The Impact of Negative Perceptions of ELLs on the Learning Environment

by

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Table of Contents

Abstract

The population of English Language Learners (ELL) students is the most rapidly growing student demographic in American education. This growth has presented new challenges and has contributed to the emergence of negative perceptions about educating ELLs among mono-lingual mainstream educators. Research indicates that factors behind these negative perceptions towards ELLs include language ideologies of mainstream educators, the hindrance of academic growth and participation caused by these language ideologies, and lack of preparation and resources to educate this growing student demographic. This project aims to resolve this problem in an attempt to shift negative perceptions educators may have towards buying into learning of ELLs at Sewanhaka High School. Sewanhaka High School has experienced a rapid 40% increase in ELLs in the last four years leading to many challenges for mainstream educators to adjust. These solutions include putting educators in simulated experiences ELLs endure to increase empathy, present strategies to increase student voice and improve relationships between teachers and ELLs, create a collaborative co-teaching relationship in order to best prepare a culturally and linguistically responsive learning environment, and provide a long term professional development plan to increase feeling of preparation to educate this growing student group. Future research suggestions may include conducting longitudinal studies to examine how educator perceptions towards educating ELLs evolve over time as they become better equipped to provide support for these students.

Keywords: English language learners (ELLs), negative perceptions, language ideologies, cross cultural barriers, interpersonal relationships, professional development.

Chapter 1: Introduction

According to the National Center for Educational Statistics (2023), 10% (or 5 million) English language learners (ELL) were served in United States public schools in 2020. These students need a learning environment that is empowering and nurturing towards their emotions and personal growth. An empowering and nurturing learning environment is one that is culturally and linguistically responsive, allows students to have a voice, and has positive interpersonal relationships between the teacher and the students (Eslami-Rasekh & Valizadeh, 2004; Shim & Shur, 2018; Sullivan, 2013). These key components can foster student success.

However, there is a lack of well-prepared teachers to adequately support them (Buttram-Brownell, 2021; Rizzuto, 2017). When I started my career as a teacher about four years ago, I never felt as if I was well equipped to properly support ELL students. This lack of preparation created a feeling of burdensomeness for me rather than a desire to support their learning. It was challenging for me to adjust as there were numerous steps that I took that involved trial and error in order to properly execute. These efforts include increased communication between me and the student, making stronger cultural connections with my lessons in order to support their learning. I also needed to properly modify certain class assignments and procedures to maximize their success. As a result of this ideological shift, the achievement rates of ELL students in my classroom increased.

Indeed, a teacher's unpreparedness and limited knowledge can lead to misunderstandings and negative attitudes towards ELLs (Kim, 2021; Lippert, 2017), which can hinder student academic achievement. This also contributes to ELLs dropping out of school (Rodriguez et al., 2020). Also, a teacher's negative attitude may discourage ELLs from continuing their studies. For example, in the year 2016 approximately 68% of high school ELLs did not graduate in the

state of Arizona. It is also significant to point out that the state of New York has one of the highest dropout rates for ELLs in the United States (Rodriguez et al, 2020, p. 2). An average of only approximately 46% of ELL students graduate high school in New York City each year according to Chalkbeat New York (2023). The main causes of this large rate of dropout for ELL students is the lack of a learning environment that is responsive to their needs and emotions.

One major component to an empowering learning environment for the students is the interaction between ELL students and their teachers. The extent to which these interactions between the students and the teachers are positive or negative are dependent on whether or not these teachers have negative perceptions on their view of ELL students. For example, many teachers believe that newly arrived ELL students "come with nothing;" that is, they do not possess the necessary skills to achieve academically (Mellom et al., 2018, p. 98). This causes students to feel disconnected from their learning environment and fail to reach the desired academic and linguistic learning goals (Shim & Shur, 2018).

