
as a condition, but as an action that was inflicted upon the victim by the perpetrator
(Freeman, 1978; McCoy & Rodricks, 2015; Yanow, 2007). More importantly, Freeman
(1978) found that the social construction of racism was the perpetrator's perspective on

how the underclass should be treated in the distribution of jobs, education, overall wealth, and the law (McCoy & Rodricks, 2015; Yanow, 2007).

Freeman (1978) concluded by finding that the United States jurisprudence system, especially the U.S. Supreme Court, legitimized racism and that the perspective of the perpetrator is the only conceptualization of an infringement within antidiscrimination law, which, in turn, is racially infused (McCoy & Rodricks, 2015). Freeman's (1978) research on the legitimization of racial discrimination through antidiscrimination law concluded that the purpose of anti-discrimination law was to not dismantle racism, but, in fact, to sustain the conditions in which the discrimination commenced (MacDowell, 2007; McCoy & Rodricks, 2015). Freeman's (1978) critique of anti-discrimination law was pivotal in the foundation of Critical Race Theory. His method of examining anti-discrimination laws from the perspective of the victim and that of the perpetrator was a monumental model in assessing race in America.

In the summer of 1989, legal scholar Richard Delgado adopted Bell and Freeman's ideology (Delgado & Stefancic, 2001). Delgado came together with a group of 30 scholars in Madison, Wisconsin, to construct a new paradigm in law. It was at this conference that the name Critical Race Theory was forged along with the paradigm's primary focus, which included creating new radical approaches to race, racism, and the American legal system (Sleeter, 2012).

By the mid-1990s, the Critical Race Theory movement was growing, and its influence was being adopted into the field of education (Decuir & Dixson, 2004). In 1995, scholars Gloria Ladson- Billings and William F. Tate adopted Critical Race Theory into the education field through the publication of a pioneering article in which Critical

Race Theory was used as a unique method of analysis in educational research (Cooper,

2007; Ladson-Billings & Tate, 1995). The article provided ways in which Critical Race

Theory could be used as a conceptual framework in understanding educational inequities

that derive primarily from issues of race and racism, as well as the manner in which

Critical Race Theory could be foundational in promulgating educational reform (Cooper,

2007; Ladson-Billings & Tate, 1995). By employing Critical Race Theory as a

methodological tool of storytelling and counter-storytelling and by using personal

narratives and telling stories of racial oppression, Black people and other marginalized

populations alike have been given a voice, which, in turn, has been able to strengthen

their position in American society (Cooper, 2007; Ladson-Billings & Tate, 1995).

The Impact of Critical Race Theory

Critical Race Theory provides a conceptual and theoretical framework in this

study, because it paves the way for understanding the inequalities in the American

education system that arise primarily from race and racism in America. Conceptually,

Critical Race Theory grounds research in the idea that, although educational policies,

education legislation, school structures, school practices, and discourses are rooted in the

perniciousness of racism, White supremacy and superiority can be challenged by

analyzing the distinct experiences of the Black population (Allen, 2017). Critical Race

Theory as a research framework strives to quicken the rate of educational reform by

focusing on the experiential knowledge of the marginalized in America (Delgado &

Stefancic, 2001; Ladson-Billings & Tate, 1995). Reflectively, Critical Race Theory is

viewed as the most significant theoretical and methodological framework for this study

because of its ongoing impact on addressing racism within the field of education and how

institutional racism privileges White people in education while disadvantaging the

racially marginalized (Kumasi, 2011). Specifically, Critical Race Theory affects the

research framework from a theoretical perspective in that it is used as lens to view racism

in the education system, particularly when examining American education policies, as

has been seen with the examination of embedded racism within the No Child Left Behind

policy (Klupchak, 2014; No Child Left Behind Act of 2001 [NCLB], 2002). In particular,

No Child Left Behind mandated schools be judged on Annual Yearly Progress (AYP)

which required all students to perform on grade level when taking standardized tests

without consideration for student's current performance level (Klupchak, 2014; NCLB,

2002). Subgroups had to be named by a multitude of factors, including race, ethnicity,

and free or reduced lunch status. These factors were not taken into consideration when

determining a school's AYP. Schools with fewer failing subgroups and more financial

resources easily met the requirements as they placed emphasis on the groups that needed

to improve test scores (Turner et al., 2015). Hence, Critical Race Theory also sheds light

on the inequities in school funding and schools where immigrant, refugee, Black, and

other marginalized students fail or do not excel at the rate of their White counterparts,

because they do not have adequate funding for resources that allow them to obtain the

necessary tools for educational success or competition in the global economy (Klupchak,

2014; Ladson-Billings & Tate, 1995).

  Critical Race Theory is vital to theoretically framing this study, because it opens

the door for the examination of the educational inequities of the most recent educational

policy in America known as the Dream Act of 2017 (Dream Act, 2017). More

importantly, the employment of Critical Race Theory as a theoretical lens to examine

race, racism, racial subordination, prejudice, and inequity within the American education system is predicated upon analyzing the stories of those who have been historically and racially marginalized in American schools (Allen, 2017; Klupchak, 2014; Ladson-Billings & Tate, 1995). Additionally, it is believed that the approach needed to challenge educational inequities is by having the ability to unveil whiteness and White privilege and its connection to educational inequities in curriculum and pedagogy, teaching and learning, schooling, policy/finance, and community engagement (Allen, 2017; Klupchak, 2014; Ladson-Billings & Tate, 1995).

Descriptively, Critical Race Theory affected the methodological approach and course of this study by theoretically and methodologically grounding the study in qualitative applications, which allows one to understand educational inequities and issues of race in American schools by using three of the theory's foundational tenets (Delgado & Stefancic, 200l). The Critical Race Theory tenets that are best suited as qualitative application tools and that are centered around the voices and experiences of people of color are (1) understanding the centrality of racism, or racism as a customary and ordinary occurrence in American life, which is woven into the fabric of American social structure; (2) interest convergence theory and the fact that educational law and policy do not benefit marginalized people, with the exception of when these policies and laws converge with the interests of Whites and White superiority; and (3) the centrality of experiential knowledge and the lived experiences of students of color, their families, and their communities through storytelling and counter-storytelling and challenging racism and White superiority in America (Delgado & Stefancic, 200l).

The centrality of knowledge through lived experiences by way of storytelling and counter storytelling are of the greatest importance to the configuration of this methodology (Bowman, Rocco, Peterson & Adker, 2009). According to Bowman and colleagues (2009),

> Storytelling is powerful because it reveals the racist acts people of color face daily while challenging the beliefs universally held by the majority. The interpretation of the experience of racism is very different based on the degree of power and authority a person holds in this society. To change our future, these stories and lived experiences need to be told, listened to, and analyzed. (p. 36)

Similar studies that utilized Critical Race Theory in research affirm there are still issues within the public educational system. Dixson and Anderson (2018) suggest that, after 20 years, the educational system is still not diverse enough to serve all students equally. Although this study focuses on the issues within the Black community, it still suggests there are gaps in education among different races and ethnicities of students. Dixson and Anderson (2018) highlight the progress that has been made over these last two decades, but they outline that it is not enough progress to eliminate the disparities in the educational system.

Kohli, Pizarro, and Nevárez (2017) contend the issue is not only in the lack of cultural diversity, but that it is grounded in racism. These authors refer to this as a new and hidden racism. Kohli and co-authors (2017) go on to describe that racism and racial disparity within the education system are often overlooked, and, as a result, teachers are purposely and unconsciously discriminating against students of color. Within this specific

study, it does not highlight the willingness of teachers to assist students in their education

and closing the achievement gap.

Dixon and Rousseau (2005) highlight how people of color are still not saved in

the educational system and are not being adequately educated as their White counterparts.

Dixon and Rousseau (2005) contend that there is a continuous equity problem for Black

students in the school system. Thus, there is also a problem for students immigrating

from other countries. They state that the continuous gap in education achievement

continues to exist with no intent to close it or to become diverse enough to serve all

populations, including immigrant students.

Teacher's Strategies

Culturally responsive teachers understand that students arrive with knowledge

that can be used to their benefit in the classroom (Aceves & Orosco, 2014). Effective

strategies for multilingual learners include allowing students to work in small groups with

proficient English language speakers who are able to build upon their foundation

(Weisman & Hansen, 2007). With this understanding, Weisman and Hansen (2007)

conducted a study that used a variety of strategies to help students build upon their

current knowledge. One strategy employed was creating small groups of proficient

English language speakers and multilingual learners, which assisted with building

language and content knowledge (Weisman & Hansen, 2007). Each small group used a

graphic organizer to categorize and visually display information about Indigenous

populations. With the use of a graphic organizer, students were strategically able to

analyze and manage large volumes of data and communicate complex ideas through a

variety of communicative devices, including written and oral (Weisman & Hansen,

2007). Furthermore, as a result of the strategy employed, the number of students with limited knowledge of the subject area was decreased. Within the study conducted by Weisman and Hansen (2007), teachers also employed the strategy of chunking social studies vocabulary terms by the lesson. Another teacher defined terms and created a drawing or presented realia to help students understand the meaning. This methodology allowed the students multiple opportunities to successfully complete the task. Being placed in small groups to complete a project reinforces a students' current knowledge and builds new ones, because it gives students the opportunity to practice their skills.

Smith and Salgado (2018) conducted a case study with the purpose of exploring how an English Language Arts teacher improved the English and literacy comprehension of multilingual learners using young adult literature. Also, under investigation were the strategies used to teach English as students improved their literacy skills. The results follow two interviews, occurring at the beginning and end of school year, and observations completed three times per week for seven months. The teacher's primary goal was to create active readers and writers who could speak English proficiently. In an effort to obtain this goal, the teacher employed several strategies. The strategies included the teacher using English as she read aloud to the students while she encouraged them to ask questions in Spanish. Their ability to use Spanish alleviated frustration and assisted in the maintenance of academic growth. The teacher's belief that there is value in students retaining knowledge of Spanish led her to allow students to pose questions in both English and Spanish, whichever would allow the student to gain the information necessary to proceed. She also believed that students should be interdependent, so she implemented the strategy of "ask three before me". In addition, the teacher placed

students in groups with others who had similar experiences to those of immigrant

students, so peer corrections would be presented in a positive manner (Smith & Salgado,

2018). From this case study, it is learned that teachers' views and practices positively

influence learning outcomes for emergent multilingual learners when they create safe

places for students to make mistakes and receive positive corrections. Instances where the

teachers' instructional decisions include the use of projects and assignments that are

culturally based lead to students learning language and comprehending content. The use

of these strategies by the teacher coupled with reading comprehension activities caused

the students to perform well on the nine week reading comprehension tests. The teacher's

intention was to implement a personal connection among students to strategically assist

with the comfortability of learning (Smith & Salgado, 2018).

Incorporation of Cultural Competencies

Paulo Freire suggested that teachers provide real world applications, as opposed

to lectures (Smith, 2002). "Class suicide" occurs when teachers do not open themselves

up to learning from students. Just as Freire found himself changing his language to

become more conversational (Smith, 2002), teachers must occasionally change their

language in order to reach students. They break ideas down into other terms, use slang,

and code switch, or modifying a person's speech or behavior to fit the environment.

Changing language does impact the setting but does not cause a complete overhaul. The

classroom is still curriculum-based, yet it is also transformed into a particular type of

pedagogical space by requiring certain dialogue of those within the setting (Smith, 2002).

Culturally responsive teachers create a setting where students are held to higher standards

and use academic language. In essence, educators must teach students. Teachers must convert information into a relatable form of knowledge (Smith, 2002).

In direct opposition to the "banking system" that Paulo Freire reviewed, Sosa and Gomez (2012) found that teachers believe they learn from students and students learn from them. At one time, a participant compares the life of a student to that of a teacher. In their case study, Sosa and Gomez (2012) state, "Both teachers, by suggesting that knowing students' knowledge and experiences makes a difference, indicate expanded possibilities for learning" (p. 598). Because of the teacher's recognition of students' life experiences and prior knowledge, students achieve at a higher rate. The teacher's belief that students are fully capable of achieving high academic goals was manifested by their electing to challenge students despite knowing their academic struggles (Sosa & Gomez, 2012; Adams, 2018).

The academic expectation levels placed upon emerging multilingual learners by their multicultural ESOL teachers have a great impact on their language learning outcomes and language fluency (Aceves & Orosco, 2014). The views and practices of ESOL teachers regarding high expectation levels for students, which affects multilingual learners, include having the ability to communicate with multilingual learners in a clear and concise manner in a way that explains to the student what they are expected to know and be able to do (Aceves & Orosco, 2014). In addition, practices of ESOL teachers impact multilingual learners, as they "provide instructional strategies and curricula that are driven by standards through the use of challenging, engaging exercises that take place within the context of students' cultural and linguistic backgrounds" (Aceves & Orosco, 2014, p. 10).

