THE BELIEFS OF UNDERGRADUATE PRE-SERVICE TEACHERS AT A WESTERN NEW YORK COLLEGE ABOUT ENGLISH LANGUAGE LEARNERS

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A Master's Thesis/Project Capstone
Submitted Partial Fulfillment
of the Requirements for the Degree of
Masters of Science Education in TESOL
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Fredonia, NY

May 2018

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CERTIFICATION OF THESIS CAPSTONE WORK

We, the undersigned, certify that this project entitled THE BELIEFS OF UNDERGRADUATE
PRE-SERVICE TEACHERS AT A WESTERN NEW YORK COLLEGE ABOUT ENGLISH
LANGUAGE LEARNERS by DAVID B. DENZ, Candidate for the Degree of Masters of
Science in Education, Department of Language, Learning, and Leadership, is acceptable in form
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THE BELIEFS OF UNDERGRADUATE PRE-SERVICE TEACHERS AT SUNY FREDONIA
ABOUT ENGLISH LANGUAGE LEARNERS

Abstract

As the population of English Language Learners grow throughout the Western New York Area, it is important to consider how well the undergraduate pre-service teachers emerging within the area are prepared to teach these students. A variety of studies have shown that many mainstream teachers often hold deficit perspectives towards ELLs in public education, meaning they focus on any potential weaknesses of ELLs as opposed to looking at these students in a positive light. This deficit perspective can lead to a variety of issues such as slow development of English Langauge Proficiency, lower achievement rates compared to peers who are native English speakers, and high drop out rates. This study aimed to identify the core beleifs of pre-service undergraduate teachers a major education college in Western New York in order to identify any potential existance of deficit perspective among these students. Characteristics such as experience, past education, and origins of beliefs will be examined in order to further study the undergraduate students at the college.

Table of Contents

Chapter 1 - Introduction

Over the course of the past several years, there has been a growing rise in the demand of

necessary English as a Second Language (ESL) services within Erie County and Chautauqua

County. During the last three years, the English Language Learner (ELL) populations within

these counties have risen dramatically. ELLs are students who are identified by the school

district they attend as students who are not fully proficient in the English language, and receive

additional services that, in theory, would allow them to learn the English language and

eventually matriculate into general education classrooms, which are predominantly English

based. These students come from a large variety of backgrounds and cultures and often face

struggles that typical American students do not because of their needs and backgrounds.

As of 2011-2012, the Department of Education (2014) reported that there were nearly

4.4 million ELLs in American school systems. Those numbers have been consistently on the rise

since then. Examining local counties, between 2013 and 2016, the ELL population within

Chautauqua County rose from 525 total ELLs to 601 ELLs, at an average of 38 ELLs, or 7.03%

a year (New York State Department of Education, 2014, 2015, 2016). Erie County has risen at

roughly an equal rate in terms of overall percentages at 6.85%. Overall Erie County saw a rise at

an average of 390 ELLs per year between 2013 and 2016, rising from 5,490 ELLs to 6,270 ELLs

(New York State Department of Education, 2014, 2015, 2016). These are two counties that

contain school districts that hold possible future employment for the pre-service teachers at the

college which this study focuses on. Based on these numbers, it is very possible that pre-service

teachers at the college will come into contact with ELLs during their studies and in their later

careers. As in any area of teaching, it is crucial for teachers to understand the pedagogy behind

teaching students and assuring their success. Because of this, it is important to investigate the

preparation of current undergraduate pre-service teachers in order to assure that they are

receiving enough information and training to ensure all of their students' success. This study

looks to explore the extent to which pre-service teachers at the college are prepared to teach

ELLs by examining their attitudes and beliefs in regards to ELLs.

Teacher Preparedness

Current core classroom teachers are often unprepared to support ELL students because

they have not gone through the proper course work or professional development courses (Lyons,

2010). There are a variety of reasons that this can occur. For general educationteachers that

teach typical core classes such as Social Studies or Mathematics, multiple factors play into the

reasoning behind this. Teachers sometimes have little to no experience with ELLs, some teachers

are resistant to changing their strategies and teaching methods, and teachers sometimes do not

collaborate effectively enough with the ESL teachers in order to properly support the ELLs they

both teach. Menken, Funk, and & Kleyn (2011) reported this in a qualitiative study that looked at

effects ways to support ELLs. While teacher collaboration was promoted at the school, it was not

effectively used or taken seriously by the teachers. They commented:

> This was most notable in professional development sessions at the school, in which
>
> discussion of theories and practices for LTELLs were met with indifference from some of
>
> the faculty and administration alike, while model lessons demonstrating effective
>
> strategies were greeted more enthusiastically. Little value, in effect, was attached to the
>
> exchange of ideas among teachers; professional development was perceived as an
>
> exclusively top-down affair. Participants arrived late, wandered freely in and out of the
>
> discussion to attend to other business (e.g. cell phone calls), and – when one session

ended at 5:03 instead of 5:00 sharp – a teacher asked the Assistant Principal in apparent

seriousness if they would be paid overtime for the indiscretion. These behavior patterns

indicated, in our view, a trickling down of an institutional ethos that devalued teacher

collaboration and did not prioritize the needs of LTELLs. (p. 19).

Many times General education teachers simply do not see themselves as language

teachers who are responsible for the language development of their students and do not see the

benefits of focusing on it, and so lack the motivation to collaborate effectively with teachers and

give class time to focusing on this area. As Lyons (2010) states, "Within their schools, teachers

identified the lack of systematic collaboration between ESL and mainstream subject teachers as

being the most significant factor in their practice." (p. 298). Along with this there can also be

issues of the curriculum. Schools can sometimes focus on subtractive schooling that focuses on

students becoming monolingual English speakers as opposed to Bilingual speakers. They focus

on the idea that students do not know English, as opposed to the idea that students already know

a language and possess other abilities that can be used to support their overall learning (Menken,

Funk, & Kleyn).

Similarly, pre-service teachers (students who are enrolled in undergraduate education

programs and are on the path to an initial certification) often face issues when it comes to ELLs

because of prior misconceptions and subconscious attitudes that lead to external behavior (Clark-

Goff & Eslami, 2016). Because many of these teachers do not have a diverse background, they

lack any sort of personal experiences with students with similar backgrounds to that of their

future ELL students and so their perspectives are shaped by outside sources. These pre-service

teachers often fail to accept multiculturalism in their classroom and instead resort to a narrative

that they are colorblind with the expectation that this well help their students.

Kolano and King (2005, p. 5) noted:

> Teacher candidates often simply reiterate theories or summarize ideas about
>
> multiculturalism, and view teaching as an objectifiable craft rather than contextualized
>
> art. Instead of reevaluating their beliefs about societal structures, pre-service teachers
>
> obscure the subject of race by focusing on socioeconomic status, while they continue to
>
> commit to ideas of colorblindness and mistakenly equate lowering of standards with
>
> multicultural teaching." (p. 5).

What this shows is that pre-service teachers, when asked, will often simply reiterate basic

accepted practices that they have learned or know about multiculutarlism, but do not actually

take those practices into the classroom.

Combined, all of this can result in negative perceptions of ELL students because they

don't experience the proper coursework (Kolano & King, 2015). When pre-service teachers

witness observations that present information that contradicts prior beliefs, they often negate

them and maintain the deficit based beliefs they hold (Clark-Goff & Eslami, 2016). This is a

crucial issue when it comes to preparing pre-service teachers who are currently enrolled in an

undergraduate education program. This, coupled with the growing number of ELLs in our

schools creates concern for the ability of future teachers to be able to properly support ELLs in

future classrooms.

Deficit Perspective

Deficit perspective is a form of thinking that teachers often fall into that focuses on the

weaknesses of students as opposed to what they can do with their knowledge and skills. These

beliefs typically center on minority students and ELLs. Because of this form of thinking, teachers tend to perceive that these students are more difficult to teach than are typical students (Parkison & DaoJensen, 2014). When referring to ELLs, the term deficit perspective focuses on the idea that students do not know English, as opposed to the idea that students immigrate into our country already holding linguistic abilities in other languages. Lyons (2010) stated that, "Contrary to best intercultural and inclusive paradigms, a monolingual deficit model which emphasizes the child's linguistic limitations is widely established in our post-primary schools" (p. 1) . In other words, teachers do not properly use the home language or relate classroom activities to the background of students in order to support fully their students. This deficit perspective thinking has a negative impact on students because it impacts the ways in which teachers develop lesson plans and schools develop curricula to support their ELLs. Deficit perspective thinking results in subtractive education, which indirectly seeks to replace the ELLs' first language with English. Subtractive teaching occurs in English-only environments, or environments where the home languages of the students are not used properly to support students. When the language and cultural background of students are not used properly (either due to ineffective teaching, poor curriculum design, or interrupted education) it can result in a lack of development in the ELLs' language skills in both their Home Language and English Language. It is important to note that this is not the fault of the ELL that this occurs, but because of the improper language support that they reeive through their education. This can often result in Long Term English Language Learners who face a wider variety of other challenges than typical ELLs and struggle because of the implications of the educational systems they have experienced (Calderón & Rowe, 2011).

Origins of Beliefs

It is also important to consider the origins of ideas that help create this deficit perspective so that we can combat deficit perspective and create more overall positive perspectives of ELLs that allow teachers to use and build on the skills that ELLs already carry into the classroom. The media has a very large impact on the types of issues and beliefs that people see. Newspapers for example, are able to control the message that is being sent out and who has access to that message Gonzalez-Carriedo (2014) have shown this phenomenon in a study focusing on two newspapers in Arizona. By analyzing two newspapers reporting on immigration issues, the reseaerchers were able to show that the newspapers each consistently had specific rhetoric they consistently pushed in regards to immigration. A newspaper called *The Atlantic Republic* consistently put out pro-immigration articles, and a newspaper called *The East Valley Tribune* consistently put out anti-immigrant articles. Newspapers control the meaning and ideas that are dispersed in the information they distribute, those that distribute those messages, and the consumers of those messages A variety of studies have been conducted that show that anti-immigrant and pro-monolingual messages have been dispersed throughout the community in which it is distributed and has impacted the beliefs of that community (Gonzalez-Carriedo; Tarasawa, 2008). Pre-service teachers can often suffer from negative projections of people who may be representative of students in the ELL population. For example, in a study conducted by Kolano and Kind (2015), one student who was a subject in the study commented: "My perception of illegal immigrants came from the news. These people in the United States were portrayed as being thieves, murderers, and disreputable people who were taking jobs away from Americans. All of this constant bombardment of the news really affected the way that I thought"

(Kolano & Kind, 2015, p. 14.). Understanding the origins of beliefs that arise in students at this college would allow for each education program within the college to develop curricula that combats deficit thinking toward ELLs.