Thus, the purpose of this project is to assist teachers in gaining empathy to learn about the challenges experienced by ELL students in order to shift any negative biases they may have and to help them feel more equipped to support the needs of ELLs in the classroom. Its guiding question is, "What impact do teacher's attitudes towards their ELL students have on their instruction and students' success? The project will also include instructional methods teachers can implement in order to maximize the success of their learners. Next, Chapter 2 will be a literature review exploring the effects that instruction has on ELL students in a setting where teachers have a positive attitude for educating ELLs versus those that may have a bias against education in linguistically diverse populations. Chapter 3 will outline a professional development program that will shift these negative biases towards ELL students and increase their

preparedness by increasing their knowledge of an effective learning environment for ELLs. Chapter 4 will conclude with implications for teaching in order to shift teacher attitudes and implement new instructional strategies and methods in order to assist in helping these teachers feel more equipped to support their ELL students.

Chapter 2: Literature Review

This Chapter presents research findings that pertain to the perceptions of educating ELLs among mainstream teachers. The Chapter will first explore how the lack of understanding of Vygotsky's (1978) Zone of Proximal Development can lead to the development of language ideologies that could hold back these learners in the learning process. The characteristics of the language ideologies of teachers can highly manifest the ideas and assumptions made by certain groups of learners in the classroom community. For example, an educator with an implicit or explicit point of view that "English is the language of the more literate" will frequently implement learning practices that hold true to this idea (Walker, 2022, p. 15).

Next, I will explore the factors that influence a teacher's perceptions of ELLs along with the effects these perceptions have on both the success of their students and their instructional practices. I will then explore the need to foster positive relationship dynamics between the teachers and ELL students in the classroom. It will also explore how the lack of preparation to teach ELLs among mainstream teachers is a contributing factor to the increase in negative perceptions and expectations of the learning capabilities of ELLs.

Significance of Vygotsky's Zone of Proximal Development

A teacher's perceptions on ELLs highly stems from the lack of understanding of an appropriate Zone of Proximal Development (ZPD) for ELLs. According to Vygotsky (1978), ZPD is defined as the distinction of what a learner can do without assistance and the learner can achieve with the guidance and encouragement from a skilled partner. To Vygotsky (1978), a learner's social interactions and environment plays a significant role in their cognitive development through his sociocultural theory. One of the main factors that teachers have difficulty identifying is failing to recognize that since ELLs lack the basic language and literacy

skills that children are expected to acquire prior to starting school, they are not being supplemented with rich immersive learning experiences for their appropriate ZPD (Walker, 2022).

The extent to which a teacher is educated on the differences in the Zone of Proximal Development goes a long way in shifting their perceptions towards educating ELLs. Teachers that typically have background knowledge on Vygotskian theory are typically more equipped to create meaningful and engaging lessons and equitable learning among ELLs (Beches, 2021, p. 7). In other words, teachers that are more capable and prepared to tackle the needs of ELLs are more eager to provide these students with more opportunities to practice and strengthen their literacy skills (Walker, 2022). In principle, an increased knowledge base on being able to measure the ZPD of an ELL student creates a learning environment where a mainstream teacher and an ELL student can find common ground in regards to creating a learning environment where an ELL student is properly challenged and not underestimate (Shim & Shur, 2018).

As stated by Walker (2022), teachers that are more capable and prepared to tackle the needs of ELLs are more eager to provide these students with more opportunities to practice and strengthen their literacy skills. On the other hand, teachers who are less prepared end up responding negatively to these unforeseen obstacles in educating ELLs creating a major disconnect between the learner and the educator. This disconnect between English Language Learners and mainstream teachers causes a major hindrance in the learners' development as shown by Vygotsky's sociocultural theory. This is mainly due to the fact that the social interactions are not yielding meaningful learning opportunities in the classroom (Beches, 2021).