Another view and practice of ESOL teachers that is grounded in multiculturalism and that is impacting the learning outcomes of multicultural learners is their insight into cultural and linguistic instructional engagement (Aceves & Orosco, 2014). The combination of cultural and linguistic instructional engagement with skill-based practices geared towards cultural and linguistic language lessons help multilingual learners with the integration of new learning information (Aceves & Orosco, 2014). Accordingly, the multicultural views and practices of ESOL teachers help students to construct their student-centered identity concerning language learning. In essence, the learning outcomes of multilingual learners can also be traced to the expectation level of the teacher. It has been found that students rise to whatever expectation is placed upon them (Aceves & Orosco, 2014). In addition to those case studies, Adams and Laughter (2012) found there was an increase in student grades after developing a class project that called for advocacy on campus and in the community.

The multicultural views and culturally responsive teaching practices of ESOL teachers have an incredible influence on the progress of multilingual learners, especially if the teacher has a grasp of social justice (Aceves & Orosco, 2014). Understanding social justice is essential to the growth and development of multilingual learners in that it gives them the ability to weigh cultural differences in a socially equitable manner, as well as form advocacy techniques when inequities arise (Aceves & Orosco, 2014). ESOL teachers who employ culturally responsive teaching are usually equipped with the background and knowledge of social justice and are charged with assisting their students to "seek out information about what is happening in the communities around them, which

guides them to a better understanding of and better solutions for the inequities

encountered in their communities" (Aceves & Orosco, 2014, p. 10).

Each of the factors that can be used to identify a culturally responsive teacher

impacts learning outcomes for students (Aceves & Orosco, 2014). A culturally

responsive teacher who is aware of the cultural characteristics, experiences, and

perspectives of ethnically and linguistically diverse students understands that cultural and

social factors impact each student's learning. Ovando, Combs, and Collier (2006), as

stated in Weisman and Hansen (2007), assert "Obtaining insight into student backgrounds

can be valuable to understanding cultural and social factors that influence learning" (p.

68). Teachers who are informed of their students' background may employ the

knowledge as a foundation to build new knowledge and understanding (Weisman &

Hansen, 2007). One teacher reported learning of her students' experiences through a

homework project that required them to bring artifacts representative of their journey to

the U.S., increasing their content knowledge and creating a classroom culture of

understanding amongst the students. Weisman and Hansen (2007) contend combining a

student's personal and existing life highlights the value of these resources as the

foundation of learning.

Influence of Practices on Learning Outcomes

The influence of practices on learning outcomes has the potential to be positive or

negative. Adams and Laughter (2012) qualitatively examined the behaviors of seven

student participants and co-teachers utilizing culturally responsive methods, which

included incorporating resources that represented the ethnicity and culture of the students.

Adams and Laughter (2012) found that students participating in like groups yielded

positive learning gains for students. The findings of Sosa and Gomez (2012) further

demonstrates the power that can be built within a classroom community through a tenth

grade ELA teacher who placed students into groups where they were able to use their

home language. The value of their home language afforded students the opportunity to

build content knowledge without feeling embarrassed or ashamed (Sosa & Gomez,

2012). In fact, the teacher learned to use key phrases from the students' home language.

In addition, the teacher placed an emphasis on fair and peaceful conflict resolution and

building a classroom community where voices of all students were respected. As a result,

an eighteen-year-old student expressed his preparation to advocate for himself and others

within the community and acknowledged that he had grown in knowledge and power

(Sosa & Gomez, 2012). Strong classroom communities expand as students become global

thinkers. The strong classroom community led to students leaving school with the

impression that they could have a great impact on their community (Adams & Laughter,

2012). To build a strong classroom community, the teacher placed the students in

collaborative groups. Monitoring these groups, the teacher witnessed students utilizing

the practice of storytelling. Through this practice, they began to recognize the courage

some students had to leave their home country and empathize with one another (Adams

& Laughter, 2012).

Overseas Experiences

Seminal research states that teachers use lessons to empower multilingual learners

(Brooks, 1964). In recent studies (Aceves & Orosco, 2014; Adams & Laughter, 2012),

teachers have been found to show an appreciation for the attempts multilingual learners

make towards English proficiency. In particular, one teacher who travelled overseas

learned to spell labor as labour and to make statements such as "The team are ready" in lieu of "The team is ready" (Brooks, 1964, p. 372). The overseas experience was noted as a factor that led to her understanding of multilingual learners' use of specific terms. She developed a change in attitude about grammar after spending a year in Birmingham, England, where spellings and verb use can be different (Brooks, 1964).

Cultural Competencies in the Environment

Another factor that impacts multilingual learners' learning outcomes and where seminal and current research align is that effective ESOL teachers incorporate cultural values, traditions, and attitudes and beliefs of diverse communities, as well as cultural competencies, into the teaching and learning environment in effort to positively impact multilingual learners (Aceves & Orosco, 2014). On the topic of incorporating cultural competencies, current research aligns with seminal research. Not only do teachers believe students can learn, but they also create opportunities for them to learn content and language simultaneously (Aceves & Orosco, 2014). To do so, they create situations through the use of games, focusing student attention on self, and problem solving. Terrell (1977) suggests that the use of games acts as an important strategy that will maximize learning opportunities for multilingual learners as they are allowed the use of language with little concern over the structure. In lessons that include games, the content supersedes the sentence structure. Through games, multilingual learners are allowed to express themselves and gain valuable experience with language. These experiences can be expounded upon when students are asked to focus on themselves. Moscowitz was quoted by Terrell (1977) stating that games for young children can be presented by a display of simple charts and pictures. Comparatively, Indigenous populations allow their

students the opportunity to focus on themselves autonomously, which incorporates ethnic and cultural diversity into the curriculum. Student prior knowledge and experience can be used to build content knowledge and language acquisition (Terrell, 1977).

Failed Incorporation of Ethnically, Culturally, & Linguistically Diverse Content

Earlier in this chapter, it was not that this study is grounded in Critical Race Theory and described its past usage in educational contexts. In education, Critical Race Theory implies that there is a relationship between teacher beliefs and practices. Teacher beliefs can be witnessed through classroom practices, if provided the opportunity. However, outside, uncontrollable factors cause teachers to diverge from their beliefs. Furthermore, teacher beliefs and practices are constantly changing. Anderson and Safar (1967) found that White teachers believed the failure of Latine and Indigenous students was a personal problem caused by the student's lack of motivation and parent's lack of encouragement. White teachers did not view the educational system, including its curriculum, as being a part of the reason students failed. Parents of Latine students viewed their child's failure as a lack of ability, as opposed to a lack of opportunity. Parents placed the blame for school failure on the child in opposition to the school system that required them to conform to White systems in order to be successful (Anderson & Safar, 1967). In both communities included in Anderson and Safar's (1967) study, teachers who had multilingual learners were gaining experience. However, they failed to implement strategies that would help students use English proficiently and master content. In essence, their beliefs and practices caused them to teach White students and leave others with language differences behind (Anderson & Safar, 1967).

Alsubaie (2015) states that culture also plays a part, as well. Given that students have culturally different backgrounds, learning activities may be affected by these backgrounds. The culture of the students and teachers are connected. There is also a relationship between the student's culture and the educational curriculum taught within the school system. Both Alsubaie (2015) and Anderson and Safar (1967) contend there is a difference among students in their style of learning and that it is a factor in how students retain what is being taught to them.

Framing Pedagogical Approaches

Yoshihara (2012) conducted a qualitative narrative study regarding the use of framing pedagogical approaches in multicultural classrooms. A teacher's life experiences, personal experiences, life stories, gender, ethnicity, race, social background, and language learning experiences all shape one's beliefs, attitudes, and pedagogical practices in the multicultural classrooms (Yoshihara, 2012). Three experienced teachers from significantly different backgrounds were interviewed and observed to determine what teaching beliefs they hold, how these beliefs were constructed, and how they are applied to their teaching practices.

For instance, one of the participants in Yoshihara's (2012) study arrived in the United States as an exchange student. Due to the nature of her arrival, she wanted her students to obtain the skills necessary to survive, such as engaging in effective communicate. In another instance, one of the participants in this study specifically stated that his attitude developed from teachers he respected and liked. Within his own classroom, he expects from his students what he presented to his former teachers: acknowledgment of different personalities and acceptance and respect for differing

opinions (Yoshihara, 2012). Similar to the findings of Yoshihara (2012), Olan and

Richmond's (2010) findings included a teacher stating that he or she believed that the

importance of teaching young adult literature in the classroom is insurmountable, and this

belief, although supported by research, comes directly from the personal experience of

the healing nature of a book. This teacher's educational experience focused on canonical

readings, which included, though her undergraduate coursework, Shakespeare and

Chaucer (Olan & Richmond, 2010).

Additionally, a teacher's personal background, as it relates to past language

learning experience, frames pedagogical approaches designed to aid the student in

mastering language in the multicultural classroom. It should be noted that it does not

matter if the teacher's language learning experience was viewed as good or bad; the

experience still has the ability to affect a teacher's beliefs and pedagogical approaches in

the multicultural classroom. In Yoshihara's (2012) study, a participant designed her

lessons around experiences that she found favorable. As an example, having a great

experience with her friend from China, she learned to speak Chinese and built her lessons

around practical use experiences (Yoshihara, 2012). In another instance, a teacher

recognized the differences in her personal lived experiences and that of her students, so,

to better inform her teaching, she decided to embark upon an action research project to

answer the research question, "How will my second language experience influence my

beliefs about teaching multilingual learners?". She enrolled in an Advance Spanish

course where she very quickly began to live experiences similar to her students when

learning content and language. Having prior experience with reading three books in

Spanish did not prevent the teacher from feeling anxiety and frustration when trying to

speak the language. Her teaching practices were altered because of her gaining a better understanding of the importance of academic language (Stewart, 2010).

Yoshihara (2012) found that overseas working experience or living overseas dramatically impacted teacher beliefs and pedagogical practices in the multicultural classroom. For instance, teachers who had worked overseas as language teachers saw the benefit of raising cross-cultural awareness in the multicultural classroom. Using cross-culture as a pedagogical practice is beneficial, because students feel better connected to teachers. Weisman and Hansen (2007) also amassed these findings in a case comprised of a social studies teacher. Although the teacher was a White, monolingual teacher who held no training with multilingual learners, she took advantage of her family history. In their case study, the teacher used the experience of her grandfather's immigration to the U.S. from Denmark to connect with her students. Not only did she incorporate oral family history, but she also brought artifacts into the lesson to expand student understanding (Weisman & Hansen, 2007).

Additional research on pedagogical approaches and practices centered on greater teacher to student relationships and role modeling (Yoshihara, 2012). Teachers positioning themselves as teachers and learners allows them to build mutually respectful relationships with students who bring experiences and knowledge into their classrooms. Sosa and Gomez (2012) determined that relationships are important for students to learn. In order to build a positive relationship with students, teachers must recognize that students bring experiential knowledge with them that may, in turn, be used to connect concepts for the student.

Yoshihara (2012) also noted that teacher's personal experiences were tied to personal identity, and their personal identity shaped their social identity, which, in turn, affected their methodological pedagogy in the classroom. Thus, teachers who expressed their social identity in the form of social activism and social advocacy brought those experiences into the classroom and used them to teach language (Yoshihara, 2012). In a multiple case study conducted by Olan and Richmond (2017), one teacher used to read to escape the prominence of racism and abuse in her home. These personal experiences with reading caused her to turn her past into a better future for her students. Connecting her personal lived experiences and the needs of her students, the teacher became an advocate by defending and electing to use materials that were more representative of their culture. In this case, the teacher used research to support her decision to use graphic novels, which allowed her an opportunity to begin addressing issues of a social nature, such as suicide, rape, racism, and drug use. It is her belief that, at some point in their lives, the students will encounter these issues and be better suited to respond (Olan & Richmond, 2017).

Thus, ESOL teacher perceptions frame pedagogical approaches in multicultural classrooms and are grounded in a teacher's personal lived experiences, personal and social identity, experience as a language learner, and cognition. Based on previous literature, the main factor influencing ESOL teacher perceptions are their personal lived experiences. A teacher's personal lived experiences are associated with their socioeconomic background, age, race, ethnicity, educational training, experience as a ESOL teacher, salary, social identity, overseas experiences, cross-cultural experiences, and a host of other life experiences (Yoshihara, 2012). It is believed that the coupling of

personal lived experiences and the teacher's experience level as an ESOL teacher have the greatest influence on their perceptions in that it allows for the teacher to shape cultural and linguistic pedagogies that have proven to be most effective for language learning outcomes (Yoshihara, 2012). Hence, the literature demonstrates that experience shows itself in practice when teachers make instructional decisions based on previous years of teaching and academic study of books and articles, as well as their own learning experiences.