Education of Pre-service Teachers in Regards To ELLs

The education of pre-service teachers in regards to ELLs is crucial. Without proper education, pre-service teachers can continue to take beliefs that are based on deficit perspectives into future careers where they will impact ELL students at an even larger rate (Clark-Goff & Eslami, 2016). With proper education, these beliefs can easily be changed to more positive beliefs that would allow them to teach ELLs more effectively. Through the use of proper action, it is possible to change the misconceptions that pre-service teachers have about ELLs In a study conducted by Kolano & King (2015), one subject responded to a survey about a class designed towards shifting negative beliefs by saying that, "Because of this class I now have a totally different opinion and outlook on ELL students and immigrants… This TESL class has come to be a life changing class in how I view the world around me and the people in it from the perspective of a foreign person in a new land." (p. 17)

Educator preparation college programs can fix this, as well as local community action that allows for more open interactions and communication between the ELL community and those with negative misconceptions about ELLs (Fitts-McClure, 2015; Gonzalez-Carriedo, 2014). College courses for undergraduate education students that are reflective and put students in situations that give them experiences interacting directly with ELLs allow them to form more positive beliefs towards ELLs and reshape their prior misconceptions so that they can better support ELLs in their future classrooms (Kolano & King, 2015).

It is clear that overarching media messages can impact pre-service teachers to quite a large degree (Kolano & King, 2015). Due to the recent and large influx of ELLs within our school district, it is incredibly important to understand the perceptions of ELLs among undergraduate pre-service teachers , and the origins of beliefs about ELL and immigrant students. This way, if there are negative perceptions, it would be possible to implement teacher education programs to help eliminate these negative beliefs.

Problem Statement

Through my experiences in the field, I have witnessed and experienced similar circumstances in which mainstream teachers are not prepared well enough to properly support their ELLs. They fell into similar patterns that other mainstream teachers mentioned above faced, and, because of that, did not possess the understanding of what their ELLs needed. At a high school within the Chautauqua County, I had a cooperating teacher who had ELLs in an Academic Intervention Services (AIS) classroom. The teacher's lessons typically did not involve any translanguaging strategies or other strategies that allowed ELLs to connect to the content to a higher degree. I can relate to this feeling, because, as a student teacher, I took over this AIS classroom shortly after this point. In retrospect, my undergraduate program did not properly prepare me to support these students. I did not use enough translanguaging strategies to support these students. Upon reflection I also realized that I would have been able to relate their Hispanic heritage to some content in class. If I had gone through proper professional development or undergraduate classes such as researchers in the field have suggested is necessary, my students would have been more successful because I would have been more prepared to teach them (Kolano & King, 2015; Lyons, 2010).

After going through the proper coursework as a graduate student in the TESOL program, I eventually came to the realization that my undergraduate program had not prepared me at all to properly support any of ELL students that I had. When I realized this and began to look at the literature surrounding the topic, I realized that I wanted to explore this problem within the college to a larger degree. Properly preparing undergraduate education students to support all students is crucial to future student success. With a growing ELL population in the surrounding area and nationally, it is important that a college that prides itself on its education programs reflects on those programs to ensure that they change in order to meet the needs of a growing student population (Kolano & King, 2015).

This study will explore the beliefs of current undergraduate students at a major education college in Western New York and the origins of those beliefs. It seeks to answer several questions. My main focus of this research study is to understand the origins of the perceptions that pre-service teachers develop and the reasons they develop. I would like to know what specifically they believe about ELLs and why they believe those things. Where do their most common beliefs come from? Are they coming from a deficit pre-spective when looking at ELLs? Do they believe in culturally relevant teaching or the use of translanguaging in classrooms? Have they ever even heard of these types of strategies before? How confident are they in interacting with, teach, or developing lessons for ELLs? How well do they feel their program has prepared them for these types of students? Through the exploration of these questions, I will be able to analyze the beliefs of pre-service teachers who are enrolled in undergraduate programs at the college. This will allow me to understand if deficit perspective beliefs are prevalent among pre-service teachers at the college and the degree to which pre-service teachers within the college's education programs are prepared to teach future ELLs within their classrooms.

Chapter 2 - Literature Review

With the growing number of ELLs in the Western New York area, it is crucial to think about the amount of preparation local graduates of education programs have had to support this growing population. As discussed in chapter 1, teacher practices can have an enormous impact on the development of ELLs. General education teachers often neglect the linguistic needs of ELLs for a variety of reasons. One way this can happen is when deficit perspective takes hold among teachers. It is crucial to explore the attitudes and beleifs of the pre-service teachers in order to understand if this deficit perspective exists. When I began to look at the literature discussing this topic, I realized that a large portion of the origins of deficit perspective emerges due to the lack of proper education in regards to the topic. I looked back on my undergraduate education experience and upon reflection, noticed that I too had little education on the topic. Because of this, I wanted to explore the potential for the existance of deficit perspective. This chapter will review the relevant scholarship in regards to deficit perspective in pre-service teachers, and will look to define certain themes and topics related to the subject.

English Language Learners

English Language Learners are students who are identified by their school district who's English proficiency levels are low when measured through testing. In New York State, when any students enter a new school district their parents complete a Home Language Questionnaire. This form asks questions about the students primary language. If anything other than English is listed as a students home language, an individual screen interview must take place with a certified interviewer and a school provided translator. The students then take a statewide exam,

the New York State Identification Test for English Language Learners (the NYSITELL), which

measures their English language proficiency. The NYSITELL serves two purposes. It helps to

identify the incoming student as an ELL and places them in a specific category, (entering,

emerging, transitioning, expanding, commanding) which helps to define the amount and type of

services they will receive. It also helps to identify the students' strengths and weaknesses for

their teachers (NYSED, 2015). These students do not have proficient skills in the English

language and experience general education schooling in a much different way than does the

typical American student. ELLs not only face learning the English language and becoming fluent

in it, but depending on the school they attend, they have to learn grade level content through

English. Along with these challenges, are a number of other challenges that ELLs face such as

forming an identity, poverty, and other issues that hold them back in their education. ELLs often

face challenges of forming identities based on their backgrounds and experiences. Typical

English students typically do not experience these problems to a large degree.

Challenges for ELLs

        One challenge that is common amongst ELLs, is facing a school curriculum that is based

in English. Often times ELLs are placed in classrooms where they are almost fully immersed in

English. Many strategies, such as the SIOP model, use the home language of ELLs in order to

further support content learning and language development (Echevarria, Vogt, & Short, 2017).

Not using the home language is a problem for ELLs as it does not allow them to access the

content they need to learn in order to be successful in schools. Most importantly, it limits the

amount of time that can be spent on grade appropriate content and shifts the focus of education

on strictly teaching English (Martinez-Wenzl, Perez, & Gandara, 2012). When there is too much

emphasis placed on English instruction as opposed to helping students learn content, academic

achievement drops while dropout rates rise. Moore (2016) wrote, "While the number of Latino

English language learners (ELLs) continues to grow, their educational achievement remains

problematic. Data reveal that ELL dropout, mobility, and poverty rates are among the highest,

while their achievement is amongst the lowest" (p. 1). Because of this, pre-service teachers need

to be prepared to properly support ELLs in their classrooms in order to ensure that their students'

Englishability not only becomes stronger, but also in order to ensure academic achievement and

successful graduation rates among ELLs.

Prior Beliefs

When looking at the literature involving the prior beliefs of teachers, several themes

appeared. One of these was the lack of effective in-service training and effectiveness of college

preparation programs. Often times, college preparation programs do not offer the proper

coursework to adequately prepare their teacher candidates to support ELLs in their classrooms

and schools do not provide enough in-service training to help prepare their teachers to teach

ELLs in their class. Lyons (2010) writes that one major issues with education is an "absence of

in-service training for language support teachers and the continuing failure to include English

language support aligned to curricular subjects in pre-service teacher education." (p. 267). This

results in a multitude of effects that negatively impact the success of individual ELLs within

general education classes. Studies completed by a number of different researchers have shown

that with proper in-service training, college education, and holistic experiences, the beliefs and

practices of both in-service and pre-service teachers can be altered to a more positive direction

(Bangou, & Fellus, 2011; Benken, Hakim-Butt, Zwiep, 2013; Clark-Goff & Eslami, 2016; ;

Fleming, et al, 2012; Noftle, Kaiser, & Jurchan-Rizzo, 2010; Parkison & DaoJenson, 2014;

Waddell, 2011; Warren, et al., 2010.)

Another of these themes in the scholarship is the impact that media can impact the way pre-service teachers see future ELL students. Much of the literature showed the ways in which media could affect issues in the field of education and the perspectives that people take towards them. For example, in a study done by Gonzalez-Carriedo (2014), two newspapers were examined that discussed bilingual education in Arizona. One newspaper examined in the study consistently disseminated pro-bilingual education articles, while the other newspaper consistently put out articles that focused on anti-immigrant and monolingual discourse. Other studies have shown similar occurrences to the case in Arizona. Tarasawa (2008) conducted a study comparing two newspapers in Atlanta, Georgia and the articles they wrote about bilingual education from 1996-2001. One newspaper, the *Atlanta Latino*, had a diverse group of writers and editors at its helm who consistently put out pro-multicultural and pro-bilingual education articles which were based on research. The *Atlantic Journal Constitution*, the mainstream newspaper in Atlanta, put out articles that used political rhetoric to support its messages, which were largely based on anti-immigrant notions. Based on these studies, we can see that media can control mass messages that are sent out to the public.