On the other hand, teachers who are less prepared to meet a learner's needs within their ZPD end up responding negatively to these unforeseen obstacles in educating ELLs creating a major disconnect between the learner and the educator (Adams, 2018; Beches, 2021). This disconnect between ELLs and mainstream teachers causes a major hindrance in the learners' development (Beches, 2021). Beches added teachers who are not adequately prepared or less prepared to teach ELLs and know their ZPD can contribute to their perceptions of these students. This lack of preparedness can result in various perceptions that may not accurately reflect the potential of ELLs.

Language Ideologies of Mainstream Teachers

A teacher's language ideology can heavily influence their instructional practices and learning opportunities provided to ELLs in the classroom environment. As stated by Walker (2022), language ideologies are defined as the beliefs and assumptions individuals have regarding the "language behaviors of others intermingled with the nation's political and economic interests" (p. 15). The analyses of surveys, individual interviews, and classroom observations toward a sample of 15 third and fourth grade teachers in Walker's (2022) study revealed that the expectations that teachers set for their ELL students are generally lower than mainstream students and many of these teachers were also lacking in opportunities to provide "meaningful social and cultural activities in the classroom to support ELLs" (p. 81).

Likewise, seven of 10 the participating teachers in Rizzuto's (2017) study were seen as holding "negative perceptions toward teaching ELLs and lack knowledge in second language acquisition" (p. 191). The analyses of Rizzuto's (2017) interviews and observations of teachers, two identified as both Latina and bilingual, revealed that they never encouraged ELLs to utilize

their L1 in their learning and even implemented “English-only” policies which hindered their academic and social growth.

This misconception may be as a result of the lack of support provided in teacher preparation programs to support knowledge in optimal practices in bilingual language acquisition or the needs of English learners. Linguists have determined that when an ELL student is able to utilize both languages simultaneously, they can make both linguistic and academic progress in both languages (Krashen, 1982). Indeed, misguided practices regarding second language acquisition leads to ill-prepared instructional practices by educators which leads to lower academic progress and increased deficits in ELLs (Baker & Wright, 2021).

Language ideologies of teachers can also influence their responsiveness to cultural and linguistic diversity. In their study to evaluate the perceptions of non-English speaking Mexican immigrant students of teachers at both Marshall High School and Grant Elementary School in Texas, Allard et al. (2014) found a consensus among teachers in both schools that they predominantly held a deficit view of the Spanish speaking students due to the fact that they do not have mastery of the dominant language. It is worth mentioning, however, both schools have a significant population of Spanish speaking Mexican students therefore the linguistic responsiveness of the teachers were evaluated. Similarly, Razfar’s (2005) analysis of a series of video recorded classroom observations of two experienced ESL teachers in a 20 week span who adopted the use of “repair” towards the ELL students in a classroom setting concluded that 97% of the instances where “repair” was used was in regard to language.

The most predominant language correction was a student’s pronunciation of an English which is the most “salient marker of language ideologies in ELL contexts” (Razfar, 2005, p. 411). These instances of language show the reality of the power held by the dominance of

"White English" in the United States and how it is pushed upon ELL students in the instruction that they receive displaying a lack of responsiveness towards linguistic diversity.

The negative biases that are present among the ELL student population has a wide number of contributing factors. The three main contributing factors to why American mono-lingual teachers develop these biases are language politics, ELL intolerance, and language support (Dixon et al., 2019). As described by Dixon et al (2019), the United States has a very difficult political climate for new immigrants which contributes to the views of many Americans believing that English should be the "sole language of the government" leading to the marginalization of ELL students due to their lack of English language proficiency (p. 6). In her study, Warriner (2015) gathered information regarding points of view regarding how the American public views language and language learning. Warriner (2015) gathered the information from a series of interviews from 7 refugee women enrolled in ESL programs and interviews with five ESL teachers through a 2 year span.

