

The Impact of Culture Shock on ELLs

by

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Abstract

This capstone project aims to support teachers, administrators, school counselors and school psychologists who work with English Language Learners (ELLs). Although the ELL population continues to grow, staff members are not always informed on how to support ELLs. ELLs experience culture shock when entering a new country and new school setting. ELLs have emotional, social, and academic reactions to culture shock and thus, staff members must be knowledgeable on culture shock and the effects it has on ELLs. Solutions to mitigate the effects of culture shock include implementing Social Emotional Learning (SEL), supporting goal setting, building social-just education, building inclusion by respecting diverse cultures, and modifying tasks for ELLs, and implementing culturally responsive teaching. Recommendations include creating a safe space for ELLs, valuing ELLs' native cultures and languages, using multicultural materials in the classroom, and encouraging ELLs to appreciate their differences. The professional development plan, Culture Shock Career Development, provides assistance and creates opportunities for teachers, administrators, school counselors and school psychologists to provide assistance and create opportunities for them to add additional suggestions to reduce the effects of culture shock.

Keywords: English Language Learners, culture shock, professional development, culturally responsive teaching

Chapter 1: Introduction

In educational settings, as well as everyday occurrences in society, people are frowned upon for being different, expected to change, and shamed for their native cultural identities. In the United States, the population of English language learners (ELLs) continues to grow. The National Center for Education Statistics (2021) states there were 10.2%, or 5 million, ELLs in public schools during the 2018 school year. However, the United States does not support the growing population of ELLs and instead, forces a new cultural norm upon them (Banda, 2018). That is, ELLs experience culture shock on a regular basis while being shamed of their native culture. Culture shock is when an individual encounters a transformational process in which their native identity conflicts with the societal norms of a new country (Cupsa, 2018). While ELLs assimilate to cultural environment changes, they experience five stages of culture shock, including the Honeymoon Stage, Disintegration Stage, Reintegration Stage, Autonomy Stage, and Interdependence Stage (Adler, 1975). Each stage plays a vital role in the process ELLs undergo as they enter a new country with a language and culture that differs from their native identity (Cupsa, 2018). These five stages impact ELLs' cognitive, social-emotional, and physical well-being. ELLs feel helpless, unaccepted, and forced to assimilate to a new culture. While being forced to assimilate, they lose their identity and cannot freely join discussions which all hinders their educational success (Banda, 2018). When ELLs try to achieve acculturation, culture shock and language barriers place additional pressure. Furthermore, feelings of embarrassment in a cultural society that differs from their own results in ELLs avoiding to make any friendships outside of school (Belford, 2017).

Although ELLs experience culture shock, educators continue to create assessments without drawing attention to ELLs' cultural backgrounds, and thus students are led in the

direction of failure (Kelly & Moogan, 2012). In addition, many school districts restrict themselves from creating professional development programs to support the growing population of ELLs (Li & Peters, 2020). Thus, the purpose of this project is to mitigate the problem of culture shock by informing educators on this topic. I plan to create a professional development program to inform educators of the five stages of culture shock to help them better understand their ELL students. Indeed, it is educators' responsibility to acknowledge the impact of culture shock by helping their ELLs transition smoothly. One way to alleviate the impact of culture shock is for educators to follow culturally responsive teaching, a method educators use to connect ELLs' cultural and linguistic experiences with their current learning experiences (Ciampa & Reisboard, 2021). Another way educators implement culturally responsive teaching is by embedding multicultural content to provide students with opportunities to connect their native identities and cultural backgrounds (Ciampa & Reisboard, 2021). In addition, educators can design their teaching around ELLs' cultural prior knowledge. That is, activating prior knowledge is another way educators use culturally relevant pedagogy to minimize culture shock. Indeed, implementing culturally relevant pedagogy is a step towards a fixed education system, as well as a more accepting society.

In all, culture shock limits ELLs' abilities to succeed in school and affects all aspects of their well-being. Therefore, educators must stand up and implement culturally relevant pedagogy. If they do not, ELLs will most likely have a greater chance of remaining in culture shock for a longer period of time. In the professional development that I will create, I will inform educators on culture shock, teach them how to be culturally responsive, and allow them to collaborate when creating an orientation for ELLs. In Chapter 2, I will discuss the five stages of culture shock in greater depth and their impact on student learning. I will also review the

literature about sources on culturally responsive teaching that can mitigate the impact of culture shock. In Chapter 3, I will discuss the professional development plan and various tools that will be used during the training. In Chapter 4, I will conclude with takeaways from the professional development plan, as well as implications for teachers based on the research findings.

Chapter 2: Literature Review

As discussed in Chapter 1, culture shock happens when ELLs move from a familiar culture to a cultural environment that is different from their own. ELLs experience common signs of culture shock including inability to work efficiently, feelings of helplessness, disorientation, and depression (Cupsa, 2018). These signs can be explained through the five stages of culture shock including the Honeymoon Stage, Disintegration Stage, Reintegration Stage, Autonomy Stage, and Interdependence Stage (Adler, 1975).

This chapter includes a review of research to examine the effects of culture shock on ELLs' emotional, social, and academic well-being. I will also discuss strategies to manage culture shock and its effects. This will inform educators on the challenges ELLs face while also providing educators with ways to support their ELLs. I will conclude with how to implement culturally responsive teaching as a solution to mitigate all effects. Before I examine the effects of culture shock and strategies to manage its effects, I discuss each of the five stages of culture shock.

Culture Shock Stages

Cupsa (2018) simplifies Adler's (1975) categories of the five stage of culture shock. Cupsa (2018) explains that the first stage, the Honeymoon Stage, is when newcomers feel a sense of relief as they enter a new country where there seems to be endless possibilities for opportunities. Although there tends to be emotional stress and anxiety while migrating, it is combined with excitement and a desire for a better life (Roohi, 2017). Specifically, many newcomers come to America to achieve the "American Dream". However, their desires to achieve this dream become distorted once they face challenges in America, then they enter the second stage, the Disintegration Stage, which is said to be the most painful of all the five stages

(Cupsa, 2018). During the Disintegration Stage, the dreams and desires are shattered as newcomers face confusion and discomfort. Pederson (1995) explains how during this stage, newcomers notice the extreme differences between their native country and new country. Often times, newcomers feel ashamed of their identities and believe they are not worthy enough. This takes a dramatic shift from being empowered to enter a new country during the Honeymoon Stage, followed by feeling like a failure in a new environment during the Disintegration Stage.