The messages that are sent out by the media do have an impact on pre-service teachers in the United States. A study from Kolano & King (2015) examined the change in pre-service teachers beliefs over the course of graduate level courses based on ELLs. These students were interviewed at the end of the class and asked about their prior beliefs. One student was quoted as saying, "My perception of "illegal immigrants" came from the news. These people in the United States were portrayed as being thieves, murderers, and disreputable people who were taking away jobs from Americans. All of this constant bombardment of news really affected the way I thought…" (p. 14). Messages such as these are still portrayed in media, and even from our

current President. In June of 2015, Donald Trump was quoted as saying, that "When Mexico

sends its people, they're not sending their best. ... They're sending people that have lots of

problems, and they're bringing those problems with us. They're bringing drugs. They're bringing

crime. They're rapists. And some, I assume, are good people…" (As quoted in Tal, 2016). Other

media outlets consistently put out rhetoric against immigrants that paints dark and negative

pictures of them. By our president and other sectors of the media disseminating these negative

perceptions, false images are perpetuated across the country. Similar to the studies by Gonzalez-

Carriedo (2014) and Tarasawa (2008), current media often portrays immigrants (and by default

ELLs) in a negative light. This challenges any attempt to promote positive perspectives towards

ELLs from pre-service teachers. Kolano and King (2015) collected data that showed that media

can impact the beliefs of pre-service teachers, it is crucial to consider the source of their beliefs

when thinking about this subject because of this. Understanding the source helps to combat any

negative perspectives that pre-service teachers can hold.

Another theme that emerged was a general negative perception towards ELLs and

immigrants as a whole. The extremes of these beliefs range from the perceived potential of the

academic ability of ELLs to them simply being a negative presence in the country in general.

Kolano and King (2015) collected data involving the prior beliefs of pre-service teachers of

teachers. One student from this study was quoted as saying, ""Before taking this class, I really

thought nothing special about ELLs and their families. A part of me kinda had a disdain for them

because I felt that come here illegally and then use our tax dollars and take up space." (As quoted

in Kolano & King, p. 16). Examples such as these were some of the most negative perceptions of

ELLs. Clearly, a teacher such as this who has such a negative perception of immigrants would

not be fit to teach a very large portion of our ELL students in the United States because of her prior beliefs and negative perceptions.

Deficit perspective is something that was very prominent in many of the studies that looked at teacher beliefs. For example, a study by Rodriguez (2012) examined an Elementary school in Rio Grande Valley in South Texas. In the investigation, she talked with the principal of the school who shared her experiences as a first year principal and the negative perspectives the teachers had toward their students. This school had a large population of ELLs in their schools, and their teachers had a very poor perception of their students. Quotes from teachers in this study included, "Have you forgotten how hard it is to teach these kids? They speak broken English and their parents don't care about their education.", "…they can't do any better given their low-SES status and lack of proficiency in English.", "These kids will never go to college.", and "They're going to end up working minimum wage jobs just like their parents." (As quoted in Rodriguez, p. 28). This clearly represents negative perceptions and a deficit perspective of ELLs students in this elementary school.

Deficit Perspective

Contemporary literature has shown that a deficit perspective belief system exists between both mainstream teachers and teacher candidates. (Kolano & King, 2015; Lyons, 2010). Lyons (2010) stated that, "Contrary to best intercultural and inclusive paradigms, a monolingual deficit model which emphasizes the child's linguistic limitations is widely established in our post-primary schools" Deficit perspectives emerge when teachers focus on negative aspects of their students background knowledge as opposed to their students strengths. They do not properly support their students by incorporating their students prior knowledge, cultural background, or L1 into the classroom such as suggested by a broad range of researchers

(Parkison & DaoJensen, 2014; Subero, Vila, & Esteban-Guitart, 2015; Walker; 2009). Because of this, teachers do not build off of the prior knowledge of their ELLs and so shut off a path of knowledge for them, thus restricting their intellectual growth (Lyons, 2010).

In terms of challenging these beliefs, there were two main ways that were mentioned in the scholarship that could be used to help promote more positive beliefs and to help pre-service teachers and in-service teachers practice in a more positive light. One of these examples included more improved college preparation courses that better prepared pre-service teachers to ELLs in the classroom. In these studies, the researchers examined the beliefs of teachers as they experienced education courses revolving around ELLs and language use in the classroom. They showed that after experiencing course work that helped pre-service teachers self-reflect on their own beliefs, many of the students who had experienced these courses emerged with a more positive perspective of language use and ELLs and ultimately felt more prepared to teach ELLs. (Clark-Goff & Eslami, 2016; Fleming, Bangou, & Fellus, 2011; Kolano & King, 2015; Parkison & DaoJenson, 2014;; Warren, Reeder, Noftle, Kaiser, & Jurchan-Rizzo, 2010). Training college professors to better prepare their students in education programs (pre-service teachers) was also shown to be effective (Benken, Hakim-Butt, & Zwiep, 2013). For example, Kolano & King (2015) give an example of a student who experienced a class such as one described above. The student is quoted as saying, "This course has taught me that I will need to go beyond writing lesson plans to meet the needs of my students by also researching different ethnicities and cultures." (p. 13). Overall it is important to consider the benefits of more specific college preparation courses that focus on ELLs. These would help to limit the potential for an existance of deficit perspective.

For in-service teachers, training and professional development were also very beneficial to teachers who held deficit perspectives toward their students. A study by Rodriguez (2012) discusses an elementary school in which the teachers held a deficit perspective to their students to a large degree. These teachers believed that their students could not do better academically because of their backgrounds and because of their lack of English proficiency. However, their principal was a major advocate of bilingual education and promoted a positive perspective of their ELLs in school. In order to fix the problems that she saw, the principal created professional development experiences for her teachers. One of these included a "Neighborhood Bus Tour" in which teachers went to the neighborhoods of their students and met with the families in their homes and apartment complexes. (pp. 28-29). Here they gained a better understanding of their students' personal lives and what their families were like. The principal also created professional development meetings which were specifically designed for her teachers. They created open discourse and allowed teachers to receive a better understanding of the needs of students.

Rodriguez (2012) noted:

Communication between the teachers and parents reached heightened levels as teachers began to view parents as partners in the learning process. Several teachers who had previously commented on their low expectations of students began to view students in a different light. They did not focus on the students' hardships or barriers to learning. Rather, they encouraged and supported student achievement through high expectations. (p. 29).

After these professional development meetings, the teachers embraced a much more positive attitude towards their ELL students, communicating with parents, incorporating families and cultures more, maintaining the students' home language and using them to support students, and

encouraging high grade appropriate standards for students to strive towards. Professional

development helped to alleviate the deficit perspectives that these teachers held towards their

students and ultimately led the way to a much more positive environment.

Conclusion

Overall, there seems to be a plethora of studies that have been conducted related to

changing attitudes of pre-service teachers in college education programs. These articles

document the beliefs of students after education programs. The data collected typically reflects

the change in beliefs of pre-service teachers after they have underwent education courses focused

on ELLs in an attempt to show the change in beliefs of these students. They provide qualitative

data that give quotes from subjects about their change in belies. (Bangou, & Fellus, 2011;

Benken, Hakim-Butt, Zwiep, 2013; Clark-Goff & Eslami, 2016; Noftle, Kaiser, & Jurchan-

Rizzo, 2010; Parkison & DaoJenson, 2014; Waddell, 2011; Fleming,; Walker, 2012; Warren,

Reeder.)

One element these studies lack, is a longitudinal aspect, following those teachers into

future careers to examine how the things that they learn in these classes actually turn into

practice and become a reality. A longitudinal study based around this would be very beneficial in

tracking the development of pre-service teachers and better preparing them to support ELLs in

mainstream classrooms. While these studies do ask students to reflect on their prior beliefs

before experiencing the classes, they do not actually collect data before the study is conducted.

Collecting data beforehand would be helpful so that we can see a clear perspective of the prior

beliefs of students before they are affected by any coursework or any other experiences. The

origins of deficit based beliefs in pre-service teachers are not examined in these studies either.

This study aims to fill multiple gaps in the literature. First, this study will examine the beliefs of pre-service teachers before they take courses specifically designed around supporting ELLs. Most of the subjects that will partake in this study will not have had much coursework that relates to ELLs. The data that is collected will reflect their beliefs prior to them being effected by coursework and so that we as educators will be able to better understand their beliefs. It will also seek to identify potential sources of deficit based beliefs such as the media, prior experiences, etc.

This study seeks to investigate the following questions:

1. What types of experiences and input influence the beliefs of undergraduate pre-service teachers who are currently enrolled in undergraduate courses at this college?

2. What type of preparation for teacher ELLs have undergraduate pre-service teachers received during their attendance at the college? Do they feel prepared to teach ELLs?

3. Does a deficit perspective of ELLs exist among the pre-service teachers in education programs at the college? What are their general beliefs?

This study will look through the lens of deficit perspective in order to interrogate the prior beliefs of pre-service teachers at the local college and will explore potential deficit-based beliefs among these students. Students will be surveyed and asked about their beliefs in order for them to be examined and analyzed to search for deficit perspective.

Chapter 3 – Methodology

Introduction

The previous chapter discussed a variety of issues surrounding the focal question of this study. With a growing population of ELLs in school districts close to this public institution within Western New York, it is important to consider what pre-service teachers who are currently enrolled in undergraduate education programs at the college believe about this demographic and how the college is preparing these pre-service teachers to teach ELLs in our classrooms (NYSDE, 2014, 2015, 2016). Lyons (2010) showed that college education programs can often leave the teachers that they prepare unready to properly support ELLs in classrooms. Others have furthered this argument, by saying that colleges can create instruction and curriculum that will help to establish more positive perspectives of ELLS which will ultimately lead towards more effective and beneficiary instruction for ELLs (Clark-Goff & Eslami, 2016; Parkinson & DaoJenson, 2014). When these negative beliefs take hold, a deficit perspective is created within the teacher that puts the students in a negative light, which ultimately detracts from the ability of the teacher to effectively teach their ELLs (Kolano & King, 2015). Ultimately, the literature showed that prior beliefs can create a deficit perspective within pre-service and in-service teachers, deficit perspective can detract from a teacher's ability to properly support their students, and overall college programs often times fail to support more positive beliefs within their pre-service teachers.