Summary

In this chapter, Critical Race Theory and its application to current educational contexts was explored. Three of the tenets of Critical Race Theory that are applicable and relevant to this study were detailed, specifically understanding the centrality of racism, interest convergence, and centrality of experience. Through lived experiences and storytelling, this review explored teacher perceptions of educating immigrant students. The literature demonstrates the ways in which teachers' pedagogical approach to the multicultural classroom converge and diverge with the practices of culturally responsive teachers. The major theme that appeared throughout the literature was the need for teachers to be culturally diverse in their instructional methodologies within the classroom. A result of the diversification of those instructional methodologies to be inclusive of multilingual learners may include assisting in closing the achievement gap for immigrant students. By conducting this study, the researcher gained lived experiences from the teachers to provide information to assist in diversifying instructional methods and closing the achievement gap.

Chapter three will explore the methodology that was used to conduct this research. This includes exploring the research design and rationale, the role of the researcher, participants, instruments, and how the data was analyzed.

Chapter Three: Methodology

The purpose of this study was to collect the lived experiences of ESOL teachers to amplify their voices regarding their needs in teaching multicultural students. This study collected the lived experiences of ESOL teachers, specifically, as they relate to language teaching and learning. This study reflected upon the stories and histories of the participants in order to capture teaching strategies and practices gained through lived experiences in an effort to aid ESOL teachers in becoming more aware and advanced in their thinking about teaching. Lastly, this study illuminated how ESOL teachers' thinking is materialized within instructional practices and interactions with students in specific settings. This chapter details the methodology and the research design that guided the study. Additionally, it addresses the instruments, participants, ethical issues, and trustworthiness.

Research Design and Rationale

The research question that guided this study is how do ESOL teachers' perceptions and experiences frame pedagogical approaches in the multicultural classroom. The associated research methodology best suited for this specific study was qualitative. Qualitative research aims to collect and work with non-numerical data (Crossman, 2017). Qualitative research interprets the meaning of non-numerical data by examining the particular phenomenon that is under study as it relates to social life (Crossman, 2017). Qualitative research offers several methods of data collection, including, but not limited to, direct observation, open-ended surveys, focus groups, in-depth interviews, content analysis, ethnographic observation, participant observation, participant narratives, and oral history (Crossman, 2017). This study focused on

qualitative methods that are centered on inquiry-based findings, specifically, narrative

inquiry, which is a genre of qualitative research that has been an effective tool in

capturing educational experiences (Lutovac & Kaasila, 2009). Qualitative methods

centered on narrative inquiry findings are most useful to investigating issues associated

with race, culture, and linguistics in the education field. One way to inquire about a

phenomenon is to ask questions and to listen to stories. Storytelling is at the heart of this

study; thus, the most effective inquiry-based research method for examining the

perceptions and experiences of ESOL teachers is narrative inquiry by way of storytelling

or counter-storytelling to explore teacher perceptions and experiences of teaching and

learning in relation to multicultural education.

Etherington (2013) defines narrative inquiry methodology as "a means by which

we systematically gather, analyze, and represent people's stories as told by them, which

challenges traditional and modernist views of truth, reality, knowledge and personhood"

(p. 3). Trahar (2009) adds to the working definition of narrative inquiry by stating,

"Narrative inquiry is based firmly in the premise that, as human beings, we come to

understand and give meaning to our lives through story" (p. 30). Not only does narrative

inquiry allow research participants to tell their stories based on lived experiences, but

narrative inquiry also allows the "researcher to present experiences holistically in all its

complexity and richness" (Mertova & Webster, 2009, p. 16). However, the most

advantageous definition of narrative inquiry, particularly as it relates to educational

research, comes from scholars Mertova and Webster (2009) who state that narrative

inquiry focuses on describing "lives, collecting and telling stories of them, and writing

narratives of experience" (p. 2). Therefore, this study was based on collecting the

narratives of ESOL teachers in order to capture the perceptions and experiences that influence effective teaching strategies of language learners.

Role of the Researcher

The researcher held multiple teaching positions within the public-school system, district, and research site over the last decade. The researcher's roles have included Adult Basic Education instructor of Reading and Language Arts, which assisted in the development of a worldview that combines social constructivism and advocacy. These were the lenses the researcher used to view the study. The researcher also held a position as middle school teacher for students who had various racial and ethnic backgrounds.

Conflicts of Interest

The researcher currently serves as a seventh-grade teacher of English Language Arts at the research site. In turn, the researcher had a working relationship with the participants as a co-worker. In order to minimize any conflicts of interest, the researcher disclosed any possible conflicts of interests to the participants. The researcher also only collected data from the research participants to include in the study. Coercion was not an issue in this study, because, although the researcher is an educator at the research site, she did not directly supervise any of the participants targeted for participation.

Positionality of the Researcher

In social constructivism, the goal of the research is to have dependence on the participant's point of view of a situation as much as possible (Mehta, 2013). This researcher's experiences originated from a career in the field of education. The researcher understands the teaching concepts and theories associated with learning. Due to this understanding from both educational and professional experience, the researcher was

careful of inserting personal biases. As a result, the researcher asked participants to clarify and approve the data prior to publishing it to ensure accuracy in reporting. If errors, inaccuracies, or inconsistent statements were contained within the data collection, the researcher corrected those data elements that were determined to be incorrect.

Methodology

There is one common element in narrative inquiry, and that is storytelling (Depoy & Gitlin, 2016). The main purpose of the narrative is to illuminate an experience or event by telling a story. Thus, the most commonly used data collection methods in a narrative inquiry study are autobiographical, biographical, testimonial, life history, oral history, auto-ethnographic study, or a combination of these approaches (Depoy & Gitlin, 2016). Although the traditional forms of collecting narrative data have stood the test of time, new forms of collecting narrative data are emerging from electronic sources, such as emails, text messages, social media posts, and other online venues (Depoy & Gitlin, 2016). One of the most typically used collection methods is a life history, because it allows the researcher to interpret one's entire life. The oral history highlights reflections of events along with their causes and effects. Additionally, the autobiographical or biographical study is typically used, because it allows the researcher to write and record the experiences of the participants' life. In contrast, the auto-ethnographic study aims to allow the researcher to become the participant and chronicle their own lived experiences.

Life history and oral history were used in this narrative inquiry study, because they aid in collecting the extensive information needed from each participant in order to assess multilingual teaching practices and what multilingual teaching strategies aid in achieving learning outcomes. Additionally, these methods illuminate individual experiences. This

allowed the experiences of a number of teachers to be juxtaposed and analyzed to see what commonalities and differences ESOL teachers hold, and they also allowed the teacher to chart their personal and career growth.

Participants

This study consisted of semi-structured interviews, a focus group, and journal prompts with staff working in an urban public school. The participants in the study were six teachers at the research site who serve students of various racial, ethnic, or linguistic backgrounds. The reason that six teachers were selected was due to their only being six teachers at this research site that provided the needed services for these students, as well as fitting all of the requirements noted in the participant screener (See Appendix C: Participant Screener).

All teachers worked at one public middle school in Georgia that predominantly serves Latine students and possesses a high differential ratio for student-teacher racial or ethnic identities. For the purpose of this study, the focus was on teachers who work with Latine students. The number of multilingual learners assigned to teachers varied due to procedures in the school.

Research Site

As the second largest district in the state of Georgia, the district in which the research site is located serves approximately 112,708 students in 114 schools with a graduation rate of 81.4%. The district is also the twenty fourth largest in the United States. Currently, the race or ethnicity of the students in the district are 31.5 percent African American[4], 20.3 percent Hispanic[5], and 39 percent White with 44.8 percent of

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[4] Term used by school district.
[5] Term used by school district.

the students qualifying to receive free or reduced lunch. Across the country, the district is

known as a great place to live and work. Meeting the needs of the people in the

community is a major part of the reputation of the district.

In 2018, it was reported that 90.57 percent of the research site's student

population proved eligible for participation in the National School Lunch Program.

According to the full-time employee (FTE) count, in 2019, the school served 590 seventh

and 522 eighth grade students. Currently, the race or ethnicity of the research site's

students are 626 African American[6], 441 Hispanic[7], and 50 Other [races/ethnicities]

students (Department of Education, 2019).

Procedures

This study consisted of semi-structured interviews, a focus group, and journal

prompts that included faculty working in an urban public middle school. The study was

conducted after the approval of the IRB application and after participant consent was

acquired (IRB-FY21-133; See Appendix A: IRB Approval & Appendix B: IRB

Application). Participants were asked to describe their perceptions and experiences in

their preparation to positively contribute to the education of immigrant children, as well

as their interpretation and understanding of their experiences. If the participant did not

wish to continue in the study, the participant had the option to be released without any

repercussions for electing not to continue participating.

Semi-structured interviews. Semi-structured interviews allow conversations to

flow naturally, as long as the researcher possesses the skills necessary to redirect the

participant to the next question. The semi-structured interview was used to gather

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[6] Term used by research site.
[7] Term used by research site.

demographic information, including the teacher's history, experience, certificates, and documentation of professional development activities that apply to working with Latine students (See Appendix D: Interview Guide). The semi-structured interviews discussed the teacher's educational tenure and acquired knowledge while observing attitudes and actions in each setting. Lastly, the interview aided in understanding the instructional methods used to work with the Latine student population.

The questions were open-ended, which allowed for the participant to narrate and elaborate and the researcher to ask follow-up questions for clarity, if necessary. There was one interview per participant for a minimum of one hour. If the researcher needed to follow up with a participant, the researcher reached out via email to schedule an appropriate date and time. Conducting interviews enabled the researcher to analyze body language in addition to spoken words. Recording was necessary in order to transcribe the data, and, as a result, note taking was not required. The interview questions were reviewed by practitioners in the field to determine the appropriateness of the questions and for clarity. Recommendations were reviewed and implemented based on appropriateness and intent of the questions.

Focus Group. A focus group comprised of five of the ESOL teachers (See Appendix E: Focus Group Guide) was semi-structured in nature. This also allowed the focus group to be conversational and specific to the study. Although the focus group questions were specific, the researcher asked more specific follow-up questions for clarity, if necessary. There was only one focus group scheduled with participants, and it was scheduled for 2 hours. However, additional time was scheduled, if needed. The focus group took place in an unused classroom after school hours to assist with confidentiality.

Because these sessions were expansive interviews, the researcher believed recording was

necessary in order to transcribe the data, and, as a result, note taking was not required.

The focus group questions were reviewed by practitioners in the field to determine the

appropriateness of the questions and for clarity. Recommendations were reviewed and

implemented based on appropriateness and the intent of the questions.

       Journal Prompting. Journal prompting is described as a qualitative tool often

used in long-term research (Janesick, 1995). This research technique is used to enlighten

readers by understanding a chain of events that transpired. Qualitative research also uses

journals to refine ideas and beliefs, as well as their own responses to the research in

progress (Janesick, 1995). This research utilized journaling by documenting a chain of

events as they were taking place (See Appendix F: Journal Prompts). This included, but

was not limited to, behaviors, observations, thoughts, and interpretations that occurred

during the data collection period. This information was analyzed to assist in drawing

conclusions and interpretations of the data collected for inclusion in the findings.

Data Analysis Plan

       The data was analyzed using interpretive analysis. For the purposes of this study,

interpretive analysis was defined as an approach to research that provides insight or

makes sense of a phenomenon (Creswell, 2012). Prior to analysis, the interviews, focus

group, and journal prompts were transcribed and saved as a Word document for further

examination. The computer-assisted qualitative data analysis software known as NVivo

was used to analyze the data. The data collected was coded and analyzed to examine the

perceptions and experiences of teachers at the research site regarding their teaching of

multilingual learners. The semi-structured interviews, focus group, and journal prompts

were categorized utilizing central themes to display the results of the data collected. All

responses from the participants were deemed significant and were recorded in the study

to develop the categories and themes. The researcher documented themes for

consistencies and discrepancies in teacher perceptions and experiences.

Issues of Trustworthiness

Triangulation of the data was used over time to extend engagement with

participants and via multiple data sources to ensure credibility. Participants were

provided with opportunities to clarify responses, if necessary, in interviews, the focus

group, and journal prompts to ensure accuracy prior to publishing the data. Member

checking occurred only after the transcriptions of the interviews were completed. Each

participant was given an opportunity to evaluate the interpreted data from their interview,

focus group, and journal prompts to determine the accuracy in the description of their

lived experiences. The researcher provided participants with feedback of their interview

approximately two weeks after the interview took place to allow them to provide

clarification on the data they shared. Credibility was also ensured through the

juxtaposition of responses to the literature to gather conclusions.

From a qualitative perspective, transferability was first and foremost the

responsibility of the researcher by ensuring transparency. One can foster transferability

by completing a thorough job of relating the research milieu and the assumptions that are

to be perceived essential to the research (Creswell, 2012). An extensive description of the

data collection process has been included here, and it was also provided to the

participants in order to create a notion of ease to the participants. Additionally, the

researcher ensured the sample was not homogenous to create greater diversity in the results in order to improve transferability.

Dependability refers to how consistent the data methods are. In completing qualitative research, it is not of the essence to have dependable data but, instead, to put checks on the data's dependability to ensure the same study can be conducted utilizing the same methods (Creswell, 2012). Checks on the dependability in this study included documenting the study's procedures and following the interview and focus group guide.