Once newcomers slowly begin to accept their challenges and learn to grow from them, they then experience Reintegration, the third stage (Cupsa, 2018). Although challenges become a bit easier, hardships still cause feelings of anxiety and discomfort and in addition, ELLs do not feel stable throughout life experiences. Progress is only made if they focus more on their strengths, rather than their weaknesses. The fourth stage, Autonomy is when newcomers realize they are in a new society with new rules which then makes them start to reconsider their identity. As routines are built, differences become easier to manage and newcomers start to adjust to the challenges they encounter (Pederson, 1995). There is less time to compare their native cultures with their non-native cultures. Instead, more time is spent on building acceptance in oneself, as well as noticing approval from native members in society. Thus, confidence is built. The final stage, interdependence, is not the end of the culture shock process. However, it is when individuals feel at home in their new environment while embedding their native culture into a new country (Cupsa, 2018). This stage transforms newcomers into multicultural beings who are capable of using their cultural identities to their advantage, realizing both cultures are vital aspects in their lives.

ELLs' Emotional Reactions During Culture Shock

ELLs experience emotional stress when moved to a new school system. ELLs are often confused and do not know what is expected of themselves while also having feelings of isolation from others. To study the emotional reactions of ELLs during culture shock, Asfahani's (2017) study of 186 ELLs from Saudi Arabia assessed emotional reactions using a Pearson correlation test. During interviews, Asfahani (2017) found that most did not know where they belonged, and instead of integrating, they isolated themselves from others while losing their confidence. As emotional stress continued to rise, their confidence weakened. Similarly, Rawal and Costa (2019) studied two South Asian ELLs who experienced multiple emotional factors during culture shock. Through interviews with both, one participant expressed that she felt like she was a student of lesser value due to being in an ENL class, rather than a mainstream class. The same participant also explained how she did not feel confident when speaking among her English-speaking classmates. Similarly, Meng (2020) gave the Head Start Family Program Information Report to 2,938 ELLs at ages 3 and 4. Through studying the data from the Social Skills Rating System, the author found that ELLs showed negative emotions including aggression and hyperactivity. Thus, ELLs have disheartening emotional reactions when entering a new school system.

Furthermore, many ELLs face homesickness and are challenged with social encounters along the way. In their mixed study of interviews and questionnaires of 11 students who all entered a new English-speaking country, Canada, for six months, Shen and Chen (2020) found 2 of the students felt homesickness and had a desire to leave the country and return to their native country (Shen & Chen, 2020). About 36% of participants felt mental discomfort while feeling homesick due to not knowing how to connect their native identities to the new people they were becoming, and not knowing how to socialize with people who were unusual to them. Likewise,

Asfahani's (2017) study found mental discomfort be true through interviews as newcomers said they did not fit in and as a result, they isolated themselves from others. Similarly, Jaffe-Walter and Lee (2018) interviewed 24 high school students who were soon graduating in New York City. By interviewing the teenage participants, as well as observing their interactions in social settings including classroom settings and interactions between students, Jaffe-Walter and Lee (2018) found that students miss their homes and families in their native countries and did not know how to interact with others. Shen and Chen (2020), Asfahani (2017) and Jaffee-Walter and Lee's (2018) research show how ELLs experience homesickness, as well as unpleasant social circumstances while managing the effects of culture shock.

Strategies to Mitigate Emotional Reactions

Educators can reduce negative emotional reactions from ELLs in numerous ways. First, Meng (2018) suggests educators must receive resources on emotional learning in order to promote ELLs' emotional growth through teacher preparation groups. Kao (2017) observed the way in which an elementary school in South Dakota achieves emotional learning by using resources and creating lessons to benefit ELLs' emotional well-being. Kao (2017) found ELLs benefited from posters around the school building with topics of SEL for each month. In addition, TESOL teachers must teach SEL topics including setting goals, labeling feelings, and coping with emotional anxiety (Kao, 2017).

TESOL teachers must converse with general education teachers and counselors when an ELL student exhibits signs of emotional stress (Kao, 2017). By staff members collaborating with a common goal of supporting an ELL's emotional well-being, emotional reactions will likely mitigate. By working together, staff members can ensure emotional reactions do not worsen, encouraging students to move along during the culture shock process. Educators must also

acknowledge their responsibility to teach beyond instruction and place focus on modeling positive emotions. Educators can simply display positive emotions. Becker et al.'s (2014) study shows how when educators model appropriate emotions during lessons, students tend to show the same emotions. Although there may be a student who loves school, if a teacher displays angry emotions, it will negatively be reflected onto that student. Positively, if a teacher is in a good mood, it is more likely that students will be in a good mood. Overall, there are various ways educators can support their ELLs emotionally to reduce emotional reactions to culture shock.

Furthermore, there are some factors that cause emotional reactions towards ELLs. Through a Social-Emotional Problems construct, Niehaus and Adelson (2014) performed a complex sampling design to study progression of ELLs from kindergarten through eighth grade. Based on structural equation modeling, ELLs experienced emotional problems when identified with a lower SES background, experienced retainment prior, and were previously enrolled in language support services during their earlier years. With that being said, these factors can also influence ELLs throughout their schooling experience.

ELLs' Social Reactions During Culture Shock

Along with emotional hardships, ELLs face social issues during culture shock due to linguistic differences and weak social skills. In a study of two Mexican ELL kindergarten children in the United States, Dackow (2011) found that the one participant, Juliana, was excited to play with another Mexican friend, Diego, because both share the same native identities. Therefore, they often integrate with students who share a common cultural and linguistic background. They lack the social, and of course linguistic, skills to interact with native speakers. Dackow (2011) argues Juliana will benefit in her future school years if placed with a child who

shares the same native language. That is, such a linguistic connection can help her enhance her social skills when experiencing culture shock. Cho et al. (2019) interviewed kindergarten, first grade, and ENL teachers to determine what they thought ELLs lacked the most in terms of social emotional learning. Similar to Dackow's (2011) findings, Cho et al.'s (2019) participants explained how ELLs lack communicating and interacting skills in a new social setting. This is due to not only linguistic differences, but due to a lack of social skills. Thus, ELLs are confronted with linguistic differences, but in addition, a lack of social skills challenges them.

In addition, cultural barriers continue to limit the growth of friendships between ELLs and non-ELLs. In their study, Hotta and Ting-Toomey (2013) interviewed 20 students from Brazil, Canada, China, Columbia, France, India, Iran, Japan, South Korea, Kyrgyzstan, Malaysia, Mexico, Saudi Arabia, Sweden, Thailand, Turkey, and Vietnam on the topic of friendships. One female participant, Eunhee, who has been in the United States for 18 months, expressed how she does not have knowledge on how Americans build friendships. She also explained that she does not have the time to build relationships, nor does she even feel comfortable to open up to new friends. Clearly, newcomers experience internal hardships that limit their ability to build connections with others. Likewise, Case (2015) studied ELLs who conversed about a project they were collaborating on. One ELL student was shy and spoke softly during group conversations. In addition, their body language showed she was uncomfortable as she folded her arms and fidgeted. Due to her limited understanding and lack of English, she was unable to build connections and grow friendships with classmates in a social group setting. That is, ELLs have trouble building friendships due to having a limited understanding of friendships in the US and in addition, due to the language and cultural barriers present.