Like many studies, Warriner found a large emphasis on learning English in order to achieve career readiness with little appreciation of foreign cultural or linguistic diversity. Overall, those who are of a language minority group are in a political climate in the United States where their lack of full proficiency in English is viewed as a problem that needs to be solved (Baker & Wright, 2021). The "ELL intolerance" aspect comes from the perception that the presence of ELL students in a mainstream classroom hinders the educational growth of mainstream students (Dixon et al, 2019). This point of view essentially promotes the idea that inclusion of ELLs in a mainstream setting is a burden rather than redeeming for the learning environment. Walker et al. (2004) found 70% of 557 mainstream teachers across 28 different schools were "not actively interested" in having ELLs in their classroom (p. 140). Overall, many

educators have the ideology that having ELL students present in the mainstream classroom presents more drawbacks than benefits.

The language support factor is the concept that many educators do not have the opinion that more resources should be allocated in the education of ELL student populations. Dixon et al. (2019) identified the extent of the relationship between a teacher's perception of favoring English as the language of American identity and their idea regarding striving for a learning environment that is highly supportive of ELL students. Dixon et al. (2019) also found there was a direct correlation between a teacher's perception that English is the proper language of the United States and their belief that additional money is not necessary towards supporting the improvement of bilingual and TESOL education.

One of the major changes in ideologies that must come about is the shift from a monolingual approach to a multilingual one. Early and Kendrick (2020) conducted a study where they interviewed eight experienced leaders in the field of Second Language Acquisition. In Early and Kendrick's (2020) study, the experts determined in their interviews that giving more prominence to an "ELLs' languages and literacy to promote diversity and amplify their voices" (p. 145). A major language ideology that can be incorporated with these practices to be more willing to implement the practice of translanguaging in the classroom. Garcia and Kleifgen (2020) both describe the idea of translanguaging as giving multilingual learners an opportunity to have a "fluid use of their full linguistic repertoire" (p. 554). Garcia and Kleifgen (2020) observed numerous case studies among emergent bilingual students in order to explore the extent to which utilizing a translanguaging ideology towards learning has a direct effect on the development of these learners. Garcia and Kleifgen (2020) concluded that it increased student confidence and aided in the deepening of their understanding of diverse literacy texts/The openness of being

receptive to an ELL's first language in the learning environment to enhance their opportunities is a much needed change in ESOL education.

Effect of Perceptions of ELLs on Instruction

A significant factor in the hindrance of the success of ELLs academically is the differences in expectations set for ELL students as a result of unexamined biases These biases towards these students cause mainstream educators to develop the point of view that they do not feel responsible for the education of the ELL students in their classrooms (cite). Hernandez's (2021) responses from a sample of 79 teachers from 48 different school districts in Northwestern Indiana revealed that generally mainstream teachers with ELL students in their classrooms often feel unobligated to differentiate their methods. Teachers in this study agreed less strongly with the statements that states they "differentiate instruction to meet the academic needs of ELLs (p. 85)."

Likewise, Reeves (2006) concluded that the sample of 279 subject-area teachers across 12 different high schools in the Southeastern United State agree with the statement that "subject area teachers don't have time to differentiate the needs of ELLs" and overall feel neutral about modifying assignments for ELL students (p. 134). To further expand on the environment of a co-taught class with ELLs, the lack of the willingness to buy all in to a classroom environment responsive to the needs causes ELL co-taught feeling as if their role to support the ELL students is diminished by the mainstream teacher (Whiting, 2017).

In fact, ELL teachers in a co-taught classroom frequently feel as if their own professional knowledge is seen as less important than that of the mainstream teacher. In Whiting's (2017) study of 71 certified TESOL teachers in the state of New Hampshire, teachers reported the feeling that their expertise in pushing ESOL instruction is not fully recognized or valued in the

mainstream classroom. This perception is considered a disadvantage of co-teaching for ELL teachers. In their study of five mainstream teachers, three ELL teachers, and three administrators at three urban elementary schools, Bell and Walker (2012) found that one of the biggest challenges in the co-teaching process are the personalities and ideologies of the teachers in the educational process.