The following chapter will describe the process I will be undergoing to collect data about the subject. In order to collect this data, I will be administering an online survey in order to gather information from current undergraduate education teachers (pre-service teachers) at this

college in order to examine the current beliefs that they hold and to gain an understanding of their beliefs towards ELLs.

Research Frameworks

This study was conducted as a qualitative study in order to collect detailed information about the beliefs of subjects. I felt that if I were going to look at the origins of their pre-service teachers' beliefs and try to understand the reasons that they develop or the factors that influences their development, numbers were not going to provide the answers to those questions. Thoughtful explanations from the subjects I was studying would provide a deeper understanding. Because qualitative studies focus on collecting and analyzing data that may be more narrative based compared to a numbers based approach I chose to conduct a qualitative study. Johnson and Christensen (2017) noted that, "The qualitative researcher constantly tries to understand the people he or she is observing from the participants' or "natives" or "actors" viewpoints." (p. 36). This concept is crucial to my research because this study will be conducted with the goal of understanding the beliefs of the participants that are involved in this study.

This study used deficit perspective as grounded theory in order to investigate the prior beliefs of pre-service teachers at the college. As mentioned earlier in this paper, deficit perspective occurs when teachers focus on the weaknesses of students as opposed to the strengths that they bring. Teachers who have beliefs that reflect this deficit perspective will create lessons that focus on the weaknesses of students as opposed to their strengths, ultimately leading to students who are let down by the curriculum they experience. (Lyons, 2010; Kolano & King 2015).

Grounded theory is theory that is founded based upon past research, there is empirical data that backs it up. It is crucial that when a researcher uses a theory, the theory is derived form empirical data and does not emerge from any sort of bias that the researcher may have. Johnson and Christensen (2017) stated that, "…theory must correspond closely to the real-world data, not to our personal wishes or biases or predetermined categories." (p. 457). This study will look to do the same by gathering information about the beliefs and perspectives of pre-service teachers and looking at their beliefs through the lens of deficit perspective in order to evaluate current prevailing beliefs among pre-service teachers at this college. Students will be surveyed, and asked to reflect on their beliefs through some short answer questions in order to gain better insight into their beliefs.

Research Setting and Participants

Originally, this study planned to use an online survey in order to collect data. I had distributed an email with a link to the study to various education professors across the college who were then asked to forward the email to their students. Any students who were qualified to take the survey were then able to access it and complete it online. There was no physical setting where students had to take the survey.

Purposive sampling was used to identify potential subjects for this study. Purpose sampling is used to identify subjects who are fit a specific set of parameters and are particularly knowledgeable about a given subject. Patton (2002) describes this as collecting data that is filled with information crucial to the overall topic . This method was used because this study looks to identify specific beliefs in pre-service teachers at the college, and so participants who were well versed in the subject matter needed to be chose.

The students who were surveyed in this study all had to fit a specific set of parameters in order to be eligible to participate in this study. These parameters included

1. Being the age of 18 or up.

2. Being currently enrolled in an undergraduate education program at this specific college.

3. Being enrolled in any of the education programs (adolescent, childhood, etc).

This study had originally planned to collect data from students across all years of undergraduate study. However, because of the limited response rate from online surveys I had two specific classrooms from which I collected data. Because of this, the age range that I collected data from was fairly limited. Participants were all older students though, so I felt that it would still give me a good perspective of the beliefs that I am studying because these students have had more experiences in relation to education than younger students in college of education programs.

Data Collection

Data for this study was conducted through a Google Form and a physical copy of the survey. Two surveys were collected online while the rest were collected from physical surveys in person. I chose this route because surveys can be used to collect a variety of information, including textual information such as thoughts, beliefs, feelings, and values that a person can hold. "Questionnaires are often used for exploratory research, such as when the researcher wants to know how participants think or feel or experience a phenomenon or when the researcher wants to know why something happens." (Johnson & Christensen, 2017). The description that Johnson & Christensen (2017) provide are things that I would like to explore. I want to know how

participants think or feel about ELLs in public education and I want to know why those beliefs

develop.

Because I wanted to collect information from such a large possible pool of participants

and because of the type of information that I wanted to collect, I felt that using an online survey

that could be easily disseminated would best fit the ultimate goal of my data collection process.

Upon the low response rate among subjects, I chose to use a physical copy of the survey where I

could gather enough data. I was allowed by two professors to enter into their classrooms in order

to administer the survey in a physical classroom environment. Students still experienced the

same procedure as originally planned aside from the setting of the survey. They received an

informed consent form which they were asked to read and sign, and they also received a copy of

the survey which they were asked to complete after completing the informed consent form. I then

collected the surveys from the participants once they were done. It is important to note that the

two surveys collected from the online survey were used as data in this study.

The survey itself consisted of two different parts. The first part of it consisted of an

informed consent form participants had to read. At the bottom of it there was a checkbox they

needed to check in order to acknowledge that they were old enough to participate in the study

(they must have been 18 years or older), and that they were enrolled in an undergraduate level

education program at the college in which this study took place at the time of the conducting of

the survey. The second portion of the survey consisted of 15 total questions, 12 of which were

short answer questions. These questions all asked participants to discuss their beliefs towards

ELLs, how they believe ELLs should be supported in the classroom, and where types of things

they think influence their beliefs. The three questions that were not short answer questions asked

students to rate form 1-10 how much they agree with a given statement, which also reflects what

their potential attitudes toward ELLs are. Two of the questions asked students to identify what year they were in in their program, and what their program was. (See Appendix A)

Two students responses were stored by Google Forms so that I could go back and review the information. Google Forms collects information so that I can see the information as a summary, where it displayed the responses to each question together, and allowed me to also look at individual responses so I can further understand how students are impacted. The physical copies were kept by in me in secured folders.

Students had to complete an informed consent form at the beginning of the survey and sign off on the fact that they fit these requirements. In order to account for potential differences in responses based on age, years completed in students' respective programs, or curriculum of each program, students were asked to report the program they were in and the year that they were in in their program. Participation in the survey was voluntary.

Data Analysis

Once I collected enough data, I used segmenting and coding to completely analyze the data so that I could break it down into themes and come to a conclusion about my research. Segmenting is used in order to chunk bits of text into smaller pieces. Typically, the research is trying to find pieces of text that provide information that is pertinent to the research study. The research should read through each section of text line by line and decipher whether or not the information provided by the text is important to the study. (Johnson & Christensen, 2017).

A process of Open Coding is used to break up those pieces of information gathered from segmenting and organize it into specific themes in order to help the researcher come to a conclusion about different questions related to the overall research problem. Miles and

Huberman (1994) described the purpose of coding as "To review a set of field notes, transcribed or synthesized, and to dissect them meaningfully, while keeping the relations between the parts intact… Codes are sets or labels for assigning units of meaning to the descriptive or inferential information complied during a study." (p. 56). Often times, a researcher will take a transcript created out of an interview and will create specific symbols or use specific words that relate to each theme. They will write these symbols or themes as annotations along the transcript in order to notate which theme or question each segmented portion of text relates to best. It is also important to include intracoder reliability, which means that a single researcher who is competing the coding process does so in a consistent manner to provide a strong analysis of the data (Johnson & Christensen, 2017).

Because some of my data was gathered electronically and I was not able to write on the data I collect, I used a modified form of coding where I created a chart that incorporated each code that I develop from looking at the data. Each theme was located along the x-axis of the chart. Participants were labeled with a number (participant 1, participant 2, etc.) and were placed along the y-axis. In each correlating box I copied and pasted the quotes that represent the respective themes in the box that it should have gone in. For example, if participant 19 responded and said that "ELLs should be fully immersed in English because they are living in a country that speaks English." and I felt that it reflected deficit perspective, I would format the chart such as seen below:

	Deficit Perspective
Participant 19	"ELLs should be fully immersed in English because they are living in a country that speaks English."

Because I did want to keep two separate sheets of data points, I incorporated the physical copies of the survey into the spreadsheet as well. This way I was able to collect both physical surveys and online surveys and combine the data into a single sheet.

By formatting the chart such as seen as the example above, I was be able to segment and code each section of text that I needed to, and was be able to place the information in a meaningful context which allowed me to digest the information and come to a conclusion about my research questions.

After completing this process, I rated participants based on their perspectives. Those who reported beliefs that were mainly positive were rated as "overall positive", those who were rated as having a mix between positive and negative belies were rated as "mixed", and those who reported beliefs that were mainly negative were reported as "overall negative." I also described the amount of education and experience that they had received during their time at the college. In regards to experience, I described their experience as either "No experience, little experience, some experience, or good experience." "No experience" described a participant who had no experience working with ELLs. "Little experience" described a participant who had worked with an ELL at one point during a field experience they had during their time at the college. "Some experience" described a participant who had multiple experiences working with ELLs in different settings, but did not create lesson plans specifically for those ELLs. "Good experience" referred to a participant who had experience creating lesson plans for ELLs and had multiple experiences working with them. Their education was also rated on a similar scale. Education was rated as either "No education", "some education", or "Good education." "No education" referred to a participant who reported that they did not have a single class, professional development, or any form of formal education related to ELLs. "Some education" referred to participants that

reported that they may have had a lecture, lesson in class, or professional development in regards to ELLs. "Good education" referred to participants who reported that they had taken classes where ELLs were discussed multiple times, or had attended multiple professional development courses, or any combination of the two. Once I complete the two, I organized the data into a chart so that in a way that would allow me to see if there were any relationship based on the amount of experience and amount of education a participant had and their overall rated perspective of ELLs. This allowed me to observe if more education or more experience improved overall perspectives of ELLs or ESL education among participants. An example of the chart can be seen below.

| Participant 1 | Some Education + No Experience | Positive Perspective |
| Participant 2 | Some education + some experience | Mixed |

Note that this section would have incorporated Origins of Beliefs, as investigating the origins of these beliefs of the undergraduate students was one of the goals of this study. However, not enough data was collected to make a proper evaluation of the origins and so data analysis will focus mainly on the characteristics listed above.