ELLs also face social encounters where classmates, as well as teachers, display inequalities towards them. In their study, Hotta and Ting-Toomey (2013) found that despite diversity growing in the United States, participants feel discouraged in a predominately White environment. Natalia, a participant from Columbia, explained how daily encounters with native citizens make her feel worthless and invisible. When she sees classmates at the gym, they ignore her and do not say hello. Her hypothesis is that native citizens think they are superior and believe newcomers should say hello first. Whether her hypothesis is true or false, her social experience shows the social impact on newcomers during culture shock. Similarly, Negrette (2020) examined a dual-language immersion program in New York district called Springville School District. During observations, a rude teacher told a group of Spanish ELLs to be quiet when they were speaking their native language, Spanish, during lunch. This act is disgraceful as it shames their native identities in a social context where they should be using their native language to support them when socializing with others. Furthermore, evidence showed how teachers mocked their ELLs by conversing how dealing with ELLs is a tough battle. The teachers even questioned how ELLs were capable of anything when they don't seem to understand. In essence, ELLs face negative social encounters with classmates and teachers, which dramatically affects them during culture shock.

Some native U.S. citizens tend to reject and view newcomers as incompetent. Tahmina, another participant, in Hotta and Ting-Toomey's (2013) study described herself as an alien in a mix of U.S. male students during a group project. Whenever she shared her thoughts or brought suggestions to her group members' attention, they acknowledged her, but then ignored her by submitting an assignment without her corrections. As a result, she did not build friendships with her classmates and rather than confiding in other native citizens, she contacted her friends and

family members from her native country for support. U.S. citizens' lack of empathy and unwillingness to understand newcomers is shameful and eradicates the idea of a country that screams freedom.

Strategies to Mitigate Social Reactions

Educators must build social-just education systems to mitigate ELLs' social reactions during culture shock. By following social justice leadership, schools should advocate for ELLs and ensure they receive an equitable and ideal education (Theoharis & O'Toole, 2011). As mentioned earlier, Hotta and Ting-Toomey (2013) shared how non-ELL students marginalized ELL students. In hopes to erase marginalization in schools, educators and administration must integrate ELLs' culture and create more opportunities for them to grow. To support this idea, Theoharis and O'Toole (2011) conducted a study with two elementary schools who follow inclusive ELL services. About 90% of staff engaged in professional learning on social justice, including custodians and secretaries. As a result, they saw the significance in inclusiveness as they ensured they created professional development opportunities, ensured ongoing communication with non-English speaking families, placed responsibility on staff to plan for ELL students, and adopted services for ELLs to receive within a general education setting (Theoharis & O'Toole, 2011).

Creating a socially just school setting will help support ELLs as they transition through culture shock and deal with social circumstances. Social inclusion will help ELLs learn a new country's culture while embracing each other's diverse native identities (Kilman, 2009). Building togetherness in a social setting can be achieved by creating heterogenous groups of ELL and non-ELL students to build acceptance and understanding for one another. While building connections, non-ELL students can even learn from ELL students by picking up on a

new language. Kilman (2009) stated that a Nevada school has English-dominant students who learn Spanish vocabulary through informal conversations. Thus, building social-just education systems will not only mitigate social reactions from ELLs, but it will also help all participants, non-ELLs included, during the process.

ELLs' Academic Reactions During Culture Shock

ELLs deal with educational issues while managing culture shock. The educational impact falls under the same second stage of culture shock, disintegration. Assessments continue to misrepresent the ELL population and create challenges for them. Standardized tests are not designed or modified to meet all students, especially ELLs (Polat et al, 2016). Individuals continue to feel disorganized and unfamiliar within a culture while assessments are not designed to fit ELLs, which often times results in academic failure. In general, non-ELL students tend to score much higher than ELLs (Polat et al., 2016). Polat et al. (2016) analyzed the National Assessment of Educational Progress data among non-ELL and ELL students; the data include a national sample of 10,000-20,000 fourth and eighth grade students in reading and math. The findings revealed that ELLs' scores were far lower than non-ELLs. Of the Grade 4 students, about half were ELLs and the other half were non-ELLs. Of the participants, there was a 20-point difference over nine years and for Grades 8, there was a 27-point difference over nine years (Polat et al., 2016). Polat et al. (2016) also found the achievement gap for reading was even greater for reading than for mathematics. From 2003 to 2011, the non-ELL students saw increasing mean scores by four to five points, whereas ELLs declined in trajectory by three points (Polat et al., 2016).

Similar to Polat et al. (2016), Kong and Swanson (2019) found that assessments do not support ELLs. In their study of nine third grade ELL students in southern California, Kong and

Swanson (2019) found that math word problems pose a significant problem for ELL students; these math words problems are not valid assessments because they expect ELLs to use linguistic knowledge and English to successfully complete word problems. Kong and Swanson (2019) found that when paraphrasing word-problems, all nine students increased their accuracy in problem-solving. Thus, modifications can positively transform student success. The objective should be related to math, but proper modifications must be made in order for ELLs to be able to meet the objectives alike their English-speaking peers. These findings show that assessments are not always created to meet the needs of ELLs and academic challenges continue to consume them during culture shock and therefore, modifications must be made.

Furthermore, ELLs show less achievement than native English speakers as they struggle with L2 literacy skills including text reading fluency, reading comprehension, and spelling. Kim's (2012) study with 150 first grade ELLs from central Florida whose first language was Spanish found that their L2 literacy skills were weaker L1 literacy skills. Particularly, the results showed how the ELLs' text reading fluency, comprehension, and oral language were much lower than the norm for the sample. Even those ELLs with high word reading skills showed below average oral skills. In addition, ELLs read about 39 words per minute, whereas native students read about 54 words per minute. Thus, ELLs struggle in comparison to English-only speakers. Likewise, in Solari and Petscher's (2014) study, ELLs in grades 3 through 10 performed significantly worse than their general education English native classmates in spelling and hence, resulted in a decrease in the achievement gap. Therefore, early intervention to ensure ELLs do not fall behind must be in place, as I discuss next.

Strategies to Mitigate Educational Reactions

Educators can mitigate the educational challenges ELLs face during culture shock. As discussed above, assessments are not adapted nor created to meet the needs of ELLs, and ELLs tend to fall behind their English-speaking peers. Firstly, educators must be trained on assessments so that they can be modified. This will ensure that ELLs have an equitable chance at success similar to their English-speaking peers. Despite the importance in professional training, many educators are not trained on the topic of assessments for ELLs. Federal policies continue to limit teaching training and no new policies are set in place to support them (Quintero & Hanson, 2017). Wolf et al. (2014) suggest that in order for ELLs to have any chance of success on assessments following Common Core Standards, educators must be trained on this matter. It is said how many teachers have misconceptions of ELLs due to a lack of training. These misconceptions include believing ELLs must have perfect oral language in English, believing an assessment is simply testing with no reason, and not taking the time to create alternative assessments or language strategies, all from misconceptions due to a lack of training. (i.e. Wolf et al., 2014; Giles & Yazan, 2020). Professional development plans should focus on eradicating these misconceptions to erase false beliefs, followed by taking the time to discuss strategies to support assessments. I have found that in classroom settings, providing word banks, rewriting directions for diverse ELLs, and providing shorter test times have been beneficial.