In addition, Harper and de Jong (2009), conducted a study where they interviewed 52 teachers of secondary ELLs in Florida where they also included the widespread neglect of the pedagogical expertise of ESOL teachers in both their respective classrooms and district wide setting. This dynamic caused by the unwillingness of the mainstream teacher to utilize the cultural and pedagogical knowledge of their ELL co-teachers only can hinder the growth of ELL students and their goals for learning and second language acquisition.

The presence of negative implicit biases in mainstream teachers regarding the learning of ELLs is a factor in this lack of accepting the expertise of an ESOL certified co-teacher. In her survey of 183 mainstream teachers, Buttram-Brownell (2021) found approximately 78% of them indicated that the inclusion of ELLs in mainstream classrooms would be beneficial to their learning (p. 59). The data show there is a welcoming attitude among allowing ELLs in the mainstream learning environment. From this portion of the survey, the presence of a bias does not exist but there is more to read into from the survey conducted in this study. In this same survey approximately 75% of teachers also responded saying that ELLs should not be included in general education unless they have “attained a minimum level of English proficiency” (p. 59). Admittedly these teachers indicated that the curriculum and instruction that was received by their ELL students was diluted and non-responsive to their specific needs (Rizzuto, 2017).

This type of learning environment increases the feeling of student anxiety and embarrassment among ELL students when placed in a mainstream classroom (Whiting, 2019). These feelings of anxiety and embarrassment are stemmed from the lack of empowerment in their classroom environments. Pappamihiel (2002) conducted a study where she assessed a sample of 178 Mexican born middle school students on the extent of their feelings of anxiety in their educational setting. The results of the study concluded that ELL students generally feel more anxious in a mainstream setting than in an ELL classroom setting (Pappamihiel, 2002). The most commonly stated reason that was given by the students as to where the feelings of anxiety stemmed from was the fear of judgment from the mainstream teacher and students (Pappamihiel, 2002). Continuously exposing ELLs in this sort of an environment can lead to them shutting down, not participating in class activities, dropping out of class, and even dropping out of school as a whole (Lippert, 2017).

Due to the differences in knowledge and perception of their groups of learning, a co-taught setting brings a host of different challenges in determining the roles and responsibilities of both a content area teacher and an ELL teacher (Whiting, 2017). As a result of the challenges created in a co-taught environment, Whiting (2017) states that the only way a setting like this can work for all learners within the classroom is there is complete buy-in from both teachers to make it as responsive as possible (p. 10). The challenges faced by educators in regards to showing a high willingness to differentiate (Hernandez, 2021) creates a high-risk non responsive learning environment for ELLs (Whiting, 2017). As also stated by Whiting (2017), newly arrived ELL students in the United States find it challenging to fit in with their peers and feel self-conscious about their potential interactions with their teachers in a classroom setting (p. 12).

It is necessary to shift these perceptions of mainstream teachers' unwillingness and uncertainties in differentiating for ELLs. One method is through setting expectations to what an ideal model of co-teaching to support all learners would entail. One of the main concerns that is presented by Whiting (2017) is the concept of "ambiguous responsibility" haunting many ESOL teachers and mainstream teachers leading to the direct discrimination of ELL students in the classroom (p. 14). In Whiting's (2017) study one of the frequent questions that was asked by respondents was "Who is responsible for the ELL's education?" (p.14). When a large looming question such as that is raised, it is challenging to have an optimistic outlook on being able to create a learning environment responsive to ELLs. In a study conducted by Pawan and Orloff (2014), they collected surveys from 45 inservice teachers (12 ESL teachers and 33 content-area teachers) to determine their perceptions on each of their roles in the classroom. The majority of mainstream teachers surveyed viewed the extent of their responsibilities in the classroom as "teaching content" and felt that a "camaraderie" between a mainstream teacher and ESOL co-teacher is necessary in order to make a co-teaching situation be optimal.