Conclusions

This study was administered through both an online medium and in a physical classroom environment. Students' professors were emailed with the link and asked to disseminate the survey among their students. From there, students will have the link online and available for them to take. I administered the surveys in the classroom and collected the surveys from subjects. Once enough students have responded and I have enough participants, coding and

segmenting will be used in order to fully analyze the data in order to answer the research questions presented in this study.

The next chapter will focus on describing the findings of this study. Included, will be a description of the categories and codes the results were broken down into and a description of what type of information was found within each section of coding.

Chapter 4 – Findings

This chapter will do two things. The first half of this will provide a summary of reported beliefs of the participants based on several categories that data was broken down into. These categories consist of understanding who English Language Learners (ELLs) are, origins in beliefs, preparedness to teach ELLs, experiences or educational opportunities in regard to ELLs and ESL education, attitudes and beliefs in regard to language use, attitudes and beliefs in regards to the use of the cultural backgrounds of ELLs, and attitudes and beliefs in regards to the general education of ELLs. The second portion of this chapter will further breakdown the ratings of beliefs of participants in order to explore how the characteristics listed above relate to their overall belief systems. This will help in order to understand what types of beliefs, education, and experiences participants had in relation to ELLs.

Data Summary

Understanding of What it Means to be an ELL

Participants generally had a fairly basic understanding of what being an ELL means. When asked to respond to this question, responses that accurately represented the majority of responses included, "A student who is new to the English language. They are learning the language and working on becoming better.", "An English Language Learner is a student who's home language is not English, not necessarily Spanish speaking.", and "A student whose first language is not English." Participants typically provided an accurate definition at the most basic level. However, there were some misconceptions that were reported. Some participants included recently coming the United States as part of being an ELL. For example, Participant 3, who was later identified as having a negative overall belief system, wrote that "Students who recently

came to the United States and are still learning English." Others included short definitions

reflected the sentiment that all students who did not speak English as their first language were

ELLs. Examples from this include Participant 11 writing that, "Your primary language is not

English." and Participant 8 writing that, "Students [whose] first language is not English." Those

who had inaccurate definitions also were some of the participants who were reported as having

"No education, or some education." There were participants however who included very well

thought out and accurate definitions of who ELLs are. For example, Participant 7 responded to

this question by writing that, "Students [whose] first language is a language other than English

and get extra services based on what level of proficiency they are at." Responses for this

category ranged in terms of accuracy, however for the most part responses were accurate in

regards to the basic definition of what it means to be an ELL.

Origins of Beliefs

Participants provided little data in regards to the origins of their beliefs when asked, some

of them chose not to answer the question. In fact, while administering the survey, one participant

raised her hand and asked me if they could the question related to that topic, because they felt

uncomfortable answering it. Many participants followed suit. Out of 20 participants who

completed the survey, only 13 (or 65%) of participants answers this question. It seems that this

was a relatively touchy subject for some students. In regards to the reminder of participants who

did answer, the majority of them provided vague answers and only responded by saying what

might impact their perspectives, as opposed to including how the entities they included affect

their perspectives as well. The two most common responses to this question were "social media",

and "news". Participants who listed these as possible factors that affected their beliefs typically

did not explain how these examples could affect their perspectives or belief systems, just that they could impact them.

There were a few who explained them to a slightly larger degree. Several participants gave some more in depth examples on how their beliefs were impacted by extrenal forces. In regards to social media, Participant 16 mentioned Facebook as a specific platform in which they saw negative articles in relation to ELLs, however the participant did not further specify what kind of examples they saw or how they impacted them to a further degree. In regards to the news, two participants listed that because of the news (they did not specify the source) they were more aware of the growing number of ELLs in education. Participant 18 did explain the ways in which the news specifically affected him/her. They responded by writing that, "News: With a lot of Spanish speaking people coming over from natural disasters, I feel the need for more teachers who can communicate with these students is important." It's important to note that this participant explained this in a more positive light. Participant 20 also explained that they were aware of a growing number of ELLs and ENL teachers in school districts. Participant 14 also mentioned that one way the news could impact perspectives is through biased reporting.

There were several outliers in regards to responses that is they provided examples other than just the news or social media. Other examples mentioned included stereotypes about ELLs and their families, beliefs from other families, staff or students, and teaching experiences. These participants believed that the beliefs around them could negatively impact their beliefs and that falling under the guise of negative stereotypes could also lead to hold negative perceptions of ELLs and their families. Overall the origins of their beliefs could be imagine to a greater extent in order to further explore their developments.

Levels of Preparedness Felt

Participants were asked to rate how prepared they felt on a scale of 1-5 (1 being "not prepared," 2 being "somewhat prepared," 3 being "prepared," 4 being "very prepared," 5 being "extremely prepared"). They were also asked to explain why they chose the responses that they did. Figure 1 indiciates the responses to this question. The Y-axis indicates the number of participants.
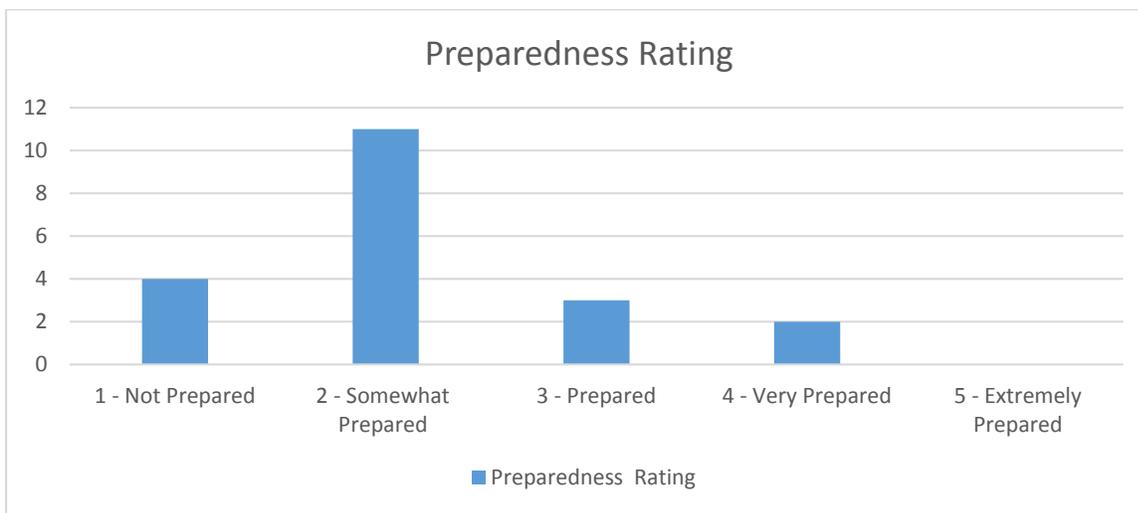
Figure 1

In the chart above, the breakdown of overall ratings that participants gave themselves in regards to how prepared they felt in regards to teaching ELLs in the future. As displayed by the data, the vast majority of participants (who were mainly seniors at the college) felt unprepared to teach ELLs in their future classrooms. 4 described themselves as "not prepared," 11 described themselves as "somewhat prepared," 3 described themselves as "prepared," and 2 described themselves as "very prepared." No students at all described themselves as extremely prepared. This is somewhat troubling, because 19 of the 20 participants in this study were seniors who were student teaching at the time the survey was conducted. This means that they have

completed all of the prerequisite courses needed to student teach and should feel somewhat more

prepared to teach these students.

The rationale for the choosing of this varied, but there were common responses overall.

There were three main concerns that participants stated that they had in regards to teaching

ELLs. The first major concern was the general amount of experience these students had working

with ELLs during the field experiences and student teaching placements they had throughout

their undergraduate studies at the college. Multiple students explicitly wrote about this factor

when completing their survey. Participant 1, for example rated her preparedness at a "2" and

explained that he/she thought they had a basic understanding of the ways that he/she could work

with ELLs because of her English concentration, however he/she felt that he/she still needed

much more development because he/she lacked any sort of "instructional experience" working

directly with ELLs. Participant 2, who also rated herself at a "2", wrote that, "I have not really

had the chance to work one on one with students who are ELLs. Also, I have not had the chance

to attend work shops to alleviate these feelings." There were a variety of participants who

expressed similar matters.

Participant 2's quote also exemplifies another issue that was common throughout

responses from these participants. This was the issue of a lack of good educational experiences at

the college. Participant 2 expressed the sentiment that he did not have an opportunity to attend

any workshops that the college hosted. Others wrote similar responses in regards to the education

they had at the college. Many displayed a desire for more consistent education geared towards

ELLs within the curriculum. Participant 15 described his overall preparedness level at a 2 and

said that he/she wished they had more consistent education in regards to ELLs, whenever he/she

learned about them it was in an isolated manner that didn't necessarily give him/her a great

understanding of the ways in which to teach these students. Participant 5 rated herself at a preparedness level of a "1" and wrote that, "I feel that I did not really have any classes at Fredonia that prepared me to teach ELLs. I wish there was a class we had to take in undergrad that focused just on strategies to teach ELLs." Overall, it seems that these students feel they need additional formal education on supporting ELLs in order to be successful teachers for them.

The third issue that was prominent among these students was the idea of language use in the class. In total, 6 of the 20 participants indicated that they worried about language use in the classroom in some way shape or form. The reasons for their concerns varied slightly in relationship to the perspective that were taking. Some students were worried about their ability to speak Spanish because they believed that the majority of ELLs that they would be working with students who would speak Spanish as a native language. One of the participants who displayed this worry was Participant 4, who wrote that, "I definitely need a lot more training in how to work with ELLs, as well as learning Spanish. I wish there was a class just on Spanish in the general education classroom." This participant displayed two versions of the issues discussed in this section: one in regards to language use, and one in regards to a desire for more education in relationship to language use in the classroom. Other participants in the study displayed similar concerns about language use. Some wrote about their own skills in regards to language use such as Participant 19 who wrote that, "I'm not very good at speaking/understanding other languages." Others displayed the opposite sentiment, writing that they worried because they wouldn't be able to communicate if the ELL student did not know English. Participant 17 wrote that, "I find it difficult to communicate with ELL students if they do not speak much English." Participant 13 wrote that, before working with them directly, they were worried about their ability to communicate based on the proficiency level of the ELLs, however after working with

students more directly, they felt more prepared in their ability to work with these students. It is interesting to note that one participant responded to the survey saying that one of the only reasons they felt somewhat prepared was because they had good Spanish skills and was able to communicate with students she had worked with in the past.