Furthermore, educators must take the time to teach ELLs test-taking strategies. They also must receive cultural content instruction, so that when they take assessments, they will be familiar with what they will see. Lakin (2014) provides many suggestions for educators to follow when teaching ELLs test-taking strategies. For example, Lakin (2014) mentions how cultural differences affect how ELLs take tests and therefore, they must engage in test-wiseness training to improve their overall test performance. During these trainings, they will learn to study test

directions which will support their strategy development. They will also learn about the test format to prepare them for upcoming tests. Besides unawareness of test-wisness, a lack of cultural content instruction limits their ability to do well on assessments. Razavi and Gilakjani (2020) found the effectiveness in teaching cultural content for assessments prior to assessing students. The data showed how ELLs' reading comprehension improved when given cultural content instruction. Thus, not only will test-taking strategies support ELLs, but they must also be taught cultural background knowledge to succeed during assessments. In conclusion, ELLs must be supported with test-taking strategies, as well as instructed on cultural content and if they are, they will likely perform better than before on assessments.

Culturally Responsive Teaching to Overcome Culture Shock Barriers

In addition to all of the above suggestions to mitigate the reactions to culture shock, culturally responsive teaching has the power to significantly reduce the tremendous challenges ELLs face during culture shock. By following culturally responsive teaching, ELLs will be empowered to embrace their native cultural identities while being a part of a new cultural setting (Gay, 2002). Culturally responsive teaching is when teachers are willing to support ELLs for their cultural and linguistic differences. Culturally responsive teachers see themselves as powerful individuals who can strike change. Villegas and Lucas (2002) believe culturally responsive teachers should take the time to learn about their students' cultural identities and use that background knowledge to drive instruction and support students in the classroom. Tanase (2021) has the same belief and suggests that when ELLs are taught in ways that involve their cultures and make connections to daily life, their school performance will advance. Content should be chosen to involve ELLs' native cultural identities to make content relatable and build an environment where they are empowered to share their cultures. Rodriguez (2019) supports

this belief by saying educators should choose culturally responsive books. ELLs should make connections to literature to bring content to life. Rodriguez's (2019) study of how ELLs reacted to literature that embedded their native cultures found that ELLs responded positively as they identified with characters' cultural identities. Thorus et al. (2018) explain how creating a culturally responsive environment can be achieved by using representative materials and in addition, by hiring staff members who look and speak alike ELLs. Creating a culturally responsive classroom through following culturally responsive teaching is a significant step in the right direction towards supporting ELLs while they experience culture shock.

In addition, sociocultural consciousness is another piece of culturally responsive teaching. When having sociocultural consciousness, educators realize that an ELL's way of thinking and behaving is directly affected by their language, race, and social class (Villegas & Lucas, 2002). Engaging in sociocultural consciousness will help educators mitigate ELLs' reactions to culture shock (Villegas & Lucas, 2002). ELLs come from diverse cultural and linguistic backgrounds, and it's important for educators to acknowledge how their backgrounds affect their actions in the classroom. A great start is for educators to consider where their sociocultural identity stands. After comparing their own sociocultural identities to their students, they can build a deeper understanding for where their ELLs are coming from (Villegas & Lucas, 2002). Catherwood-Ginn (2015) observed book clubs among white elementary school teachers to study their consciousness of African American children's literature and found that teachers did not engage in sociocultural consciousness. Through guided questions, the goal was for the teachers to develop consciousness and have a desire to understand where their sociocultural identity stands in comparison to their students. One teacher, Blaire, was shocked when noticing she was the only white person in the classroom. This study taught Blaire that she was not

engaging in sociocultural conscious and now knows she can start by noticing the differences between her and her students to build a better understanding for students and thereafter, build instruction around students' cultural backgrounds.

In addition, educators must remember that schools and society are connected and because of this, educators must be involved with presenting the truth that there are social inequalities. Due to these social inequalities, ELLs continue to suffer from culture shock as they are expected to fit societal norms in a society that fails them and looks down upon them (Hotta & Ting-Toomey). Educators must create a classroom that eradicates the norms society creates and must allow their students to embrace their native identities. In all, sociocultural consciousness will support educators towards minimizing culture shock for students.

To continue culturally responsive teaching, educators must acknowledge ELLs' differences in the classroom. The classroom should be a space where ELLs are encouraged to share their cultural experiences, use their first language, and add to new concepts they learn rather than replacing what they already know (Villegas & Lucas, 2002). ELLs must be expected to meet the same expectations as native English classmates. However, lessons must be built upon their linguistic and cultural resources. Villegas and Lucas (2002) believe culturally responsive teachers should follow a constructivist view of learning where ELLs use their prior knowledge and educators promote equity for ELLs to ensure they have the same opportunity to perform well in school, and even society. Likewise, Gay (2002) suggests culturally responsive teaching is when teachers gain knowledge on their ethnically diverse ELLs, as well as strategic thinking, to embed cultural background knowledge into instruction. Similarly, Muhammad (2020) calls for a mutual relationship with equity. One way to build equity is to promote ELLs' to have the right to speak in the classroom on their behalf. Educators should ask their students about their personal

experiences and relate it to content. They should also embrace differences in the classroom. This can support ELLs into being brave and vocal students in a school setting and also empower them to use their voice in society.

In addition to acknowledging the differences in the classroom and embedding cultural differences into content, there are some additional small acts that can make a difference in ELLs' lives. Many ELLs join a new country and feel as though their teachers do not care about their native identities or what is important to them. Muhammad (2020) brings up a significant point that educators should learn to pronounce their students' names. Learning to pronounce students' names is a great way to follow culturally responsive teaching. It shows ELLs' that their native identities are important, but in addition, it shows that their educators are there to support them and learn from them. With all being said, educators can enlighten ELLs in many ways during a dark time as they experience culture shock.

In essence, the literature in this chapter has heightened my knowledge on culture shock. Through reviewing the existing research, I am aware that there are five stages ELLs encounter during culture shock. I am also knowledgeable on the emotional, social, and academic reactions from ELLs. I am prepared to support my ELL students because I studied strategies on how to mitigate these reactions. I concluded this chapter with culturally responsive teaching, which can help in solving all reactions during culture shock. Through reviewing culturally responsive teaching, I found various ways to ensure I support my students in many ways while empowering them to be their true selves. In Chapter 3 I will discuss my professional development plan. I will design to support educators in a collaborative effort to mitigate ELLs' reactions to culture shock. It will begin with informing the audience of culture shock and the specific reactions from ELLs found in the research.