Through confirmability, the researcher ensured predispositions were evident to the reader through a personal and worldview statement. It should be clear to the reader that the information being presented is derived from the participants and not the researcher. The researcher recorded and transcribed the interviews and verified the transcripts against the recordings. The researcher did not include any personal thoughts or bias and only utilized the data collected from the participants of the study. Each data collection method was followed by a summary. The semi-structured interviews, focus group, and journal prompts were used to triangulate the data.

Ethical Procedures

Ethical procedures were followed while conducting this study, including informed consent procedures; confidentiality; benefits of research to participants over risks; and participant requests that go beyond social norms. All classified ethical matters were acknowledged and upheld during the study to ensure confidentiality, beneficence, and equity to the research participants. The researcher remained ethical while conducting this research by being honest with all participants and disclosing any changes in the procedure and any potential risks. The researcher respected the rights and dignity of all

participants and gained IRB, research site, and school district approval to conduct the study. The researcher acquired informed consent signatures from each participant, and only identified participants by a pseudonym (Creswell, 2012). Although no participants withdrew, if a participant had requested to withdraw from the study, they would have been able to do so without reservation, and the researcher would have requested to debrief with the participant to discuss their concerns and ensure no harm. The data collected remains secured in a double locked cabinet and will be destroyed after 36 months.

Summary

The research methodology was grounded in a qualitative approach and a narrative research design. The participants of the study originated from one location in the researcher's public-school district. The location utilized six participants to be interviewed, participate in a focus group, and complete journal prompts. The location of the research site was in the state of Georgia. Within this section, ethics and trustworthiness were also addressed. Chapter 4 will detail the results of the data collection from the interviews, the focus group, and journal prompts. Chapter 4 also addresses the research question of the study in preparation for analyzing the results.

Chapter Four: Findings

This chapter details the findings of the interviews, focus group, and journal prompts. The information found within the data was analyzed to create central themes. It addressed the research question and provided an overall summary of the data collected. The purpose of this study was to collect the lived experiences of ESOL teachers to amplify their voices regarding their needs in teaching multicultural students. This study collected the lived experiences of ESOL teachers, specifically, as they relate to language teaching and learning. This study also reflected upon the stories and life histories of the participants in order to capture teaching strategies and practices gained through lived experiences in an effort to aid ESOL teachers in becoming more aware and advanced in their thinking about teaching. Lastly, this study illuminated how ESOL teachers' thinking is materialized within instructional practices and interactions with students in specific settings. The research question that guided this study is how do ESOL teachers' perceptions and experiences frame pedagogical approaches in the multicultural classroom?

The instrument questions in this study were reviewed prior to implementation. The review was completed by other education professionals to ensure the interview and focus group questions that were being asked were clear. Educators offered recommendations regarding the clarity of the interview and focus group questions. The recommendations were reviewed and analyzed. Those recommendations that were believed to be appropriate were used to modify the instrument questions. It is believed there were no internal or external experiences that affected the participants at the time of

the study. It is believed the participants were provided with adequate time and were comfortable during the interview and focus group.

There were six participants who were participated in the study. Each participant was interviewed one time and submitted responses to the journal prompts. Additionally, one focus group was held with five of the six participants. The interviews and focus group were electronically recorded via the Microsoft Team's platform and then transcribed by the researchers. The data was collected over a period of three months at the research site, a public school in the state of Georgia. A journal was kept by the researcher to keep notes and document activities throughout the data collection period. Data was entered into NVivo in order to assist with developing the themes of the study.

Participants

All six participants in the study were certified ESOL teachers who worked with predominantly Latine students in an urban public middle school in Georgia (See Table 1).

Table 1. *Participant Information*

Participant	Subject Taught	Certifications	Years Teaching	Self-Identification	Additional Notes
Stacey[8]	Social Studies	ESOL History Political Science	6	Peruvian native Scottish Caucasian	Born in Peru; Proficient in three languages (English, Castellano Spanish, Quechua).
Nadiya	Theatre	ESOL Drama Gifted Education Curriculum & Instruction Teacher Leadership	5	African American	Career spent in "inner city" schools; Frequently travels to Africa.
Miriam	ESOL	ESOL Math	3	African native	Born in Malawi; Arrived in U.S. at 5 years old; Proficient in nine languages.
Gladys	Spanish	ESOL Spanish	3	Colombian	Recently arrived in the U.S.; Beginning teacher in ESOL.
Darla	ESOL (sheltered)	ESOL Language Arts	7	Biracial Puerto Rican native	Retired Army Veteran (stationed in Japan).
Benjamin	ESOL (sheltered)	ESOL Reading Special Education (Mathematics & Science)	15	African American	Navy Veteran; Married to a native of Spain.

[8] All names of participants are pseudonyms.

Thematic Analysis

The following themes were derived from the interviews, focus group, and journal prompts: Instructional Curriculum & Resources, Instructional Time, Instructional Challenges, Teaching Experience & Preparation, and Life Experience. Instructional Curriculum & Resources referred to the teaching materials and resources used to teach students. Instructional Time was focused on the necessary time needed to instruct students. Instructional Challenges included language barriers, teaching style, teacher bias, and the learning environment. Teaching Experience & Preparation included personal experiences in teaching, as well as education received. Life Experience referred to experiences outside of teaching that affected teacher perceptions and pedagogies.

Theme One: Instructional Curriculum & Resources

The participants highlighted the importance of and need for adequate resources to properly instruct multilingual learners. Moreover, they believed that it was imperative to have access to instructional materials and programs that allow for the students to learn. The instructional curricula that were used by the participants were a mixture of best practices and strategies. Gladys shared, "*since I have taught English and Spanish, I have some materials that I have used before that were successful [for multilingual learners]*". Stacey, Nadiya, and Benjamin expanded upon this by stating that they included visuals, media, websites, and direct vocabulary instruction in their instructional materials. The teachers collectively agreed, however, that students today use more media than what they find in their own searches.

Despite having a mixture of best practices and strategies, Darla reported that she "*[found] flexibility [to be] a barrier*". Although the teachers discussed their flexibility in

the delivery of course content, they were restricted by the resources available to use with multilingual learners. The state instructed districts on what programs to use, and there were only a small number of programs available that the state believed were effective. Stacey stated that these resources were "*not everything needed by a teacher to meet the needs of the students*". Miriam stated how she often used her own resources to meet the needs of the student and took advantage of any free resources that were available. This inflexibility extended to virtual instruction of multilingual learners, as well. One participant suggested that one way to overcome these barriers was to have preplanned "*what if*" answers readily available. Thus, the participants desired resources that reflected current research and best practices in order to meet the needs of all students and the unique barriers in teaching multilingual learners. However, the participants were forced to be creative in teaching students as the needed learning materials were not available at their school.

Theme Two: Instructional Time

Having enough instructional time to meet student needs was identified by all participants as a major issue affecting their pedagogy. No matter what curriculum was chosen to instruct students, teachers had to ensure that it was appropriate and met the expected outcomes for students in their courses. Miriam stated, "*Some instruction is too advanced; I know this when I have to translate a lot*". Miriam believed that students do not always learn at the rate desired by the curriculum. Thus, the instructional curriculum or strategies had to allow for time to re-teach concepts. However, adequate time was not always available. All teachers felt as though "*some lesson plans require more time than others*". Moreover, the teachers discussed how pacing is varied among their students.

Darla stated that "*some students are often left behind because of time and the content that has to be covered within the academic year*". This lack of time also extended to the school day, in general. Gladys felt that there was "*not enough time in a regular class period*" to complete the lesson, activities, and assignments that were planned for any given day. The teachers felt that, although they do their best to meet the need of every student, time is a large barrier to their instruction. One academic instructional period per day was not enough time to grasp the elements of learning a new language and academic content.

Theme Three: Instructional Challenges

In addition to instructional curriculum, resource, and time issues, the participants overwhelmingly shared that they found it challenging to teach multilingual learners, in general. Benjamin shared that "*the instructional challenges add to the difficulty of teaching the students*". This challenge was exacerbated by language barriers, teaching style, teacher bias, and the learning environment.

These challenges were prominent in the areas of communication and language barriers. Stacey noted that "*all students are not direct communicators*", which meant that the teachers would sometimes have to adjust their communication within their teaching methods and strategies in order to meet the needs of multilingual learners. She added that the language barrier itself presented an issue, as her classroom included students from both "*Latino and non-Latino countries, such as Vietnam, China, or Guatemala*". Gladys stated that she "*must have patience and [she] need[s] to understand [her] students in order for learning to happen*". However, she also shared how difficult it is "*teaching students who have been in the United States for two to three months with huge academic*

gaps". When language barriers occur, the participants re-taught specific content or implemented other strategies. One strategy implemented to bridge the language barrier included having students who shared linguistic commonalities work together to complete an assignment.

Stacey believed that teaching styles were also a factor in teaching multilingual learners. In order to ensure learning, according to Stacey, teachers had to "*design different types of assignments for students*". Miriam reported that she "*incorporate[d] strategies [she] learned from professional development… [and tried] methods that allow[ed] [her] to meet their needs*". In order to adjust her teaching style, Stacey relied on a common refrain found in the field of education: "*in elementary and middle school, students learn to read; in high school, students read to learn*".

The participants also stressed that they needed to be aware of their own biases when instructing multilingual learners. Gladys stated that one of their duties is "*not assuming*". Nadiya noted that some people believe that "*multilingual learners are only Spanish speakers; however, they are from other countries*" and that these types of biases are "*barriers to teaching multilingual learners*". In order for students to receive the maximum benefits from instruction, teachers must be aware of their own biases, ask questions, and not assume.

Although not a topic that was discussed at length, the participants shared their perceptions regarding ensuring that teaching and learning should be based on the needs of the students. Darla stated that the students should be "*comfortable learning*". The environment should be conducive to learning and allow for the student to explore. Benjamin even noted that students may feel comfortable learning in another area of the

classroom as opposed to the front. The participants concluded with Stacey stating that, sometimes, "*teachers do what is comfortable for them as opposed to what is comfortable for the student*".

Theme Four: Teaching Experience & Preparation

The teaching experiences and levels of preparation of the participants played a role in teaching styles and content taught to the multicultural language students. Although the theoretical knowledge learned during the teacher's formal education qualified them to teach, the years of experience in the classroom allowed them to garner the experience to determine best practices in the classroom. These best practices included determining what lessons needed to be taught, what resources were required to facilitate learning, and what evaluation tools to use based on efficiency and effectiveness. In particular, it is these perceptions and experiences that frame the pedagogical approaches used in multicultural classroom.

In terms of preparation, the participants varied widely. The lowest degree held was a Bachelor's degree while the highest was a Master's degree. Majors included English, Bilingual Education, and foreign languages, including Spanish. Each participant held an ESOL endorsement or possessed an ESOL certification that allowed them to teach multilingual learners or subject areas.

The participants believed that they were not adequately prepared for what they would face in the classroom. Benjamin stated, "*like most subjects in college, students are taught the theoretical aspects of the job and not the practical*". This led to some of the participants seeking peer support during or after their first year of teaching. Stacey's teaching experience demonstrated to her how differently (foreign) language is addressed

in the private and public school systems, which is something for which she was not prepared. She stated, "*students in private school usually have little to no exposure in other languages…students in public schools have often been exposed and even speak other languages informally, however, do not know how to read or write it*." This discussion demonstrates the need for increased formal and practical education for teachers of multilingual learners.

Theme Five: Life Experience

When asked about how their life experience contributed to their pedagogy, Stacey shared how much she believes that teaching has changed from when she started teaching ten years ago, and she has had to incorporate lessons learned from the past decade into her teaching style. Nadiya stated that she had learned that "*you have to consider the level of the learners*" in order to ensure that the lesson being taught is appropriate for the students. Gladys built on this by stating that "*teachers have to be careful not to just teach and the students are not learning*" and that teachers should aim "*to lighten the load on [the students] and give it to them in chunks*".

Alternatively, Miriam focused on how life experience can affect personal beliefs and stated that "*understanding and being aware of personal biases*" was important. This idea was echoed by Stacey who felt that "*cultural awareness*" was important in teaching multilingual learners. Benjamin added that "*social and cultural engagement does not happen much since so much time is put into instructional strategies*". Benjamin stated that he had a diverse family, and he self-identified as bi-racial. When talking about life experiences and cultural engagement, he shared, "*my children are bi-racial; I have to use the same skills when I am home as I do when I am in school*."

Ultimately, initial experiences with multilingual learners shifted many of the participants personal views. Darla admitted that, when she first encountered multilingual learners, she "*viewed them as students who did not speak or understand English, but [she] learned that most of them had been exposed to it*". This knowledge changed her perspective of multilingual learners. Miriam added to this sentiment by stating that teachers should "*get to know and understand [their] students*" in order to make teaching enjoyable and ensure the students are learning. Gladys also had a realization that shifted her perspective. She stated that "*students have to learn to speak, read, and write in their own native languages correctly, this is challenging when you have to learn another language*". The more encounters the participants had, the more their views shifted.