Experience, education, and language use were all consistent deterrents for participants in the study. They displayed a desire for more work dealing directly with these students and direct education and worried about their ability to communicate, either because of their ability to speak a foreign language or the ELLs ability to speak English. Overall, students felt more unprepared than anything even as seniors who had experienced all of the necessary education courses they take.

The following three sections focus on the beliefs of participants. The aspects of beliefs were broken down into three categories. They were broken down into beliefs towards language use in the classroom, beliefs toward the use of ELLs' cultural backgrounds in the classroom, and beliefs towards the education of ELLs.

Beliefs (Language)

This section focuses on the beliefs of undergraduate students in relation to the ways in which they believe that the home language of students should be used in the classroom. Students were asked to rate on a scale of 1-10 (1 being "strongly disagree" and 10 being "strongly agree") the degree to which much they agreed that the home language of students should be used within the classroom. Responses varied to a large degree as seen in Figure 2.
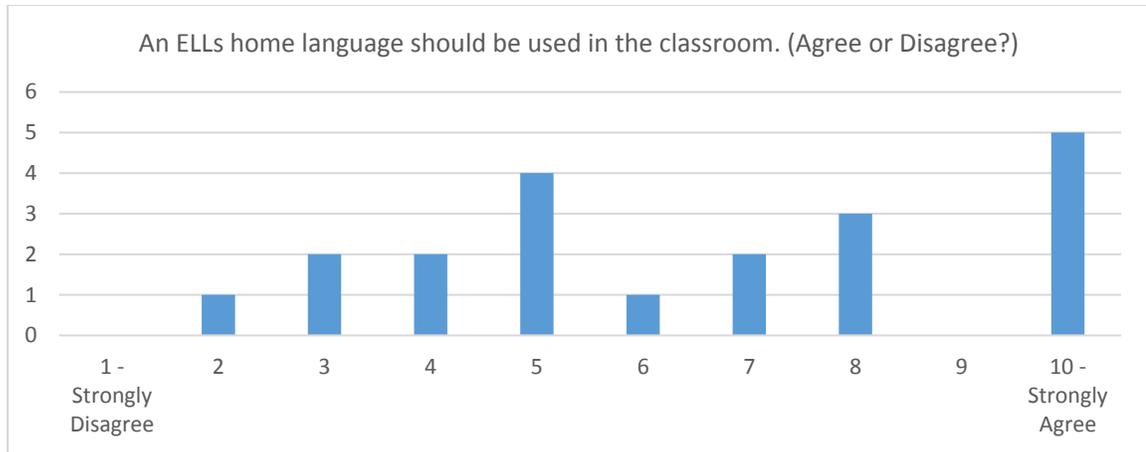
Figure 2

Based on data collected, the majority of participants believed that the home language of students should be used within the classroom to a certain extent. Other participants responded with less favorable opinions towards home language use, as 9 participants responded with a "5" or less. When asked more specific questions about the nature of their beliefs, most positive beliefs tended to stay in line with those who agreed to a larger extent and more negative beliefs tended to be pervasive for those who disagreed with it more. The ideas that were presented along with these negative beliefs were typically more standard or similar ideas compared with each other. When examining the beliefs of those who agreed to a higher extent should be used in the home language, ideas seemed to differ somewhat as to the reasons that these ideas should be incorporated.

Students who ranked the language with lower responses seemed to be relatively similar to each other. Participant 11, who ranked home language use the lowest at "2," explained her reasoning by writing, "English schools should be taught in English. If a student needs assistance they should receive an aid, but other languages should not be a part of every classroom." Other students who placed their ratings at slightly higher levels gave similar responses. Participant 20,

who responded to the prompt with a "3," explained her reasoning by writing that, "I understand

if a student is truly confused but it is a teacher's job to teach the student English, and not their

native language." Negative responses continued through a large portion of the responses, though

not to the same harsh degree as the previous quotes. Participant 7, for example, wrote that, "I

feel that I feel that students should not lose their home language but I also feel like it's necessary

for students to use English as much as they can so they can learn faster." Participant 10 who

responded to the prompt with a "5," explained that, "I feel it should be used in limitations

because the more immersion with English the better." All of the examples displayed above

represented very negative attitudes towards the use of home language in classrooms and show

that generally negative attitudes does exist among large portions of the students who participated

in this study.

      With more positive responses to the agree/disagree prompt, students also provided more

positive examples. However the reasoning for these responses varied slightly. Positive responses

came from those mostly who responded to the prompt with a "5" or higher. One of the ideas that

was presented in the majority of explanations in this range gave comfort as one of the reasons

that they believed that home language should be used in the classroom. By this, they meant that

by allowing an ELL to be able to use and experience their home language in the classroom, the

ELL would feel more comfortable being in their classroom. Participant 19, who said they

strongly agreed ("10") with using the home language in the classroom, stated that they chose that

response because it is the language ELLs are most comfortable with. Participant 7, who

responded to the prompt with a "7" gave a similar response.

      Scaffolding and making connections was another reason with which many participants

responded with. Participant 6, for example, responded to the prompt with a "10", believing that

home languages should be incorporated into the classroom. He/She explained that he/she

believes this because ELLs already have knowledge from their native language, and so ELLs can

bring that information into the classroom and use it to make connections in class if they can use

the home language. Participant 14 stated that he/she believed it should be used along with

English in order to transition to speaking more English, essentially scaffolding them to higher

levels of English proficiency.

Beliefs (Cultural Background)

Nearly every participant discussed a similar sentiment about incorporating the culture of

ELLs into the classroom; that culture should be incorporated so that ELLs feel welcome in their

classroom, to be respectful of their culture, and to teach others in the classroom to be accepting

of other ways of life. While this is important, it doesn't focus on the true nature as to the reason

that educators should be incorporating culture into the classroom. Part of the reason that we

should be doing this is in order to help support students academically and so they can make links

between content and their prior knowledge. They have information from their past that the

typical student does not, and it is important to draw upon what they do know in order to facilitate

education. While the majority of participants did not express that sentiment, some did.

Participant 9 exemplified this best, writing that, "Many students do not have many experiences

that may seem "common" to others, knowledge comes from personal and cultural

experiences…" Overall, there was a general agreement among participants that incorporating

culture was important; the difference among them was in the reasons that we should incorporate

culture.

Beliefs (Education)

Three main themes arose when looking at belief in education. One from this collection of this data was that home language use was reported to be more favorable among participants for this study than was immersion in classrooms. This can be seen in the data reflected on the Figure 3 below.
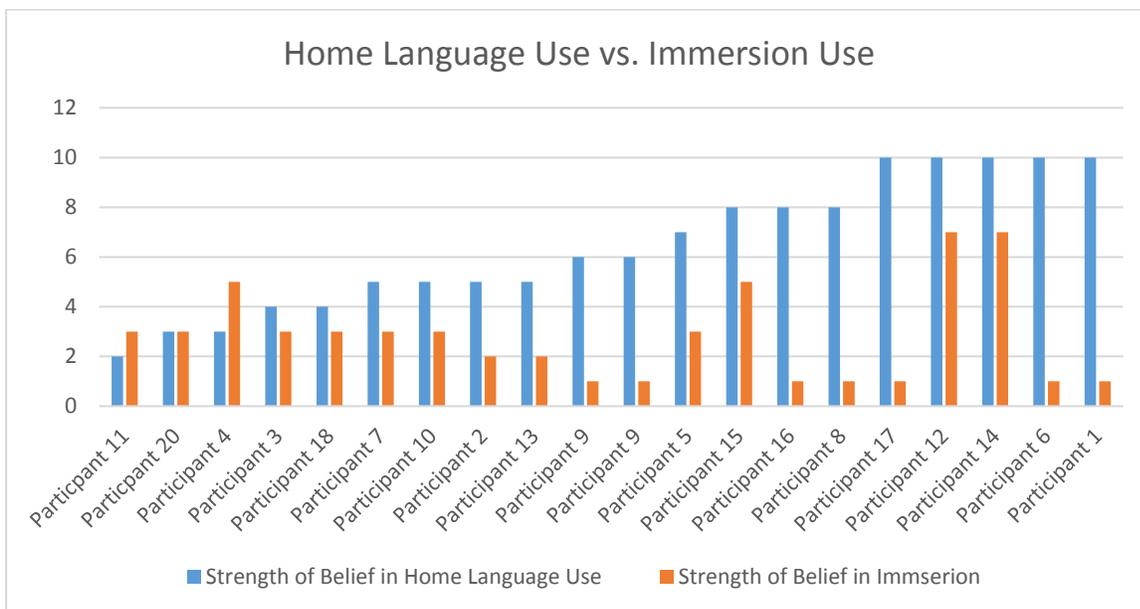
Figure 3

Out of the 20 students who were surveyed, only 2 students responded by saying that they agreed with immersion more than they agreed with the use of home language. However, there were a large number of participants who responded by saying that they disagreed with the use of home language and ranked it fairly low. On the other hand, these same participants ranked English immersion very low, which begs the question, what language do these participants want ELLs to use?

Another theme that emerged from this study was that many participants had low expectations of ELLs. Many participants responded by saying that they would simply ask students to "Do their best", implying that they wouldn't expect their ELLs to be able to succeed. Not all participants responded to the survey in this manner however. Many explicitly stated that they believed all students should be held to the same high standards as other students.

Belief Systems Based on Experience and Education

Another factor that was looked at in regard to this data was the amount of education and experience each participant had in relation to working with ELLs or ESL. The amount of education and experience was examined in order to determine if there was a relationship between these two factors and if their belief systems could be described as either negative, mixed, positive. The data collected on this can be seen in the Table 1 on the following page. It is categorized by positive, mixed, and negative perspectives. This table provided a great deal information concerning the overall belief systems of Pariticpants in this study. The column on the left list which Partipciant the information describes, the column in the middle displays how much education and experience related to ELLs they had, and the column on the right displays if their belief systems were rated as more positive overall, mixed, or more negative overall. Their overall belief systems were rated based on the responses they gave on the survey that was distributed to them.