Chapter 3: Description of the Product and Tools

In this chapter I will present a professional development plan that seeks to solve the effect culture shock has on ELLs at Old Bethpage Elementary School in the Plainview-Old Bethpage Central School District. As a current teacher in this building, I reached out to my colleagues to ask them their opinions on their own ELLs' reactions to culture shock. One of my colleagues, a second-grade teacher, stated that she noticed one of her ELLs having emotional, social, and academic reactions to culture shock (personal communication, June 26, 2020). She further expressed how the student acted shy and embarrassed when asked to speak in front of the class. In addition, the student struggled socially during collaborative tasks, specifically due to the language barrier, but also due to cultural differences. My colleague explained how academically, her ELL performed lower than classmates on phonics and spelling assessments (personal communication, June 26, 2020). The professional development plan was created to eradicate, or at least minimize, the effects culture shock has on ELLs.

In the following sections, strategies and solutions to the problem of culture shock at Old Bethpage Elementary School will be discussed in great detail. Participants will include the principal, assistant principal, general education teachers (grades kindergarten through fourth grade), ENL teacher, school psychologist, and school counselor. The professional development plan will focus on the ELL students in this building. Firstly, an overview of the professional development plan will be addressed, followed by the various activities teachers of the district will partake in.

Agenda of Events

The professional development plan will be presented at Old Bethpage Elementary School during the first building staff meeting for the 2020-2021 school year on September 8, 2021. The

one-day professional development plan will occur in Old Bethpage Elementary School's library from 9:30am-12:30pm. The 3-hour session will provide me with time to address the issue of culture shock while also providing my colleagues with time to collaborate to engage in the tasks presented to them related to the issue. The ENL teacher, as well as the school counselor and school psychologist will work alongside me to share any further insights they have based on their personal experiences with ELLs and emotional reactions of students. With their expertise in mind, as well as my knowledge on the topic through my research findings, I anticipate the professional development plan will be an advantageous experience for all participants, myself included.

The professional development plan, called Culture Shock Career Development, is presented through Google Slides, as well as other materials that will be presented to participants to support them towards cooperative learning tasks. The Google Slides and materials were designed to inform teachers on culture shock, make them aware that their own ELL students encounter various challenges, and to educate them on the implications that can be made to reduce culture shock while creating a culturally responsive school. The following components will be embedded in the plan: a brief explicit teaching of the research on culture shock, a discussion of research on the emotional, social, and academic reactions ELLs face, followed by participants completing graphic organizers to create solutions to these challenges. Thereafter, there will be a brief description of culturally responsive teaching, followed by a collaborative task of creating implementations to follow culturally responsive teaching. Finally, participants will be asked to create their first-annual ELL Welcome Orientation. Each component will be explained with a description of the product, rationale for using it, and how it will solve the issue of culture shock in Old Bethpage Elementary School.

Activity 1: Theory of Culture Shock

The first activity will provide participants with knowledge on the theory and research on culture shock through lecturing using Google Slides to present and organize information. I will begin with presenting a video on culture shock (Intercultural Coaching and Training, 2020). As discussed in Chapter 2, ELLs experience five stages of culture shock including the Honeymoon Stage, Disintegration Stage, Reintegration Stage, Autonomy Stage, and Interdependence Stage (Adler, 1975). Thus, I will briefly inform participants on the various stages, including visual representations, and share what ELLs experience during each stage for about five minutes. This will build background knowledge, or activate prior knowledge, before engaging participants in collaborative tasks. I will explain how it is important for educators to be aware of these stages because they affect ELLs' emotional, social, and academic success (i.e., Asfahani, 2017; Rawal & Costa, 2019; Hotta & Ting-Toomey, 2013; Case, 2015; Polat et al., 2016; Kong & Swanson, 2019; Villegas & Lucas, 2002; Rodriguez, 2019). Following this discussion, I will explain in detail how ELLs encounter emotional, social, and academic reactions to culture shock.

Activity 2: Emotional Reactions of Culture Shock

I will begin with sharing research on emotional reactions of culture shock for about five minutes. Asfahani's (2017) study will be discussed by sharing ELLs did not know where they belonged, they experienced conflict over their identity, and they did not feel confident as they transitioned into a new culture. Rawal and Costa's (2019) study will also be discussed by stating how ELLs encountered multiple emotional factors during culture shock. I will also explain how one participant felt shamed and discouraged as an ENL student of lesser value than her general education peers. After sharing vital research to support the issue of emotional reactions during culture shock, participants will be asked to complete a graphic organizer with ways their school

can mitigate emotional reactions during culture shock for their population of ELL students (see Appendix A). Participants will also receive copies of the articles discussed. In groups of four-five, participants will have fifteen minutes to complete one graphic organizer by considering the research presented to them, as well as their personal experiences by conversing and writing down ideas. A five-minute whole-group discussion will involve all participants creating one graphic organizer to summarize how we can mitigate emotional reactions to culture shock. Rather than explicitly teaching implications I found from my own research, I am engaging participants in their own learning to benefit the ELLs they have in mind. The intended outcome of the activity is for participants to be aware of the emotional challenges ELLs encounter and for participants to be knowledgeable on how to support ELLs through those challenges.

Activity 3: Social Reactions of Culture Shock

Following the discussion of emotional reactions, we will transition into social reactions of culture shock. Again, a brief five-minute description will be presented, this time on social reactions. I will share research findings from Chapter 2. I will begin by stating how Hotta and Ting-Toomey's (2013) study explained how ELLs found difficulty building friendships due to cultural differences. One ELL said she does not have the time to build friendships, nor does she have background knowledge on how young Americans socially interact. I will then connect this research finding to another article discussed in Chapter 2. Case (2015) observed students during a group project and found that an ELL student was socially uncomfortable because she spoke quietly while conversing with peers, fidgeted, and folded her arms. My concluding statement will be that ELLs have trouble interacting socially, thus having difficulty forming friendships with American students. After research findings are shared, I will encourage participants to gather in the same groups of four-five from the last activity and brainstorm implications to mitigate social

challenges that ELLs face. They will complete another graphic organizer for about fifteen minutes (see Appendix B). They will receive copies of the articles discussed to research further if they would like. Thereafter, there will be a five-minute whole-group discussion to compile all groups' solutions into one graphic organizer. The goal for this activity is for participants to know the social difficulties ELLs face and learn how to help ELLs build friendships in school.