Thematic Analysis: Critical Race Theory

Three tenets of Critical Race Theory were found within the data. These tenets are (1) understanding the centrality of racism, or racism as a customary and ordinary occurrence in American life, which is woven into the fabric of American social structure; (2) interest convergence theory and the fact that educational law and policy do not benefit marginalized people, with the exception of when these policies and laws converge with the interests of Whites and White superiority; and (3) the centrality of experiential knowledge and the lived experiences of students of color, their families, and their communities through storytelling and counter-storytelling and challenging racism and White superiority in America.

Theme One: The Centrality of Racism

The centrality of racism is the idea that racism is ordinary, conventional, customary, and a normal occurrence for people of color. Moreover, it is accepted by

individuals, because it is intricately woven into American society (Delgado & Stefancic, 2001; Hartlep, 2009; Hiraldo, 2010; Hollins, 2015; Quinn & Grumbach, 2015; Sleeter, 2012). The centrality of racism can be seen in the discussion of personal biases in the classroom. Although all of the teachers hold an ESOL endorsement or certification, which should have broadened their perceptions regarding multilingual learners, the participants admitted to possessing biases regarding the abilities of the students, and these biases initially affected their interactions with and instruction of multilingual learners. Not only did the teachers experience their own personal biases toward the students, but they also thought that biases from outside sources were imposed on them through the required implementation of limited curricula and resources, as well as the time provided to them for implementation. As the centrality of racism is often perceived as the norm, the biases held by the teachers and found in curricula allow for the continuation of deficit perspectives about multilingual learners.

Theme Two: Interest Convergence

Interest convergence, or material determinism, is the idea that racism brings about material advancement for White people while changes advancing racial equity for the racially oppressed are made only when it converges with the interest of the White majority (Bell, 1995; Delgado & Stefancic, 2001; Hiraldo, 2010). In this instance, the White majority seeks assimilation of non-White populations for their own benefit. The White majority will not learn (a) new language(s), but, instead, the majority requires others to learn their language. Multilingual learners are not able to communicate using their home language, as it is not in alignment with the language of the White majority. Multilingual learners are made to conform to the usage of the English language even

though they may not understand what they are reading or interpreting. The ESOL

teachers in this study highlighted the struggles their multilingual learners had when

working with the curricula and other materials that utilized the English language. The

teachers often usurped the majority by allowing multilingual learners to have materials

translated into their home language to ensure that they were able to meet the needs of

their students, including content-based learning. Although some of the ESOL teachers

engaged their multilingual learners in their home language, in the end, it was still the

responsibility of the multilingual learners to conform and assimilate using the English

language and assuring the language of the White majority continues to dominate.

Theme Three: The Centrality of Experiential Knowledge

The centrality of experiential knowledge examines experience through

storytelling and counter-storytelling. It is also employs explanation as a process to

unlearn beliefs about marginalized populations by the telling of stories or counter-stories

of racial oppression. It may also provide an interpretive framework to make sense of

racial experiences (Quinn & Grumbach, 2015). The participants in this study engaged in

storytelling through their disclosures of learning, learning struggles, and life experiences

with their multilingual learners. The ESOL teachers stated that they shared information

about themselves, their culture, and their history to assist their students with learning and

understanding. Likewise, the multilingual learners shared their culture and history with

their ESOL teachers in order to assist them in understanding their learning styles and

cultural experiences.

Other experiential knowledge originated from the personal experiences of the

ESOL teachers. The ESOL teachers stated that, due to growing up bi-racial or multi-

cultural, they were able use their own experiences to not only be sensitive to the needs of their students and their unique experiences, but they also used their experiences to assist them in understanding their learning styles. The ESOL teachers stated that their culture and learning styles were not taken into consideration during their own educational experiences. As a result, they were more sensitive to the needs and frustrations of their multilingual learners who were required to learn a new language, as well as new educational content and materials. The ESOL teachers also gained experiential knowledge through traveling, which, subsequently, also led to individualized learning. The cultural awareness gained through these experiences by the ESOL teachers was shared with the multilingual learners.to two paragraphs highlighting this in the data.

Overall Data Findings

How do ESOL teachers' perceptions and experiences frame pedagogical approaches in the multicultural classroom?

A teacher's personal and life experiences shape and affect their teaching and pedagogical practices in the multicultural classroom. Olan and Richmond's (2010) study concluded a teacher's beliefs come directly from personal experience. A teacher's personal experiences are tied to their personal identity. Their personal identity shapes their social identity, which in turn affects their methodological pedagogy in the classroom. It is believed that the coupling of personal lived experiences and the teacher's experience level as an ESOL teacher have the greatest influence on their beliefs and attitudes, and it allows for the teacher to shape cultural and linguistic pedagogies that have proven to be most effective for language learning outcomes (Yoshihara, 2012).

The instructional curriculum provided to teachers, in addition to the availability of resources, require that teachers become experts in curriculum evaluation and assessment to determine if specific programs meet student needs. If the curriculum does not, the teachers must build a supplemental curriculum based on their understanding of what works for multilingual learners. Given the specific challenges of working with multilingual learners, either due to the curriculum provided or other external forces, teachers do not have adequate time to deliver instruction to students. The timeframe allotted by the school district necessitates that teachers innovatively structure their lessons to ensure both content and language instruction occurs. This often entails leveraging small moments in the classroom to provide supplemental or extracurricular instruction to meet all student needs. Teachers rely on their personal and life experience over any teacher preparation education that they may have received. Not only do personal and life experiences contribute to their ability to deliver instructional materials, but these experiences also aid teachers in understanding specific challenges faced by their multilingual learners and working to overcome these challenges to ensure that their students learn.

The teachers who participated in this study believed that teacher perceptions and experiences are the framework for pedagogical approaches within the classroom. Teachers are charged with instructional delivery to multilingual learners, and their perceptions and experiences are reflected in this instruction. Teachers use a combination of their theoretical and practical experiences to guide their classrooms. Ultimately, based on what they learned, past practices, professional development, best practices, and

collaboration with their colleagues, teachers will create their own unique pedagogical

practices for teaching multicultural students within the classroom.

Summary

The purpose of this study was to collect the lived experiences of ESOL teachers to

amplify their voices regarding their needs in teaching multicultural students. This study

collected the lived experiences of ESOL teachers, specifically, as they relate to language

teaching and learning. This study reflected upon the stories and histories of the

participants in order to capture teaching strategies and practices gained through lived

experiences in an effort to aid ESOL teachers in becoming more aware and advanced in

their thinking about teaching. Lastly, this study illuminated how ESOL teachers' thinking

is materialized within instructional practices and interactions with students in specific

settings.

This chapter presented the data collected from the instruments that were used in

this study, which included interviews, a focus group, and journal prompts. The research

question was also addressed and answered in this chapter. There were five central themes

that were outlined as a result of the data collected: Instructional Curriculum & Resources,

Instructional Time, Instructional Challenges, Teaching Experience & Preparation, and

Life Experience. Teachers highlighted issues with the provided instructional curriculum,

access to resources, and having inadequate instructional time to teach and re-teach

lessons to students. Additional instructional challenges were presented based on levels of

preparation to instruct multilingual learners. All of these experiences, including both the

personal and professional, framed pedagogical approaches in the multicultural classroom.

Chapter Five: Discussion

The purpose of this study was to collect the lived experiences of ESOL teachers to amplify their voices regarding their needs in teaching multicultural students. This study collected the lived experiences of ESOL teachers, specifically, as they relate to language teaching and learning. This study also reflected upon the stories and histories of the participants in order to capture teaching strategies and practices gained through lived experiences in an effort to aid ESOL teachers in becoming more aware and advanced in their thinking about teaching. Lastly, this study illuminated how ESOL teachers' thinking is materialized within instructional practices and interactions with students in specific settings.

The data in this study was collected from interviews, a focus group, and journal prompts. The data collected resulted in five central themes that were outlined as a result of the data collected: Instructional Curriculum & Resources, Instructional Time, Instructional Challenges, Teaching Experience & Preparation, and Life Experience. Teachers highlighted issues with the provided instructional curriculum, access to resources, and having inadequate instructional time to teach and re-teach lessons to students. Additional instructional challenges were presented based on levels of preparation to instruct multilingual learners. All of these experiences, including both the personal and professional, framed pedagogical approaches in the multicultural classroom.

Interpretation of Findings

Five central themes were identified as a result of the data collected in this study. The central themes were Instructional Curriculum & Resources, Instructional Time, Instructional Challenges, Teaching Experience & Preparation, and Life Experience. The

data collected in this study revealed that the instructional time to teach multilingual learners may not be adequate to facilitate learning. The subject area of multilingual education, as identified by teachers, is a complex subject to teach. These complexities include having to instruct a student who may have had no exposure to the English language, yet this student is expected to understand content areas in the English language with proficiency. Teachers find themselves in a position where some of the material taught needs to be re-taught due to students requiring more direct instruction, which alters the timeframe outlined in their teaching plan. Currently, the school day, teaching plan, and teaching minutes per class do not allow for the flexibility needed to reteach lessons. If teachers are not able to facilitate student learning within the allotted instructional time, teachers resort to using other non-instructional time, such as lunch or before and after school, to reteach lessons to students. Based on their own experiences, teachers find ways to supplement the curriculum in order to ensure that instruction is tailored to the needs of the students when facilitating instruction in a multilingual classroom.

The perceptions of ESOL teachers vary based on their theoretical and practical experience. Their experiences play a major role in how teachers facilitate instruction within their classrooms, including determining what works and what does not. Their experiences aid teachers in evaluating if a lesson was successful or if it needs to be retaught to students. However, past experiences can also contribute to their pedagogy in a negative way. Lack of preparation may cause some teachers to hold biases about student abilities or possess teaching styles that are not conducive to learning for multilingual students. Teachers must reconcile their past experiences with their current experiences in order to develop their own best practices.

At the same time, pedagogical activities are impacted by the availability of resources for students. Teachers believe that, when the necessary resources are not available to facilitate learning, it impacts their ability to successfully teach the students and maximize learning. The teacher's negative perceptions regarding the curriculum and resources are often reflective of their experiences of not having the necessary educational tools needed to instruct their students. Not having needed resources forces teachers to search for their own resources, and these resources may not align with best practices, especially if the teacher does not have any experiences related to best practices. Resources, time, and sound curriculum must be provided to teachers, as it aids in allowing teachers to combine their perceptions and experiences to frame the best pedagogical approaches in the multicultural classroom.

Limitations

All studies have limitations that need to be acknowledged. Within this study, the limitations included the study being limited to one school within one school district in the state of Georgia. This study was also limited to the teachers at the research site, and it did not expand to a larger participant pool. This study also did not examine the effectiveness of the school district's outcomes of teaching immigrant students. Lastly, this study examined middle school students and did not examine other grade levels in the K-12 public school system.

Although the researcher was a teacher in the school district and at the research site, the researcher took measures to reduce any biases that might have been present in the study. This included the use of criterion, and not purposeful, sampling in the selection of the teachers who participated in this study. The only purposeful decision made by the

researcher was to ensure that the pool of participants was not homogenous, which allowed for diverse viewpoints.

The limitations within this research did not affect the trustworthiness of this study, including the literature reviewed, the data collected, data analysis, and interpretation of the results. In terms of dependability, the methods used to conduct this study could be the replicated by future researchers (See Appendices). For transferability, the researcher ensured that the sample was as diverse as possible, especially as the participants were derived from one research site. Regarding confirmability, the researcher was not aware of any personal biases and utilized other educators in the field to review research instruments. In order to ensure credibility, only established research procedures outlined for a dissertation were used, and the researcher was transparent in listing the limitations of the study.

Recommendations

Further research should be conducted, and, if possible, limitations eliminated. Future studies should be expanded to more than one school district in the state and include a greater population of teachers in order to obtain a broader perspective on the lived experiences of ESOL teachers. It is further recommended that future studies incorporate the effectiveness of the school district's outcomes of teaching immigrant students for analysis. The inclusion of additional grade levels outside of the middle school level may also be needed to address the differences in the perceptions and experiences of elementary, middle, and secondary ESOL teachers. Lastly, future studies should maintain the commitment to ensuring that the teachers included in the study

reflect a broad array of racial, ethnic, and linguistic backgrounds to ensure that the data collected is inclusive of diverse viewpoints.

Implications

The potential impact for positive social change resulting from this study includes the ability to improve multilingual services in school districts for both ESOL teachers and multilingual learners. Embedded in the purpose of this study was to collect the lived experiences of ESOL teachers and to amplify their voices regarding their needs for teaching multilingual learners. By amplifying the voice of the teachers, this study could improve the practices of ESOL teachers and assist in meeting the needs of the multilingual learners at all levels of a school district. This includes, but is not limited to, ensuring that teachers have appropriate curricula and adequate resources to meet expected outcomes, increasing instructional time for teachers, providing professional development on working with multilingual learners, and incorporating practical experiences for future teachers of multilingual learners.