Table 1

Participant 1	Some Education + No Experience	Positive Perspective
Participant 6	Little Education + Some Experience	Positive Perspective
Participant 16	Little Experience + Little Education	Positive Perspective
Participant 2	Little Education + Some Experience	Mixed
Participant 4	Some Experience + No Education	Mixed
Participant 7	Good Experience + Some Education	Mixed
Participant 8	Some Experience + Some Education	Mixed
Participant 9	Some Education + No Experience	Mixed
Participant 12	Some Education + Some Experience	Mixed
Participant 13	Some Education + Some Experience	Mixed
Participant 14	Good Experience + Good Education	Mixed
Participant 15	Some Education + Some Experience	Mixed
Participant 17	Some Education + Some Experience	Mixed
Participant 18	No Education + Some Experience	Mixed
Participant 19	Some Education + Some Experience	Mixed
Participant 3	Good Experience +No Education	Negative
Participant 5	No Education + Good Experience	Negative
Participant 10	Some Education + Some Experience	Negative
Participant 11	No Education + No Experience	Negative
Participant 20	Good Experience + No Education	Negative

One of the themes that emerged while looking at this data was that even though some

students have had a wide variety of experiences working with ELLs, they still hold negative

perspectives towards ELLs. Participant 3, 5, and 20 are all examples of this. Participant 11 did

not have any education or experience in working with ELLs. The majority of students who either

had mixed or positive perspectives did have education in relation to ELLs. There are two ways to

interpret this information. If we apply logic to this, the first way to interpret this information is to

say that because all of these students are in the same cohort at the college and are all required to

take the same courses, the ones who did not report that they received educational opportunities

directed towards ELLs, simply did not care enough about the student population to properly

develop their beliefs in relationship to the material that they were learning. The other possible

way to interpret this is to say that these students did not actually receive educational

opportunities based on their responses. Either way, this information shows that there is a link between the education that a student received related to the subject, but not necessarily the experiences that they have. This also reflects a larger sentiment that participants reported when they said they felt unprepared to teach ELLs because they did not receive an adequate enough education in orderly to properly support them.

Conclusions

Overall, several students displayed elements of deficit perspective within their beliefs and responses. This can be seen in the majority of students being rated as having "mixed" perspectives, which still reflect some elements of either negative perspective towards ELLs or elements of deficit perspective. Some participants in this study had misconceptions about what it meant to be an ELL. Others displayed accuracy in regards to their understanding of what it means to be an ELL, however they displayed negative perspectives in other areas. For example, some participants wrote that they did not believe the home language of students should be used in the classroom. Other participants wrote responses that reflected low expectations for future ELL students. There also seemed to be little information provided in regards to the origins of beleifs of these pre-service teachers. Many of them refused to answer the question, or provided vague answers. The responses that were given showed that their beliefs could be impacted by the news, social media, or peers. These elements will be discussed further in the next chapter. The next chapter will explore the importance of these findings to a larger degree and place them within a larger framework of theory.

Chapter 5 – Discussion

The previous section discussed the findings of this study. A variety of issues were discussed, including general themes that emergered throughout the course of the study. This included a prescence of defict perspective among students at the college. This included beliefs related to different topics such as culture, language, and education. Chapter 4 also categorized each participant based on if their overall belief system was deemed to be positive, mixed, or negative. Chapter 5 will aim to place the findings within a larger framework of research in order to discuss the greater signifance of these findings.

Significance

Deficit Perspective

Based on data from the previous chapter, it is clear that some college of education students at the college that served as the setting for this study hold a deficit perspective towards ELLs while some may just have misconceptions about general practices and ways to support them. As stated in Chapter Two, deficit perspective occurs when a teacher focuses on what a student is unable to do instead of what types of things a student can do. (Parkison & DaoJensen, 2014; Walker; 2009). An example of this is when teachers restrict the use of a student's home language and forces them to strictly use English during their development (Lyons, 2010). There are a variety of problems that can arise from a scenario such as this. For one, it restricts the amount of grade level content that a student can access because they do not possess the necessary English skills to access higher level content. With the use of their home language, they would be able to do that (Martinez-Wenzl, Perez, & Gandara, 2012). As mentioned earlier in this paper,

this deficit perspective can lead to a variety of other far worse effects such as high drop outs

rates, low academic achievement, and other negative consequences.

A plethora of participants in this study displayed elements of deficit perspective, all to

varying degrees. Some participants did not exemplify these beliefs but seemed to simply

misunderstand certain aspects of teaching ELLs. Some participants for example stated that it is

important to incorporate home language and culture into an ELLs classroom, but may not have

understood why doing so is important. They said that it would be important so they felt

welcomed and that others could learn about their culture or language. While that it is true, it isn't

necessarily the most important reason to incorporate these things.

Others on the other hand showed large signs of deficit perspective. These were mainly

participants who were identified as having negative overall beliefs such as mentioned in the

previous chapter, however some students who were identified as having mixed beliefs displayed

similar characteristics, just not to the same extreme. An example of this that was consistent

among many participants was when asked about what types of expectations they would have for

ELLs in their classroom, they provided with responses like, "To try their best" (Participant 17),

"To try their hardest no matter what" (Participant 12), "That they try their best because I know

it's hard but I need them to put in effort to get anything out of it" (Participant 19). Quotes like

these suggest that they wouldn't have high expectations for ELLs as they would for typical

English speaking students. These pre-service teacher candidates have low expectations for those

students because ELLs are not yet fully proficient in English. This means that participants who

hold these beliefs have a deficit perspective towards ELLs because they focus on their low

proficiency in English as opposed to strengths that students may have.

Other students reported beliefs that were much more direct in terms of their level of deficit perspective. Some students directly said that they did not think the home language of a student should be used in classrooms because it takes away from English development. There were a variety of rationale they provided for those beliefs. Ironically enough, out of the 5 students that were identified as having negative beliefs in this study, all of them stated that they disagreed that full immersion in English was benefited ELLs in the classroom. Quotes that indicated deficit perspective among these participants included, "I understand if a student is truly confused, but it is a teacher's job to teach the student English and not their native language" (Participant 20), "English schools should be taught in English, if a student needs assistance they should receive an aid, but other languages should not be a part of every classroom" (Participant 11), "… I feel it should be use in limitations because the more immersion with English the better" (Participant 10). This is ironic because all of them stated that the home language should be limited or not used as well in favor of English practice. This information can be processed and interpreted in one of two ways. First, these participants could truly believe that strict use of English is more beneficiary to ELLs despite saying they disagree with immersion, or they have a misunderstanding of how the home language of ELLs is used within classrooms in order to support their development. Ultimately these participants were categorized as having negative overall beliefs towards ELLs and need further development in their beliefs and perspectives towards ELLs before they are prepared to support them.

Preparedness and Education

One concern that a number of participants displayed was the feelings of unpreparedness to teach ELLs in classrooms despite having finished the majority of their education programs. Multiple students said that they felt unprepared and were worried about a variety of factors. It

was not surprising that so many undergraduate students felt unprepared to teach ELLs because as

Lyons (2010) wrote, even many current in-service teachers can often be unprepared to support

ELLs because they have not experience proper professional development or the proper

coursework. If in-service teachers are not prepared because these issues, then it makes sense that

pre-service teachers would feel a similar way. The college needs to instill better measure that

ensure that teachers it produces are prepared to teach any and all students that they encounter

through teaching, especially with the growing number of ELLs in local school districts. One

method that the college may want to consider, is reevaluating its curriculum in relation to the

growing ELL population in order to support the needs of its students.

Having pre-service teachers engage in classes that allow them reevaluate the beliefs they

already have is an excellent way to help alleviate the negative deficits they may hold. As

discussed in Chapter 4, the students who were rated as having negative overall belief systems all

had experience with ELLs but had either no or little educational background in regard to ELLs.

Experiences with ELLs do not necessarily help to improve beliefs for pre-service teachers either.

Often times when pre-service teachers come in contact with an experience that challenges their

current belief structure, they simply negate the experience and continue to hold the beliefs they

already had held before the experience (Clark-Goff & Eslami, 2016). This was reflected in this

study as experience with ELLs did not seem to relate to the overall belief factors that participants

have. What would help to improve these types of issues is incorporating classes that focused on

more self-reflect content that allowed students to challenge their own beliefs and allowed

professors to help facilitate that process. Many studies that have been conducted show that this

can affect the beliefs of pre-service teachers positively (Parkison & DaoJenson, 2014; Fleming,

Bangou, & Fellus, 2011; Clark-Goff & Eslami, 2016; Warren, Reeder, Noftle, Kaiser, &

Jurchan-Rizzo, 2010; Kolano & King, 2015). Similar to this study, many of these studies showed that prior to the classes that these students took relating to self-reflecting on belief systems related to ELLs, many of their students held deficit perspectives. For example, in a study done where students experienced a self-reflective class, Kolano & King (2015) quote one of their students who said, "Before taking this class, I really thought nothing special about ELLs and their families. A part of me kinda had a disdain for them because I felt that they come here illegally and then use our tax dollars and take up space." In this study, the students who have received education about the topic typically displayed the most positive belief systems, while the opposite was true for those who received little education.

Origins of Beliefs

I was not able to dig as deep as I wanted in regard to the way that or the reasons that these beliefs develop in pre-service teachers. However, I was able to gather some information about the origins of these ideas in regard to this specific set of participants. The two largest responses in terms of sources that could impact beliefs were the news and social media. One participant added that they may be influenced by biased news stories and another added that they thought articles on Facebook specifically were the factors that could influence beliefs. Others studies conducted show similar sources of information can impact belief systems. Examples of bias in news in relation to educational issues has been studied and are an issue. Gonzalez-Carriedo (2014) showed that two newspapers in Arizona portrayed bilingual education in different light, one in a positive attitude and one in a negative attitude. This was around the time of major bilingual legislation taking place in Arizona, so it was a major issue. Further studies have showed that those biases can then impact the belief systems of students. Kolano & King (2015) quote one of their students as saying, "My perception of "illegal immigrants" came from

the news. These people in the United States were portrayed as being thieves, murderers, and disreputable people who were taking away jobs from Americans. All of this constant bombardment of news really affected the way I thought…" Based on the multitude of responses from participants that said they are impacted by the news, it would be no surprise if they are similar to the student quoted in the Kolano and King (study.