Activity 4: Academic Reactions of Culture Shock

For five minutes, I will conclude conversations of the reactions of culture shock by concluding with academic reactions from ELLs. For a third time, my statements will be supported with academic research from Chapter 2. I will start with stating the findings of Polat et al. (2016) that standardized tests are not designed or modified to meet ELLs. I will also share Polat et al's (2016) finding that ELLs' scores are far lower than non-ELLs on the mathematics portion, and there is a 27-point difference over nine years (Polat et al., 2016). These findings may be shocking to participants and will shine light on the academic hardships ELLs face when compared to native students. I will also state how math assessments containing word problems are not created or modified to support ELLs. I will explain how Kong and Swanson (2019) found that math word problems are not adapted for ELL students and instead, promote failure for them. After briefly discussing both article findings, I will conclude by saying how assessments are not created to meet the needs of ELLs and thus, academic failures discourage ELLs during culture shock. After this discussion, the same groups of four-five participants will be asked to complete a graphic organizer for fifteen minutes with ideas on how they can support ELLs towards academic success (see Appendix C). Afterwards, as a whole group, we will all gather ideas into one graphic organizer for five minutes. I hope this activity will make participants aware of the

academic injustice ELLs encounter and will support all participants with ways they can support ELLs towards academic success.

Activity 5: Introduction to Culturally Responsive Teaching

After studying and collaborating to mitigate the emotional, social, and academic reactions ELLs have on culture shock, I will explain that culturally responsive teaching has the power to mitigate all reactions. For about five minutes, I will state my findings from various articles on culturally responsive teaching. I will explain how culturally responsive teachers value getting to know their students for their cultural and linguistic differences by being socioculturally conscious (Villegas & Lucas, 2002). I will then state how academic content in the classroom must embed ELLs' cultural identities to make content relatable (Rodriguez, 2019). I will then share some ways to implement culturally responsive teaching in the classroom that have worked for me in my own classroom. These implications include learning how to pronounce my students' names, ensuring characters in literature reflect my students' cultural identities, empowering my students to share their cultural backgrounds in class discussions, and including multicultural resources for students. Following my discussion, participants will create Sketch-Notes for fifteen minutes in which they gather ideas from what I said, but also create their own ideas for creating a culturally responsive classroom (see Appendix D). A Sketch-Note allows participants to be creative with their thinking and combine sketches and phrases and/or sentences to organize ideas. Thereafter, groups will share their Sketch-Notes. This should take about 20 minutes for all to share. This activity weighs the most importance and I intend participants will collaborate and learn ways they can support their ELL students through all challenges during culture shock.

Activity 6: Welcome Orientation for ELLs

The final activity will create a final product to reduce culture shock that the district will use annually. Participants will be asked to create an annual welcome orientation for incoming, as well as current ELLs, to create a welcoming and safe space for ELLs. As previously explained and taught to participants, ELLs encounter culture shock and feel uncomfortable when entering a new school setting. Participants will hopefully now realize that it is their responsibility, as staff members in a school building, to support ELLs. I will provide each group of five one task. Afterwards, all tasks will be combined, and the school building will have a final orientation program plan for the following school year and all school years to follow (with modifications made annually if necessary). Teachers will equally be distributed, and each group will have either an administrator, school counselor, school psychologist, or ENL teacher to have further insights on ELLs. Tasks should be completed in 30 minutes and will be distributed as follows:

Group 1: (4 Teachers & Principal): Develop an activity for ELLs to share their culture to all during the orientation. This aims to help ELLs see that their cultural identities are valued in this school building.

Group 2: (4 Teachers & Assistant Principal): Develop activities where ELLs share common phrases in their native language for all to learn and value linguistic differences. This aims to encourage ELLs to use their native language in the school while also learning English and other native languages from their peers.

Group 3: (4 Teachers & School Counselor): Create a feelings activity to help ELLs deal with their emotions during culture shock.

Group 4: (4 Teachers & School Psychologist): Develop a list of social phrases/actions American students often say or do when building friendships with peers to share with ELLs to support their social growth during culture shock.

Group 5: (4 Teachers & ENL Teacher): Develop a questionnaire with visuals for ELLs to complete anonymously for all staff members to analyze after the orientation. This intends to help them understand the ELLs and will help support them to meet their needs.

After all groups complete their tasks, 20 minutes will be dedicated to each group sharing while allowing for other groups to share suggestions for changes to be made or compliment points that they think would especially benefit ELLs. The final product of a Welcome Orientation Program for ELLs will be beneficial to ELLs because it will start their schooling experience in the United States on an uplifting note. The goal is for ELLs to see that their school building supports them, empowers them for their cultural and linguistic differences, and sees that their school will support them as they transition during the culture shock process.

Future Implication: Bi-Weekly Check-Ins

Following the professional development plan, I plan to reach out to the school psychologist and school counselor to ask them if they would be interested in creating a schedule where they meet with ELLs often, at least bi-weekly, to check on how they are doing. This activity aims to support ELLs through culture shock because it will be a time for them to reflect on their emotional, social, and academic success. This will be a work in progress in the upcoming weeks, and if needed, I can ask for the same participants during the professional development plan to gather to provide the school counselor and school psychologist with suggestions to make this as successful as possible.

Intended Outcomes of Culture Shock Career Development

The activities will help participants deal with the problem of culture shock. Firstly, it informs staff members of significant information on culture shock to help them realize the emotional, social, and academic challenges their ELL students undergo when entering a new school environment. Additionally, it will provide them with valuable time to collaborate with colleagues to create suggestions and implications to mitigate these challenges. Furthermore, staff members learn about culturally responsive teaching as a way to mitigate all of the challenges ELLs face. By having academic articles, as well as finalized graphic organizers and Sketch-Notes on all of the topics, they will have resources to guide them in the upcoming year to support their ELL students. Furthermore, they will create a Welcome Orientation for ELLs when entering the building. The orientation is designed to support students emotionally and socially which will enhance their experiences academically. It is also created to empower students to be themselves and show them that diversity is beautiful. It will be modified for years to come to meet the future growing population of ELLs. Overall, the intended outcomes of this professional development plan is for staff members to become educated on how to support ELLs through culture shock by informing them, having them collaborate to meet goals, and in the end, create a school community that celebrates cultural diversity and empowers ELLs to be culturally and linguistically different.

Chapter 4: Conclusion

This capstone project has explored culture shock and its detrimental impact on English language learners. Adler (1957) categorized five stages of culture shock including the Honeymoon Stage, Disintegration Stage, Reintegration Stage, Autonomy Stage, and Interdependence Stage. During these stages, ELLs struggle with their emotional, social, and academic development. The project also examined how educators can mitigate these problems and encourage ELLs during the culture shock process. When considering the emotional reactions from ELLs during culture shock, it is critical for educators to create resources and instruction to help them manage their emotions. In terms of social reactions from ELLs during culture shock, educators must create a socially just society, where diverse cultures are celebrated and ELLs are empowered to be their true selves. When focusing on academic reactions from ELLs during culture shock, educators must be trained to modify instruction and assessments. Finally, it is educators' responsibility to follow culturally responsive teaching in which academic content is connected to ELLs' cultural identities, leading towards a more inclusive classroom community.

These themes work together and have the power to successfully mitigate the effects culture shock has on ELLs. Several research questions were created based on these themes, including: What emotional reactions do ELLs have during culture shock? What social reactions do ELLs have during culture shock? What academic reactions do ELLs have during culture shock? How can educators mitigate these reactions? In this chapter, I first summarize the literature. Then, I discuss implications for teaching and supporting ELLs during culture shock. Finally, I share recommendations for future research.