The methodological implications of the study include the study's use of a qualitative methodology to further expand future research. The qualitative approach allowed for the collection of lived experiences, which provided a deeper analysis and understanding of what teachers experience in the classroom and how it affects both the students and teachers, which garners a deeper understanding of the theoretical and practical experiences of ESOL teachers. It is recommended that future studies continue to use an inquiry-based approach, as it will allow for the in-depth data collection needed to explore topic even further.

Conclusion

The purpose of this study was to collect the lived experiences of ESOL teachers to amplify their voices regarding their needs in teaching multicultural students. This study collected the lived experiences of ESOL teachers, specifically, as they relate to language teaching and learning. This study also reflected upon the stories and histories of the participants in order to capture teaching strategies and practices gained through lived experiences in an effort to aid ESOL teachers in becoming more aware and advanced in their thinking about teaching. Lastly, this study illuminated how ESOL teachers' thinking is materialized within instructional practices and interactions with students in specific settings.

Critical Race Theory was explored, and three tenets were applicable and relevant to this study. The three tenets were understanding the centrality of racism, interest convergence, and centrality of experience. Through lived experiences and storytelling, this study explored teacher perceptions and experiences of educating immigrant students. The literature highlighted the need for teachers to be culturally diverse in their instructional methodologies within the classroom. Instructional methodologies should be inclusive of immigrant students and may assist in closing the achievement gap for multilingual learners.

Data was collected from interviews, a focus group, and journal prompts. There were five central themes that were outlined as a result of the data collected: Instructional Curriculum & Resources, Instructional Time, Instructional Challenges, Teaching Experience & Preparation, and Life Experience. Teachers highlighted issues with the provided instructional curriculum, access to resources, and having inadequate instructional time to teach and re-teach lessons to students. Additional instructional

challenges were presented based on levels of preparation to instruct multilingual learners.

All of these experiences, including both the personal and professional, framed

pedagogical approaches in the multicultural classroom.

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Appendices

Appendix A: IRB Approval

[EXTERNAL] IRB-FY21-133 - Initial: Initial - Exempt

do-not-reply@cayuse.com <do-not-reply@cayuse.com>

Thu 10/1/2020 11:37 AM

To: Ann Bennett ███████████████████ ; Erica McDonald Rozier ███████████

Oct 1, 2020 11:37 AM EDT

Erica McDonald Rozier
EDU-Secondary & Middle School

Re: Exempt - Initial - IRB-FY21-133 Middle School ESOL Teachers' Perceptions and Experiences Framing Pedagogical Approaches When Working with English Language Learners Using a Qualitative Approach

Dear Dr. Erica McDonald Rozier:

Kennesaw State University Institutional Review Board has rendered the decision below for Middle School ESOL Teachers' Perceptions and Experiences Framing Pedagogical Approaches When Working with English Language Learners Using a Qualitative Approach.

Decision: Exempt

Selected Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Findings:

Research Notes:

Internal Notes:

Sincerely,
Kennesaw State University Institutional Review Board

Appendix B: IRB Application

Submission Type: Initial   Date: 3-5-2021

IRB #: IRB-FY21-133
Title: Middle School ESOL Teachers' Perceptions and Experiences Framing Pedagogical Approaches When Working with English Language Learners Using a Qualitative Approach
Creation Date: 9-14-2020
Status: Review Complete
Principal Investigator: Erica McDonald Rozier

Getting Started

About Kennesaw State Institutional Review Board

This is an interactive web application. As you answer questions, new sections relevant to the type of research being conducted will appear on the left-hand side. Therefore not all sections may appear. You do not have to finish the application in one sitting. All information can be saved.

For more information about the IRB submission Process, IRB Tracking, and Kennesaw IRB Tasks, please refer to the Kennesaw IRB Website.

Getting Started

Throughout the submission, you will be required to provide the following:

- Detailed Study Information
- Informed Consent Forms
- Study Recruitment Document
- External IRB documents

Kennesaw State University IRB

- You cannot begin data collection until a formal approval letter from the office of the IRB has been received.
- The IRB meets as needed during the regular academic year. Please submit the application as soon as possible. The meeting schedule can be found here.

*required

I have read the information above and I am ready to begin my submission.

✓ Yes

Submission Information

*required
What type of activity is this submission for?

✓ Research Study

Activities Without a Plan to Conduct Research (Case Report or Quality Improvement project)

Clinical Trial

*required
Is this a multi-institutional study?

Yes

✓ No

Study Information

*required
What is your status at Kennesaw State University?

Faculty

✓ Student
*required

Undergraduate Student

✓ Graduate Student

Staff

In accordance with federal regulations, the KSU IRB requires all responsible researchers, co-investigators, faculty advisors, and unaffiliated investigators to complete the CITI educational program.

Please visit the Compliance Website for CITI training found here. You will need to register with CITI to complete training.

Study Personnel

Note: If you cannot find a person in the people finder, please contact the IRB Office immediately.

*required
Principal Investigator

Provide the name of the Principal Investigator of this study.
Name: Erica McDonald Rozier
Organization: EDU-Secondary & Middle School
Address: 1000 Chastain Rd , Kennesaw, GA 30144-5591
Phone: 4705786000
Email: emcdon17@students.kennesaw.edu

*required

Primary Contact

Provide the name of the Primary Contact of this study.
Name: Erica McDonald Rozier
Organization: EDU-Secondary & Middle School
Address: 1000 Chastain Rd , Kennesaw, GA 30144-5591
Phone: 4705786000
Email: emcdon17@students.kennesaw.edu

*required

Faculty Sponsor

Provide the name of your Faculty sponsor.
Name: Ann Bennett
Organization: EDU-Secondary & Middle School
Address: 1000 Chastain Rd , Kennesaw, GA 30144-5591
Phone:
Email: abenne92@kennesaw.edu

Co-Principal Investigator(s)

Provide the name(s) of Investigator(s) for this study.

Other Personnel

Provide the name(s) of other personnel for this study.

Are there any non-KSU personnel?

Yes

✓ No

Study Site

Please select the location of the study.

✓ **Kennesaw State University**
    *required
       List campus locations.

       Kennesaw Campus

✓ **External Site (Non Kennesaw State University location)**
    *required
       List external locations

       Virtual environment (Zoom & Microsoft Teams)

       Please provide a letter confirming permission to conduct study at your study site.

Study Dates

Please provide tenative study start and end dates.

    *required
    Start Date

       09/28/2020

    *required
    End Date

       07/31/2021

Subject Enrollment

Enter the number of subjects that will be enrolled in this study.

*required

Enrollment at Kennesaw State University

*Please enter the number of subjects that will be enrolled at **Kennesaw State University**.*

0

*required

Total Study Enrollment

Please enter the total number of subjects to be enrolled at all study sites.

5-10

*required

Ages

Select the age range of subjects that will be enrolled in this study. Check all that apply.

Fetus

Birth to less than 1 month

1 month to less than 12 years old

12 years old to less than 18 years old

✓ 18 years and older

*required

<u>Vulnerable Populations</u>

Please check the population(s) that will be enrolled. Check all that apply.

Fetuses

Pregnant Women

Minors with Parental Consent

Minors Who can Consent Themselves

Prisoners

Cognitively Impaired Adult Subjects

Other Vulnerable Populations

✓ None of the Above

Here you will state the purpose of your study.

Be sure describe if there are specific aims or objectives, or research questions that will guide your study.

Explain briefly how the data you plan to collect ties in with your research questions. Lastly, be sure it is clear to what end are you collecting the data and how does the data connect to the research questions you seek to answer.

---

*required
What is your anticipated type of review?

✓ Exempt

Expedited

Full

---

*required
Exempt

Federal Regulations permit the exemption of some types of research from IRB Committee review. From the categories listed below ? select the category that you think best describes your research study. If your study does not fit the categories below it is likely it needs Expedited Review. Expedited Review is conducted when a project involves no more than minimal risk to participants but the project cannot be classified as exempt.

NOTE: Expedited does __not__ mean your study will be reviewed faster.

Exempt Categories

Exempt Review research involves no more than minimal risk to participants. Exempt review consists of an initial IRB review, and following classification as exempt, the study is exempted from continuing annual IRB oversight. Please note that all future proposed revisions to an exempted study must be reviewed by the IRB prior to implementation to ensure the study remains exempt.

Category 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods**.**

Category 2:
Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), **survey procedures, *interview procedures*, or observation of public
✓ behavior (including visual or auditory recording) if the following criteria is met:
(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Category 3:
(i) Research involving benign behavioral interventions (BBI) in conjunction with the collection of information from an **adult** subject through verbal or written responses (including data entry) or audiovisual recording if the subject prospectively agrees to the intervention and information collection and the following criteria is met: The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects; IRB conducts a limited IRB review to make the determination required by �46.111(a)(7).
(ii) Benign behavioral interventions are brief in duration, harmless, painless, not physically invasive, not likely to have a significant adverse lasting impact on the subjects, and the investigator has no reason to think the subjects will find the interventions offensive or embarrassing.
(iii) If the research involves deceiving the subjects regarding the nature or purposes of the research, this exemption is not applicable unless the subject authorizes the deception through a prospective agreement to participate in research in circumstances in which the subject is informed that he or she will be unaware of or misled regarding the nature or purposes of the research. (45 CFR 46.104 (d)(3)(i)).

Category 4:
Secondary research for which consent is not required: Use of identifiable information or identifiable biospecimen that have been or will be collected for some other ?primary? or ?initial? activity, if at least
ONE of the following criteria is met:
(i) The identifiable private information or identifiable biospecimen **MUST** be publicly available;
(ii) Information, which may include information about biospecimens, is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be

ascertained directly or through identifiers linked to the subjects, the investigator does not contact the subjects, and the investigator will not re-identify subjects;

(iii) The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is regulated under 45 CFR parts 160 and 164, subparts A and E, for the purposes of ?health care operations? or ?research? as those terms are defined at 45 CFR 164.501 or for ?public health activities and purposes? as described under 45 CFR 164.512(b); or

(iv) The research is conducted by, or on behalf of, a Federal department or agency using government-generated or government-collected information obtained for nonresearch activities, if the research generates identifiable private information that is or will be maintained on information technology that is subject to and in compliance with section 208(b) of the E-Government Act of 2002, 44 U.S.C. 3501 note, if all of the identifiable private information collected, used, or generated as part of the activity will be maintained in systems of records subject to the Privacy Act of 1974, 5 U.S.C. 552a, and, if applicable, the information used in the research was collected subject to the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 *et seq.*

Category 5: Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. **Must be posted on a publicly accessible Federal Web site or in such other manner as the department or agency head may determine a list of the research and demonstration projects that the Federal department or agency conducts or supports under this provision. The research or demonstration project must be published on this list prior to commencing the research involving human subjects.**

Category 6: This category may not be applied to research involving the ingestion of alcohol. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Category 7:
Storage or maintenance for secondary research for which broad consent is required �46.111.

Category 8:
Secondary research for which broad consent is required. �46.116

*required

Study Background

Provide the background and rationale of the study.

The purpose of this study is to collect the lived experiences of English Speakers of Other Languages teachers to amplify the voices of the teachers regarding the kinds of experiences and perceptions needed to teach multicultural students. This study also seeks to increase awareness regarding pedagogical approaches in teaching multicultural students, as well as to provide a description of teacher perceptions and experiences about teaching immigrant students. The assumption of this research is that school districts, administrators, and teachers are not prepared to adequately instruct the influx of English Language Learners in today's schools. As a result, this research seeks to discover some of the reasons for this unpreparedness to possibly establish recommendations for ensuring teachers are adequately trained to instruct all students.

*required

Objectives

Provide the study objectives.

The main objective of this study is to answer the research question:

How do English Speakers of Other Languages teachers' perceptions and experiences frame pedagogical approaches in the multicultural classroom?

*required

Outcome Measures

Provide the main study outcome measures.

The anticipated outcomes of this study are:

1. English Speakers of Other Languages teachers are not prepared to serve multilingual learners.
2. There is a relationship between a teacher's life, educational, and teaching experiences and pedagogy.
3. There is a relationship between a teacher's perceptions and pedagogy.
4. Teacher perceptions are based upon their life experiences and have an impact on their pedagogy.

These outcomes will be measured by:

1. Participant interview
2. Focus Group
3. Journal Prompts

Risk to the PI/Research Team

✓ No, there will not be more than minimal risk.

Yes, there will be more than minimal risk.
Greater than minimal risk studies require full committee review, while minimal risk studies may be eligible for expedited review or exempt review.

Study Procedures

Describe all study procedures.

Participants will be solicited using a snowball sampling method. Initial participants will be recruited via a study flyer circulated on publicly available social media outlets and online forums, including Facebook and Twitter. Potential participants responding to the study flyer will be sent an email containing the study's cover letter and consent forms (after IRB approval has been obtained from Kennesaw State University), as well as the Participant Screener. Potential participants will be asked to forward the study's cover letter and consent forms to any teachers that they believe fit the purposeful sampling requirements of the study. The cover letter and consent form will provide potential participants with the information needed for voluntary participation.