Limitations

While a decent understanding of what types of information could potentially impact pre-service teachers at this college was formed, one of the limitations of this study was that the origins of these beliefs were not investigated well enough. It is important to understand that they can develop because of the information on the news, but I think that it would be very beneficial to also understand how pre-service teachers interpret the information they see in a more in depth scale so that we could potentially combat these issues. It would also be enlightening to understand how the political beliefs of individuals affect their perspectives towards ELLs and ESL education

Another important limitation to note with this study is that although participants may respond by saying that they hold positive attitudes toward ELLs and their home language use in schools that these beliefs do not always translate to practice once pre-service teachers become in-service teachers with their own classroom. A longitudinal study would be beneficial to conduct to see how the participants involved in this study interact with ELLs in their future classrooms. This way it would be possible to show a further correlation between negative perceptions towards ELLs and the way that they actually teach ELLs. It would be possible to observe the full process of these pre-service teachers being impacted by outside sources and being influenced by negative perceptions, to their school work, to them actually working with ELLs.

A final limitation to this study is that the study pulled from a relatively homogenous group of participants in that all of the participants involved in this study were childhood education majors except for one, who was a Social Studies major. In order for this study to more accurately represent the student population at the college, it would be more beneficial to sample students from a variety of education programs across campus in order to determine whether beliefs are influenced by the programs that participants are in at all. A Social Studies major could have a different perspective on social issues regarding immigrants than an English major, or a participant studying some sort of LOTE education may have a different perspective as well.

Conclusion

Among the participants studied here, there exists a deficit perspective that is prominent among many of the participants. It is crucial to understand where these beliefs come from so that it is possible to help positively influence them to create a more positive perspective of ELLs for these students in the college of education program. Participants exhibited a demand for instruction that focused more on ELLs and based on their responses have not received a large amount of instruction based on ELLs. Because of this, the college may want to incorporate curriculum that focuses more specifically on teaching ELLs in public education and allows students to reflect on the negative beliefs that they may have. This would allow pre-service teachers at the college to rid themselves of any possible possession of deficit perspective that they could have towards ELLs and to develop their beliefs in a positive fashion so that in the future they will be more effective teachers for all of their students.

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Appendices

Appendix A: Survey Questions

Answer the questions accordingly. Please provide as much detail as possible when answering questions.

1. Please list what program you are in as well as what year you are in.

2. Please explain your general understanding of what it means to be an English Language Learner (ELL) to the fullest extent you can.

3. What types of education opportunities have you had related to ELLs? (Professional development, in class, etc.) What types of things has SUNY Fredonia done to help prepare you to teach ELLs?

4. What type of experiences do you have interacting with/involving ELLs? (Field experience, substitute teaching, etc.)

5. On a scale of 1-5, (1 – not prepared, 2 – somewhat prepared, 3 – prepared, 4 – very prepared, 5 extremely prepared), how prepared do you feel in your ability to teach ELLs?

6. Please explain your reasoning for the choice above.

7. Please list and explain any other factors that may impact your perspective on ELLs. (News, Social Media, etc.)

8. An ELLs home langaue should be used in the classroom. (Choose a number)

	1	2	3	4	5	6	7	8	9	10	
Strongly Disagree	○	○	○	○	○	○	○	○	○	○	Strongly Agree

9. Please explain your reasoning for the choice above.

10. Is it important to include the culture or backgrounds of students when it comes to lesson planning? Please explain why.

11. The best way for an ELL to learn English is immersion, meaning fully immersed in English through their school day, with no additional language support.

	1	2	3	4	5	6	7	8	9	10	
Strongly Disagree	○	○	○	○	○	○	○	○	○	○	Strongly Agree

12. What types of resources do you think ELLs can bring with them? How would you characterize their foundation of knowledge?

13. What challenges do you believe come with teaching and supporting ELLs? How would you support ELLs in order to better alleviate those challenges for them?

14. What types of expectations would you have for ELLs in your classroom? Why?

15. Why do you think ELLs may often struggle in typical classroom settings?

Appendix B: Consent Form

<div align="center">Informed Consent</div>

Consent form - Please read this consent form before deciding to participate in the study.

Purpose of the research study: The purpose of this study is to examine the perspectives that undergraduate pre-service teachers at SUNY Fredonia hold towards English Language Learners (ELLs) in public
schools. The investigator of this study plans to use surveys that will gather both quantitative and qualitative types of data to gather information about the beliefs of these pre-service teachers. This study focuses on the research question: What beliefs do pre-service teachers have about ELLs, and where do those beliefs come from?

What you will be asked to do: Respond to a questionnaire pertaining to your beliefs about ELLs, both scale style questions and open ended style questions will be asked.

Time Required: The survey should take roughly 15-20 minutes to complete.

Compensation: You will receive no compensation for participating in this study.

Confidentiality: Your identity will not be at risk within the study, it will be protected based on ethical research guidelines and the law. Responses to the survey will be discussed within the study without identifying participants.

Voluntary participation: Participation in this study is completely voluntary, there are no consequences for not participating in it.

Right to withdraw from the study: You have the right to withdraw from the study at any point. There is no consequence for withdrawing.

Potential Benefits and Risks: From this study, a better understanding of the overall beliefs about ELLs within undergraduate level education programs will emerge. When the study is completed, subjects will be able to read the completed study. This will show the beliefs and attitudes their peers have towards ELLs. Only comments and responses reflective of beliefs and their origins will be included in the study. In terms of risks, students will be responding to questions related to a topic that can be controversial for some. Students will have an opportunity to read the study after its completion, however all information will be reportedly anonymously in order to protect the identity of all subjects.

Whom to contact if you have questions about this study:
David Denz
Denz8360@fredonia.edu

Whom to contact about your rights as a research participant in the study:
Dr. Judith Horowitz, Maytum Hall 805
Associate Provost for Graduate Studies, Sponsored Research and Faculty Development
Judith.horowitz@fredonia.edu (716) 679-4708

By checking the box below, I attest that I have read the procedure outlined above, am enrolled in an education program at SUNY Fredonia, and am at least 18 years old. I voluntarily agree to participate in this study and have received a copy of this description.

☐ I agree to participate in this study.

Appendix C: IRB Human Subjects Approval

FREDONIA

STATE UNIVERSITY OF NEW YORK

16 March 2018

David Denz
c/o Robert Dahlgren, Ph.D.
Curriculum and Instruction
College of Education
Thompson Hall
The State University of New York at Fredonia

Re: David Denz—The Belief of Undergraduate Pre-Service Teachers About ELLs at SUNY Fredonia

Your research project using human subjects has been determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Public Welfare, Part 46 Protection of Human Subjects, 46.101, Subpart A (b) (1) and/or (2). This document is your approval and your study titled "The Belief of Undergraduate Pre-Service Teachers About ELLs at SUNY Fredonia" may proceed as described, beginning on **March 16, 2018 and ending on August 1, 2018.**

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Sincerely,

Judith M. Horowitz, Ph.D.
Associate Provost, Graduate Studies, Sponsored Programs
  and Faculty Development
Human Subjects Administrator

Appendix D: Citi Human Subjects Training

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** David Denz (ID: 6259503)
- **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
- **Institution Email:** Denz8360@fredonia.edu
- **Institution Unit:** Education, TESOL
- **Phone:** (716) 697-0645

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 1.
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 22764424
- **Completion Date:** 23-Apr-2017
- **Expiration Date:** 23-Apr-2019
- **Minimum Passing:** 80
- **Reported Score*:** 80

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	30-Mar-2017	3/3 (100%)
Belmont Report and Its Principles (ID: 1127)	30-Mar-2017	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	30-Mar-2017	2/5 (40%)
Defining Research with Human Subjects - SBE (ID: 491)	30-Mar-2017	2/5 (40%)
The Federal Regulations - SBE (ID: 502)	13-Apr-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	13-Apr-2017	4/5 (80%)
Informed Consent - SBE (ID: 504)	13-Apr-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	13-Apr-2017	3/5 (60%)
Research with Prisoners - SBE (ID: 506)	13-Apr-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	13-Apr-2017	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	13-Apr-2017	5/5 (100%)
International Research - SBE (ID: 509)	23-Apr-2017	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	23-Apr-2017	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	23-Apr-2017	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	23-Apr-2017	3/5 (60%)
SUNY Fredonia State College (ID: 587)	23-Apr-2017	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?ka2af35db-7330-4aa6-a727-a83091b4e49d-22764424

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** David Denz (ID: 6259503)
- **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
- **Institution Email:** Denz8360@fredonia.edu
- **Institution Unit:** Education, TESOL
- **Phone:** (716) 697-0645

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 1.
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 22764424
- **Report Date:** 10-May-2018
- **Current Score**:** 80

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	30-Mar-2017	2/5 (40%)
Defining Research with Human Subjects - SBE (ID: 491)	30-Mar-2017	2/5 (40%)
Belmont Report and Its Principles (ID: 1127)	30-Mar-2017	3/3 (100%)
SUNY Fredonia State College (ID: 587)	23-Apr-2017	No Quiz
The Federal Regulations - SBE (ID: 502)	13-Apr-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	13-Apr-2017	4/5 (80%)
Informed Consent - SBE (ID: 504)	13-Apr-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	13-Apr-2017	3/5 (60%)
Research with Prisoners - SBE (ID: 506)	13-Apr-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	13-Apr-2017	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	13-Apr-2017	5/5 (100%)
International Research - SBE (ID: 509)	23-Apr-2017	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	23-Apr-2017	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	23-Apr-2017	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	23-Apr-2017	3/5 (60%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	30-Mar-2017	3/3 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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Completion Date 23-Apr-2017
Expiration Date 23-Apr-2019
Record ID 22764424

This is to certify that:

David Denz

Has completed the following CITI Program course:

Human Research (Curriculum Group)
Group 1. (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

SUNY - College at Fredonia

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