Summary

With focus on the research questions I created, I explored numerous sources based on ELLs and their reactions to culture shock, as well as sources on how to mitigate these reactions. When questioning what ELLs endured emotionally during culture shock, there was an abundance of research that informed me on their experiences. The studies explain how ELLs experienced a loss of identity and loss of confidence while not knowing where they belonged (e.g., Asfahani, 2017), felt as though they were worth less than their non-ELL peers (e.g., Rawal & Costa, 2019), had feelings of aggression and hyperactivity (e.g., Meng, 2020), experienced mental discomfort due to not knowing how to connect their native identities to a new culture (e.g., Shen & Chen, 2020), and felt homesickness while wishing to return to their native country (e.g., Jaffe-Walter & Lee, 2018). These findings have shaped my professional development in Chapter 3.

In hopes to reduce ELL' social reactions during culture shock, I explored the literature to gain further insight. The literature shows how ELLs feel more comfortable in social settings when with students who share the same native language (Dackow, 2011), ELLs lack knowledge on how Americans build friendships and do not have time to bother (Hotta & Ting-Toomey, 2013), ELLs show discomfort verbally through soft-spoken words and physically through embarrassed body language (Case, 2015), and ELLs face backlash from staff members who frown upon native language use (Negrette, 2020). All findings are disheartening as they explain the social hardships ELLs encounter. Thus, educators are responsible to become educated and work towards making this situation better for ELLs.

Due to my question on academic reactions of ELLs, I studied sources on ELLs' academic issues. ELLs score much lower than non-ELLs on math assessments (Polat et al., 2016), ELLs score much lower than non-ELLs on literacy assessments (Kim, 2012), ELLs perform

significantly lower on spelling assessments (Solari & Petscher, 2014), and finally, assessments are invalid for ELLs and lack proper modifications (Kong & Swanson, 2019).

The professional development plan was designed to mitigate emotional reactions by sharing implications for schools to consider when making efforts to support ELLs emotionally. These suggestions include teaching social-emotional lessons to help ELLs identify their feelings while managing them in a new school setting (Kao, 2017). Educators must acknowledge that they have responsibilities outside of teaching academic content, and SEL lessons must be integrated into everyday practice. Furthermore, TESOL teachers must collaborate with counselors and general education teachers to empower and support ELLs during culture shock. All staff members present in ELLs' lives must share common goals to ensure they can work together to meet those goals to benefit their students.

To support ELLs socially, the professional development plan will explain how educators should follow social justice leadership and advocate for ELLs to have an equitable schooling experience (Theoharis & O'Toole, 2011). In addition, all staff members should receive professional development on how to build an inclusive environment for all (Kilman, 2009). By building acceptance, tolerance, and inclusivity, educators can empower ELLs to be themselves and feel connected when conversing with native speakers. By achieving this, ELLs' social skills will be enhanced. The professional development plan will also explain how ELLs' educational success can be advanced through proper modifications during classroom instruction, as well as modifications during assessments.

Implications

Based on research findings, several implications have been made for student learning. The Culture Shock Career Development Program was created to improve ELLs' lives

emotionally, socially, and academically to ensure they have an equitable opportunity to be successful in a new country. I believe it is essential for educators to be informed on the theory of culture shock before continuing any further. Therefore, all participants in the professional development plan will first learn about the theory to build prior knowledge or build upon knowledge they already have. If educators have knowledge on what their ELL students experience, they will understand them and thus, students will benefit.

Throughout the Culture Shock Career Development Program, educators will learn from the research findings to gain insight on emotional, social and academic reactions of ELLs. Following each topic, there will be a discussion on how educators can mitigate the reactions through group tasks, followed by a whole-group discussion. Through collaborative tasks, educators will complete graphic organizers to brainstorm ideas (see Appendix A, B, C). These tasks will benefit students because together, educators will develop ways to support ELLs when transitioning through the culture shock process. Thus, if ideas are implemented, students will be influenced towards emotional, social, and academic success.

Following the research and ideas to reduce the reactions created by participants, research on culturally responsive teaching will be shared. It will be described to educators as having the ability to mitigate all of the reactions ELLs experience. Following research, participants will create Sketch-Notes to draw and write the main take-aways they have on culturally responsive teaching and will include their ideas on how to implement it in the classroom (see Appendix D). Students will especially benefit from this task because educators will discover and learn ways to empower cultural diversity in the classroom, build connections to students' native cultural backgrounds, and overall, build a warm space where all students are encouraged to be

themselves. If this is achieved, students will build better emotional health and will feel more comfortable in social settings, all leading to a greater chance towards academic achievement.

All participants including educators, administrators, the school psychologist, and the school counselor will benefit from the Culture Shock Career Development Program. With the ELL population growing, it is important for all to be up to date on meeting the needs of all students. Since many educators have been teaching for a long time and have graduated college many years ago, some of them are not aware of the available research on ELLs and the findings that are present. However, many educators have ELLs in their classrooms. Although many see themselves as life-long learners, they lack professional development on the topics surrounding ELLs. Although there are many topics surrounding ELLs, I believe a professional development plan on culture shock can benefit all participants and if participants remain engaged, it has the power to enhance ELLs' educational experiences.

As educators, it is our responsibility to create an equitable and safe space for our learners, but many educators don't know that creating an environment for ELLs looks different than creating an environment for native students. Through shared research, participants will gain knowledge on culture shock and the reactions of ELLs with findings to support what is shared. When participants complete graphic organizers, they will cooperatively form new ideas to benefit their expertise (see Appendix A, B, C). Since they will receive copies of the graphic organizers created, they will have new tools to help them during their everyday teaching to support ELLs. In addition, participants will create a Welcome Orientation for ELLs. By implementing their creation, they will see the benefits which will show them how culturally responsive teaching does work. This will remind them that they should continue to practice this

in the school setting. I believe participants will leave the program feeling empowered to do better and encouraged to continue to stay informed of research on ELLs.

Recommendations

The Culture Shock Career Development Program will benefit all participants and ELLs. In the future, more professional development programs should be required by the district. Making it mandatory will ensure all staff members continue to stay relevant on the topic of culture shock and ELLs. As the ELL population continues to grow, perhaps new research will find other ways to support ELLs that will benefit them in new ways. Therefore, all staff members must be supported to receive new information in the future to empower them as life-long learners and of course, to support ELLs. In terms of the Welcome Orientation for ELLs, a successful orientation will be created based on the research findings and collaboration among participants. It is expected that this orientation will be used during future years, as well. However, with the ELL population growing and new research constantly being presented, the orientation must be modified each year to ensure it continues to mitigate the impacts of culture shock for ELLs. Continuing to modify the orientation will ensure ELLs are supported emotionally, socially, and academically.