Once participant consent is obtained from no less than five but no more than ten participants, the PI will contact the participants to schedule the initial interview. Each participant will be scheduled for an interview by the PI at a day and time that is convenient for both the PI and participant. The interview will take place in an available and convenient location for the participant that will ensure privacy and confidentiality through the use of virtual locations, such as Zoom and Microsoft Teams. In-person research will not be conducted.

Participants will engage in data collection methods:

1. Participant interviews – Each participant will have one semi-structured interview with the PI that will last approximately 60 to 90 minutes regarding life, educational, and teaching experiences, perceptions of the participant's students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices. A follow-up interview may be necessary for clarification of participant responses.
2. Focus groups – Each participant will have one semi-structured focus group with other participants that will last approximately 90 to 120 minutes regarding life, educational, and teaching experiences, perceptions of their students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices. A follow-up interview may be necessary for clarification of participant responses.
3. Journal prompts - Each participant will be asked to provide written responses to three open-ended prompts. The participants may complete the journal prompts in whatever format is most comfortable (e.g., paper and pencil, Microsoft Word) and submit them directly to the researcher.

All participants will be assigned pseudonyms to protect their identity.

Hard copies of collected data will be kept in a locked filing cabinet in the home office of the PI (2293 Fairway Cir SW, Atlanta, GA 30331--7103) for three years. Digital copies of collected data will be kept on a password protected external hard drive for three years.

Describe your recruitment procedures and any material inducements given for participation

Cover letter, Informed Consent, and Participant Screener attached to this application.

Participants will be solicited using a snowball sampling method. Initial participants will be recruited via a study flyer circulated on publicly available social media outlets and online forums, including Facebook and Twitter. Potential participants responding to the study flyer will be sent an email containing the study's cover letter and consent forms (after IRB approval has been obtained from Kennesaw State University), as well as the Participant Screener. Potential participants will be asked to forward the study's cover letter and consent forms to any teachers that they believe fit the purposeful sampling requirements of the study. The cover letter and consent form will provide potential participants with the information needed for voluntary participation.

This study will recruit participants until ten participants are selected. Participation in this study is voluntary. Due to the nature and focus of this study, recruitment is purposeful. This study seeks English Speakers of Other Language teachers who currently teach Hispanic or Latino English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia in an urban public school.

There are no incentives or compensation for participation nor any follow-ups outside of those needed for clarification.

Study Documents

If applicable, this includes flyers used for recruitment.
Recruitment Flyer_Rozier.jpg

Participant Letter_Rozier.pdf

Describe the duration of study participation, the length and number of study visits, and the timetable for study completion.

Participation in the study requires involvement in three activities: one interview, one focus group, three journal prompts.

Each participant will have one semi-structured interview with the PI that will last approximately 60 to 90 minutes. The interview will be scheduled at a time that is convenient for both the PI and the participant,

and it will be conducted in an available and convenient location that is both confidential and private through the use of Zoom and Microsoft Teams. In-person research will not be conducted.

Each participant will have one semi-structured focus group with other participants that will last approximately 90 to 120 minutes. The focus group will be scheduled at a time that is convenient for both the PI and the participants, and it will be conducted in an available and convenient location that is both confidential and private through the use of Zoom and Microsoft Teams. In-person research will not be conducted.

Each participant will be asked to provide written responses to three open-ended prompts. The participants may complete the the journal prompts in whatever format is most comfortable (e.g., paper and pencil, Microsoft Word) and submit them directly to the researcher. The length of time for this activity is dependent upon the participant, but it is expected that the average time for a response to any prompt should take approximately 20 minutes with the entire activity lasting 60 minutes.

It is expected that all data collection activities will be completed by the end of the semester of Fall 2020.

*required
Describe the information to be gathered and the means for collecting and recording data. If collecting audio/video data please mention this here.

If previously collected data is to be used, describe both the previous and proposed uses of these data.

Participant interviews – Each participant will have one semi-structured interview with the PI that will last approximately 60 to 90 minutes regarding life, educational, and teaching experiences, perceptions of the participant's students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices. A follow-up interview may be necessary for clarification of participant responses. The interview will be scheduled at a time that is convenient for both the PI and the participant, and it will be conducted in an available and convenient location that is both confidential and private through the use of Zoom and Microsoft Teams. In-person research will not be conducted.

Focus groups – Each participant will have one semi-structured focus group with other participants that will last approximately 90 to 120 minutes regarding life, educational, and teaching experiences, perceptions of their students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices. A follow-up interview may be necessary for clarification of participant responses. The focus group will be scheduled at a time that is convenient for both the PI and the participants, and it will be conducted in an available and convenient location that is both confidential and private through the use of Zoom and Microsoft Teams. In-person research will not be conducted.

Journal prompts - Each participant will be asked to provide written responses to three open-ended prompts. The participants may complete the journal prompts in whatever format is most comfortable (e.g., paper and pencil, Microsoft Word) and submit them directly to the researcher. The length of time for this

activity is dependent upon the participant, but it is expected that the average time for a response to any prompt should take approximately 20 minutes with the entire activity lasting 60 minutes.

During the interview and focus group process, the PI will conduct all interviews and focus groups and summarize the results. The interviews and focus group will be audio recorded per IRB approval. Participants will be notified of the audio recording and will be asked for permission to have the interviews and focus group recorded. They will also be told that the recording can be stopped at any time. Once the audio has been transcribed by the PI, the audio will be destroyed. Data collected from the interview, focus group, and journal prompts will be reported in aggregate form. Any quotes taken from the interview, focus group, and journal prompts will be attributed to a pseudonym. There will be no way to link a quote from the interview, focus group, and journal prompts to a person.

Only the PI and the faculty advisor will have access to the raw data. Hard copies of collected data will be kept in a locked filing cabinet in the home office of the PI (2293 Fairway Cir SW, Atlanta, GA 30331--7103) for three years. Digital copies of collected data will be kept on a password protected external hard drive for three years. Date of destruction for all data will be September 2023. Hard copies of collected data will be destroyed via secure document shredding. Digital copies of collected data will be destroyed via external hard drive formatting.

*required
Study Instruments

Attach all instruments (i.e. personality scales, questionnaires, evaluation blanks, etc) to be used in the study.
All Instruments_Rozier.pdf

Participant Screener_Rozier.pdf

Interview Guide_Rozier.pdf

Focus Group Guide_Rozier.pdf

Journal Prompts_Rozier.pdf

*required
Survey, Questionnaire, or Interview

Will the study utilize surveys, questionnaires, or interviews?

✓ Yes

*required

Attach all copies of surveys, questionnaires, or interviews.

All Instruments_Rozier.pdf

Participant Screener_Rozier.pdf

Interview Guide_Rozier.pdf

Focus Group Guide_Rozier.pdf

Journal Prompts_Rozier.pdf

No

*required

Will the survey, questionnaire, or interview record any information that can identify the participants?

Yes

✓ No

*required

Genetic Testing

Will this study involve genetic testing?

Yes

✓ No

Drugs, Devices, Biologics

Will the study involve administering any of the following? Check all that apply.

Drug

Biologic

Device

✓ None of the above

Participant Data, Specimens, and Records

Does this project involve the collection or use of materials (data or specimens) recorded in a manner that could identify the individuals who provided the materials, either directly or through identifiers linked to these individuals?

Yes

✓ No

Participant Protection

*required
Do you anticipate study participants will be subject to more than minimal risk?

Minimal Risk- *the probability and magnitude of physical or psychological harm anticipated in your study are not greater in and of themselves than those ordinarily encountered in daily life, or in routine medical, dental, or psychological examinations.*

    Yes

✓ No

*required
Expected Benefits

Describe the expected benefits for subjects (if any) and/or society that will arise from this study.

There are no direct benefits to participants, but potential benefits may include an increased understanding of how English Speakers of Other Language teachers' perceptions and experiences prior to and during their teaching career affects their pedagogical approaches to teaching English Language Learners. The information provided by participants may help teachers, administrators, and parents to have better understanding of the issues that surround instruction involving English Language Learners, as well as the perceptions and experiences needed by English Speakers of Other Language teachers to ensure that all students receive fair, free, and culturally appropriate instruction.

*required
Will deception be used as a method of data gathering?

    Yes

✓ No

*required
Safeguarding Subjects' Identity

What uses will be made of the information obtained from the subjects?

Please list dates and plans for storing and/or destroying data and media once study is completed. Please note that all final records relating to conducted research, including signed consent documents, must be retained for at least three years following completion of the research and must be accessible for inspection by authorized representatives as needed.

Hard copies of collected data will be kept in a locked filing cabinet in the home office of the PI (2293 Fairway Cir SW, Atlanta, GA 30331--7103) for three years. Digital copies of collected data will be kept on a password protected external hard drive for three years. Date of destruction for all data will be September 2023. Hard copies of collected data will be destroyed via secure document shredding. Digital copies of collected data will be destroyed via external hard drive formatting.

What precautions will be taken to safeguard identifiable records or individuals?

There are no identifiable risks for these methods and procedures. Digital and hard copies of data will be kept only by the PI. The interview, focus group, and journal prompts require minimal time. Completion of the interview, focus group, and journal prompts should involve no discomfort. The PI foresees no physical, psychological, legal, or social risk associated with completion of the interview, focus group, and journal prompts. No sensitive topics will be discussed. The interview and focus group will be audio recorded per IRB approval. Participants will be notified of the audio recording and will be asked for permission to have the interview and focus group recorded. They will also be told that the recording can be stopped at any time. Once the audio has been transcribed by the PI, the audio will be destroyed. Data collected from the interview, focus group, and journal prompts will be reported in aggregate form. Any quotes taken from the interview, focus group, and journal prompts will be attributed to a pseudonym. There will be no way to link a quote from the interview, focus group, and journal prompts to a person.

Only the PI will have access to the raw data. Hard copies of collected data will be kept in a locked filing cabinet in the home office of the PI (2293 Fairway Cir SW, Atlanta, GA 30331--7103) for three years. Digital copies of collected data will be kept on a password protected external hard drive for three years.

*required
Informed Consent

Describe the procedures for obtaining informed consent.

Participants will be solicited using a snowball sampling method. Initial participants will be recruited via a study flyer circulated on publicly available social media outlets and online forums, including Facebook and Twitter. Potential participants responding to the study flyer will be sent an email containing the study's cover letter and consent forms (after IRB approval has been obtained from the Kennesaw State University), as well as the Participant Screener. Potential participants will be asked to forward the study's cover letter and consent forms to any teachers that they believe fit the purposeful sampling requirements of the study. The cover letter and consent form will provide potential participants with the information needed for voluntary participation.

Cover letter, Informed Consent, and Participant Screener attached to this application.

*required
Informed Consent Form

Informed Consent_Rozier.pdf

Conflict of Interest

*required

Do you or any investigator(s) participating in this study have a financial interest related to this research project?

Yes

✓ No

Outside IRB of Record

Study Protocol

Attach the protocol for this study that was reviewed by the Outside IRB.

Outside IRB Approval

Attach the IRB Approval from the Outside IRB.

Outside IRB Review Meeting Minutes

Attach the minutes from the outside IRB meeting(s) for the review of this study.

Outside IRB Correspondence

Attach all correspondence concerning the review of this study by the Outside IRB.

CITI training non-KSU

Study Procedures

Study Documents

If applicable, this includes flyers used for recruitment.
Recruitment Flyer_Rozier.jpg

Participant Letter_Rozier.pdf

Study Instruments

Attach all instruments (i.e. personality scales, questionnaires, evaluation blanks, etc) to be used in the study.
All Instruments_Rozier.pdf

Participant Screener_Rozier.pdf

Interview Guide_Rozier.pdf

Focus Group Guide_Rozier.pdf

Journal Prompts_Rozier.pdf

Participant Protection

Informed Consent Form

Informed Consent_Rozier.pdf

KENNESAW STATE
U N I V E R S I T Y

To Whom It May Concern:

I am pursuing a Doctorate degree at Kennesaw State University in Middle Grades Education. As a part of the evaluation process for this doctorate degree, I am required to demonstrate my ability to effectively conduct an educational study focused on making education equitable, democratic, humane, and socially just. I am interested in interviewing a 5-10 English Speakers of Other Language teachers who currently teach Hispanic or Latino English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia in an urban public school. If you agree to participate in this study, you will be asked to anonymously participate in an audio recorded interview and focus group in an available and convenient location that is both confidential and private, as well as respond to three journal prompts. After the study concludes, the results will be made available to you and all other participants. The primary focus of this study is on the experiences and perspectives of English Speakers of Other Languages teacher and how these experiences and perspectives frame pedagogical approaches toward instruction of multilingual learners.

Your school's name nor your name will appear on any materials submitted, and materials will be kept confidential at all times. The audio recordings will be used solely for the purposes of analyzing perceptions and experiences. The recordings will not be made public in any way. I will be the only person to hear the recordings. This study will be completed in compliance with all federal laws regarding the privacy of student records, including the Family Educational Rights and Privacy Act (FERPA), as well as all policies of the Office of Human Research Protections.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, MD #0111, Kennesaw Hall 3417, Kennesaw, GA 30144-5591, (470) 578-7721.