Overall, research on culture shock and ELLs' emotional, social, and academic achievements must continue. More studies should be created locally on Long Island to relate findings to Long Island schools' ELL populations. Research can also be performed directly in the school building by staff members. They can study data and compare ELLs' scores and native learners' scores to track school progress. From there, they can study the causes of those research findings.

Final Thoughts

ELLs face challenges during the culture shock process during the Honeymoon Stage, Disintegration Stage, Reintegration Stage, Autonomy Stage, and Interdependence Stage (Adler, 1975). If educators do not study the growing population of ELLs and how they react to culture shock emotionally, socially, and academically, their chances of success will be limited.

Educators must continue to stay relevant on the topic of culture shock by continuing to research, as well as maintaining culturally responsive teaching to mitigate ELLs' reactions to culture shock.

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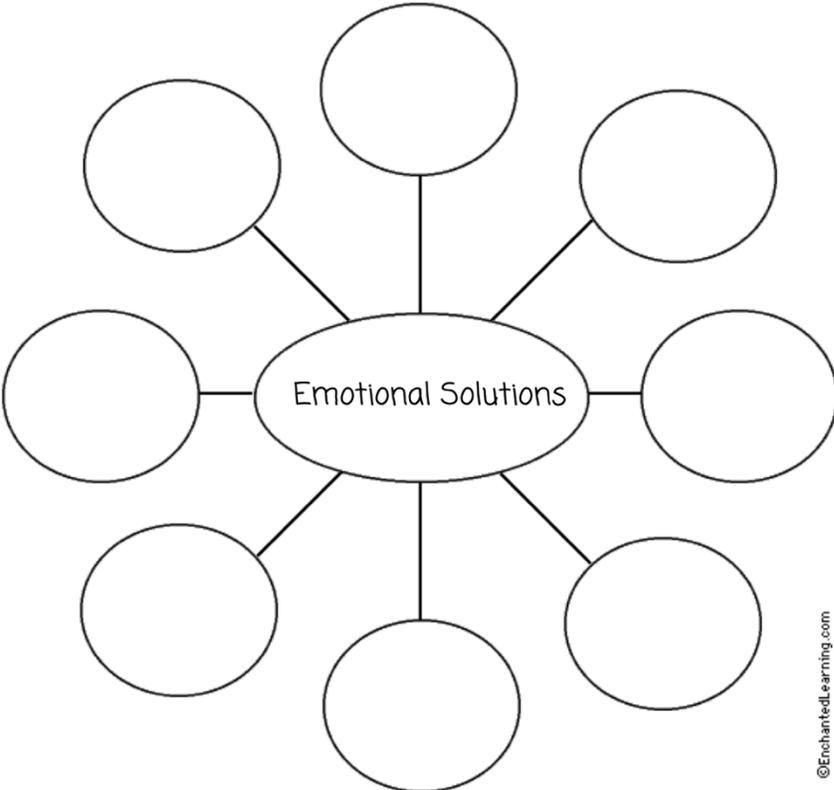
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Appendix A

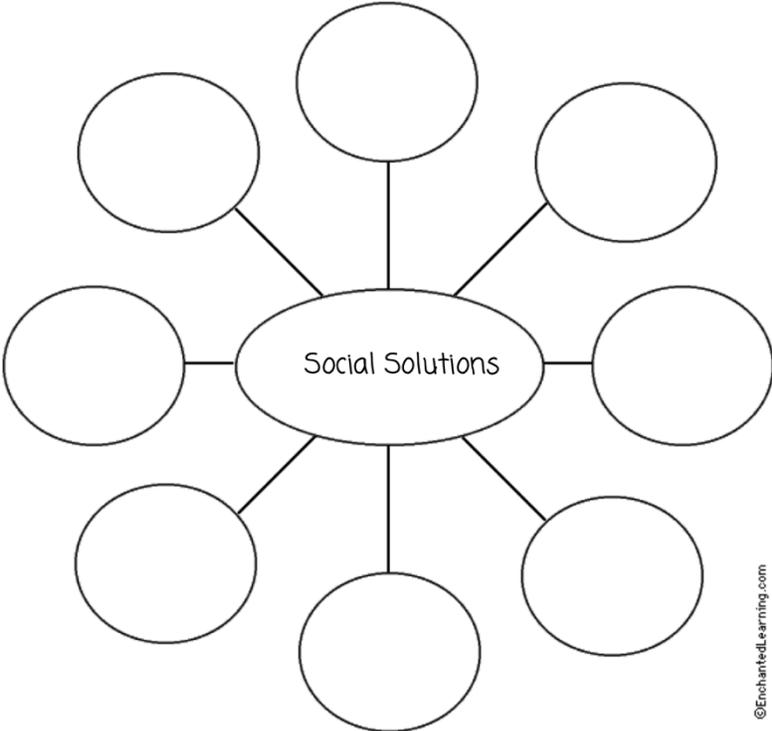
Emotional Solutions Graphic Organizer



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Appendix B

Social Solutions Graphic Organizer

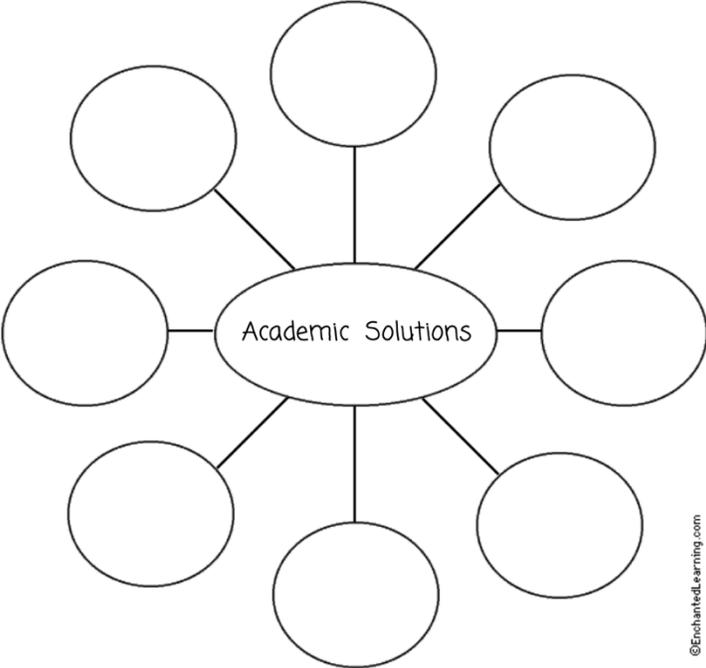


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Appendix C

Academic Solutions Graphic Organizer



Appendix D

Sketch-Note

Sketch-Note

Directions: Organize your group's thoughts and ideas on how to follow culturally responsive teaching. Draw pictures and write words to brainstorm how to be a culturally responsive teacher.

Appendix E

Professional Development Presentation

<https://voicethread.com/share/18075869/>