Please complete and return the form on the next page to indicate your permission for these activities. If you have questions, please contact me at the information below.

Sincerely,
Erica McDonald Rozier
Doctoral Candidate
Bagwell College of Education
Kennesaw State University
emcdon17@students.kennesaw.edu
404.794.2244

INFORMED CONSENT STATEMENT FOR:
Middle School ESOL Teachers' Perceptions and Experiences Framing Pedagogical Approaches When Working with English Language Learners Using a Qualitative Approach

A. **INTRODUCTION:** You are being invited to voluntarily participate in a research study conducted by Erica McDonald Rozier, a doctoral student at Kennesaw State University. Before you decide to participate in this study, you should read this consent document and ask any questions that you may have regarding the study or anything that you may not understand.

B. **DESCRIPTION OF PROJECT:** The purpose of this study is to collect the lived experiences of English Speakers of Other Languages teachers to amplify the voices of the teachers regarding the kinds of experiences and perceptions needed to teach multicultural students. Further, an additional purpose is to increase awareness regarding pedagogical approaches in teaching multicultural students, as well as to provide a description of teacher perceptions and experiences about teaching immigrant students. This qualitative study will be conducted as a narrative study of middle school K-8 English Speakers of Other Languages teachers located in the metro Atlanta area.

C. **PROJECT PROCEDURE AND TIME REQUIRED:** Your involvement in the study has three elements. The first element includes a 60- to 90-minute interview under the following conditions:

1. The Institutional Review Board of Kennesaw State University has approved the study, including the interview.
2. Each participant will have one interview with the Principal Investigator, Erica McDonald Rozier. The interview will be scheduled at a time that is convenient for both the PI and the participant, and it will be conducted in an available and convenient location that is both confidential and private through the use of Zoom and Microsoft Teams.
3. The content of the interview will focus on the participant's life, educational, and teaching experiences, perceptions of the participant's students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices.
4. A follow-up interview may be necessary for clarification of participant responses
5. Mrs. Rozier will conduct and audio record the interview.
6. Mrs. Rozier will obtain and securely store the audio recording and transcription of the interview.
7. All recordings and transcripts become property of Mrs. Rozier.

The second element includes a 90- to 120-minute focus group with 5-10 other participants under the following conditions:

1. The Institutional Review Board of Kennesaw State University has approved the study, including the focus group.
2. Each participant will have one focus group with Mrs. Rozier. The focus group will be scheduled at a time that is convenient for both the PI and the participants, and it will be conducted in an available and convenient location that is both confidential and private through the use of Zoom and Microsoft Teams.
3. The content of the focus group will focus on the participants' life, educational, and teaching experiences, perceptions of their students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices.
4. A follow-up interview may be necessary for clarification of participant responses
5. Mrs. Rozier will conduct and audio record the focus group's discussion.
6. Mrs. Rozier will obtain and securely store the audio recording and transcription of the focus group.
7. All recordings and transcripts become property of Mrs. Rozier.

The third element includes a 20- to 60-minute written responses to journal prompts under the following conditions:

1. The Institutional Review Board of Kennesaw State University has approved the study, including the journal prompts.
2. Each participant will be asked to provide written responses to three open-ended prompts. The participant may complete the journal prompts in whatever format is most comfortable (e.g., paper and pencil, Microsoft Word) and submit them directly to the researcher.
3. The content of the journal prompts will focus on the participant's life, educational, and teaching experiences, perceptions of the participant's students, pedagogical practices, and the interaction of perceptions and experiences with pedagogical practices.
4. Mrs. Rozier will administer the journal prompts.
5. Mrs. Rozier will obtain and securely store the written responses to and transcription of the journal prompts.
6. All written responses and transcripts become property of Mrs. Rozier.

D. **RISKS OR DISCOMFORTS:** There is minimal risk to your participation in this study. The Principal Investigator foresees no physical, psychological, legal, or social risk associated with your participation in this study. Participation should involve no discomfort, and no sensitive topics will be discussed. The minimal risk posed to you through your participation is a possible breach of confidentiality, and measures have already been taken to ensure that confidentiality will be maintained to the best of my ability (see *Confidentiality* below).

E. **BENEFITS:** There are no direct benefits to participants, but potential benefits may include increased understanding of how English Speakers of Other Language teachers' perceptions and experiences prior to and during their teaching career affects their pedagogical approaches to teaching English Language Learners.

F. **CONFIDENTIALITY:** The results of your participation will be confidential. Confidentiality of the interview, focus group, and journal prompts will be maintained to the best of my ability. Audio recordings and transcripts will be collected and stored on a password protected external hard drive. Once the interview and focus group has been transcribed, the files will be destroyed. Notes will be made during the interview and focus group, but they will not be associated with specific individuals, but, instead, pseudonyms will be used. Please note that I cannot promise that other members of the focus group will not share the information that you discuss during the focus group time. Data will be stored securely in my home office (see *Contact Information* below) and only made available to me.

G. **INCLUSION CRITERIA FOR PARTICIPATION:** This study is recruiting voluntary participants until ten participants are selected. Due to the nature and focus of this study, recruitment of participants is purposeful in that it seeks a specific group of participants in order to address the purpose of the study (see *Description of Project* above). This study seeks English Speakers of Other Language teachers who currently teach Hispanic or Latino English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia in an urban public school.

H. **CONTACT INFORMATION:** If you have questions at any time about the study or the procedures, or if you experience adverse effects as a result of participating in this study, you may contact the Principal Investigator, Erica McDonald Rozier, or my Dissertation Chair, Dr. Bennett.

Erica McDonald Rozier   Dr. Ann M. Bennett
Doctoral Candidate   Assistant Professor of Educational Research
Kennesaw State University   Department of Secondary & Middle Grades Education
1000 Chastain Rd.   Kennesaw State University
Kennesaw, GA 30144   580 Parliament Garden Way NW, MD 0122

404.794.2244
emcdon17@students.kennesaw.edu

Bagwell Education Building 348
Kennesaw, GA 30144
470.578.2249
abenne92@kennesaw.edu

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Institutional Review Board
Kennesaw State University
585 Cobb Avenue, MD 0111
Kennesaw Hall 3417
Kennesaw, GA 30144-5591
470.578.7721.

I. PARTICIPATION: Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study, at any time, without penalty and without loss of benefits to which are otherwise entitled. Additionally, there is no compensation for participation.

IRB NUMBER: **IRB-FY21-133**

CONSENT

I have read the above information, and I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

_____   _____
Signature of Participant or Authorized Representative   Date

_____
Printed Name of Participant

_____   _____
Signature of Principal Investigator   Date
(Erica McDonald Rozier)

PLEASE SIGN BOTH COPIES OF THIS CONSENT DOCUMENT.
EMAIL (EMCDON17@STUDENTS.KENNESAW.EDU) ONE COPY TO THE PRINCIPAL
INVESTIGATOR.
RETAIN ONE COPY FOR YOUR RECORDS.

IRB NUMBER: **IRB-FY21-133**

PARTICIPANTS NEEDED FOR DOCTORAL STUDY

You are invited to participate in a research study conducted by a doctoral candidate at Kennesaw State University. The purpose of this research is to gain an understanding of how English Speakers of Other Language teachers' perceptions and experiences prior to and during their teaching career affects their pedagogical approaches to teaching English Language Learners. Your involvement in the study would require a one-hour virtual interview, a two-hour virtual focus group, and written responses to three journal prompts.

Research Approval: This research has been approved by the Institutional Review Board of Kennesaw State University.

Inclusion Criteria: This study seeks to create 5-10 English Speakers of Other Language teachers who currently teach Hispanic or Latino English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia in an urban public school. This study poses minimal risk to the participant.

Confidentiality: The interview and focus group will be audio recorded and occur in an available and convenient location that is both confidential and private. This location may include a virtual environment through the use of Zoom or Microsoft Teams. Your name will not appear on any materials submitted, and materials will be kept confidential at all times. The audio recordings will be used solely for the purposes of analysis. The recordings will not be made public in any way. I will be the only person to hear the recordings. This study will be completed in compliance with all federal laws and policies of the Office of Human Research Protections.

If you would like to participate in this study or if you have any questions:
Email the researcher at emcdon17@students.kennesaw.edu   OR   Text "KSU Study" to 404.794.2244

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, MD #0111, Kennesaw Hall 3417, Kennesaw, GA 30144-5591, (470) 578-7721.

Appendix C: Participant Screener

Participant Screener

Participant must respond "yes" to all questions for inclusion in the study.

1. Are you a certified teacher?
   - ☐ Yes
   - ☐ No
2. Are you currently teaching in a public school in the state of Georgia?
   - ☐ Yes
   - ☐ No
3. Are you currently teaching at the middle school/middle grades level?
   - ☐ Yes
   - ☐ No
4. Is the public school that you are currently teaching at located within an urban area?
   - ☐ Yes
   - ☐ No
5. Are you certified to teach English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia?
   - ☐ Yes
   - ☐ No
6. Do you currently teach English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia?
   - ☐ Yes
   - ☐ No
7. Do you currently teach Hispanic or Latino English Language Learners, multilingual learners, or bilingual learners at the middle school/middle grades level in the state of Georgia?
   - ☐ Yes
   - ☐ No

Appendix D: Interview Guide

Interview Guide

Due to semi-structured nature of the interview, this interview may include, but will not be limited to, the following questions:

1. How would you define an English Language Learner[1]?

Section I. Experiences

1. Describe for me the life experiences that prepared you to instruct English Language Learners.
    a. How do you utilize these experiences while teaching English Language Learners?
2. Describe for me the educational experiences that prepared you to instruct English Language Learners.
    a. How do you utilize these experiences while teaching English Language Learners?
3. Describe for me the teaching experiences that prepared you to instruct English Language Learners.
    a. How do you utilize these experiences while teaching English Language Learners?

Section II. Perceptions

1. Prior to teaching, what perceptions did you have of students who are defined as English Language Learners?
    a. How did you develop these beliefs?
2. What are your current perceptions of students who are defined as English Language Learners?
    a. How did you develop these beliefs?
3. Prior to teaching, what perceptions did you have regarding the instruction of students who are defined as English Language Learners?
    a. How did you develop these beliefs?
4. What are your current perceptions regarding the instruction of students who are defined as English Language Learners?
    a. How did you develop these beliefs?

Section III. Practices

1. Based on your own perceptions and experiences, how would you define best practices for instructing English Language Learners?
2. Describe for me the instructional curricula currently utilized to instruct English Language Learners in your educational context.
3. Based on your definition of best practices, in what ways does the instructional curricula currently utilized to instruct English Language Learners in your educational context converge and diverge?

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[1] Multilingual learner or bilingual learner may be substituted for English Language Learner depending on the language used by the participant.

Appendix E: Focus Group Guide

Focus Group Guide

Due to semi-structured nature of the focus group, this focus group may include, but will not be limited to, the following questions:

1. How would we define an English Language Learner[2]?

Section I. Experiences
1. What is the role of a teacher's life experiences in framing their pedagogical approaches when teaching English Language Learners?
    a. What kinds of life experiences do you believe are essential for a teacher to have in order to be an effective instructor of English Language Learners?
2. What is the role of a teacher's educational experiences in framing their pedagogical approaches when teaching English Language Learners?
    a. What kinds of educational experiences do you believe are essential for a teacher to have in order to be an effective instructor of English Language Learners?
3. What is the role of a teacher's teaching experiences in framing their pedagogical approaches when teaching English Language Learners?
    a. What kinds of teaching experiences do you believe are essential for a teacher to have in order to be an effective instructor of English Language Learners?

Section II. Perceptions
1. What is the role of a teacher's perceptions in framing their pedagogical approaches when teaching English Language Learners?
    a. What kinds of perceptions do you believe are essential for a teacher to have in order to be an effective instructor of English Language Learners?

Section III. Practices
1. Based on our perceptions and experiences, how would we define best practices for instructing English Language Learners?
2. Describe for me the instructional curricula currently utilized to instruct English Language Learners in your educational contexts.
3. Based on our definition of best practices, in what ways does the instructional curricula currently utilized to instruct English Language Learners in your educational contexts converge and diverge?

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[2] Multilingual learner or bilingual learner may be substituted for English Language Learner depending on the language used by the participants.

Appendix F: Journal Prompts

Journal Prompts

1. Reflect on your experiences teaching English Language Learners[3]. Reflect upon your instructional difficulties and how you overcame those barriers.

2. Detail the resources that assisted you in teaching English Language Learners and how these resources did or did not help you in your instruction. Describe the instructional context or situation in which the resources were used.

3. Write a letter to a new teacher of English Language Learners detailing your advice to them that would assist them in their instruction. Consider what you have learned as a teacher of English Language Learners and the perceptions and experiences that contributed to your development of best practices.

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[3] Multilingual learner or bilingual learner may be substituted for English Language Learner depending on the language used by the participants.