One of the frequent situations within a co-taught ELL class is the fact that when it comes to the preparation of day to day lesson plans and activities, the content and/or mainstream teacher with little involvement from the co-teacher. Bauler and Kang (2020) tracked the perceptions of 23 teachers across three academic years in the implementation of a collaborative planning and instructive co-teaching model. In the third year of this implementation, about 71% of the teachers surveyed stated that the academic language of their ELL students was supported and about 83% of them stated that they felt all of their students were more collaborative in pairs and group settings (Bauler & Kang, 2020). Overall, the teachers who participated in the study felt that this collaboration shifted their perceptions about the capabilities of their ELL students with one

teacher stating “when you provide ENL students the same equality, they thrive and learn” (p. 347). Indeed, a well-executed co-teaching practice led to a more positive learning environment and high involvement of all students (Pappamihiel, 2002; Schum & Hughes, 1998).

In summary, the perceptions, attitudes, and ideologies of mainstream teachers have a direct effect on their instructional methods and approaches in the classroom. Many of these effects include the lack of an implementation of proper differentiation methods to accommodate the learning needs of ELLs (Hernandez, 2021). This lack of feeling of responsibility by the mainstream teachers also leads to a poor dynamic between the mainstream teacher and an ESOL certified co-teacher in an inclusion setting leading to a non-responsive learning environment to meet the needs of all students (Hernandez, 2021; Whiting, 2017). Many of these also stem from the biases present amongst these educators whether they are implicit or explicit (Rizzuto, 2017).

A major practice that could shift these effects in instruction is a well structured learning environment where clear expectations are set between the mainstream teacher and ESOL certified co-teacher that can bring out the best out of all students in the classroom. A learning environment of this structure can help educate mainstream teachers on more effective classroom practices along with shifting their biases on ELL student capabilities due to the increase in academic success that would be displayed (Bauler & Kang, 2020).

Increase Student Voice and Positive Interaction

One of the most common misconceptions among teachers that work with ELL students is that English language proficiency is directly linked with intelligence (Shim & Shur, 2018). As a result, students are presented with a limited voice in their learning. In a study conducted by Shim and Shur (2018), students were interviewed on their perspective on their specific learning environments. A student named Carlos states that he believes that his ESL teachers believe that

“he knows nothing” because she attempted to teach him things that he learned a long time ago when he was a student in Mexico (p. 26). The attitudes and misconceptions that classroom teachers may have towards ELL students leads to a skewed relationship where the goals of both the educator and student are not mutually beneficial.

In another study conducted by Eslami-Rasekh and Valizadeh (2004), they surveyed through a written questionnaire the perceptions of which learning activities were most valued among a sample of 603 EFL students and 27 instructors of General English. It was concluded that the activities were a “significant mismatch between the perceptive preference of communicative activities between the instructors and the students” (p. 8). Since the instructors of this study were unaware of the student preferences towards communicative activities it shows lack of a student voice in the learning process impacting instructor and student relationships.

Overall, it can be concluded that the perceptions and intuition of an educator among their students cannot be relied on by itself (Eslami-Rasekh & Valizadeh, 2004; Shim & Shur, 2018). It is evident that when there are both mainstream students and ELL students in the same classroom setting, there is a disparity in the relationship between the teachers and each of the different groups of students. Sullivan’s (2013) interviews with 19 Kindergarten lead teachers and observation of 8 of them in their classrooms revealed that teachers had a higher measure of the closeness scale when it comes to their relationship with their non-ELLs than with their ELLs. The main factors behind this lack of closeness between the mainstream classroom teachers and their ELL students has to do with the “lack of cross cultural relationships in the classroom” as well the “cultural barriers separating the teacher and the ELL students" (Sullivan, 2013, p. 42).

Need for Preparation to Teach ELLs

The lack of preparation of teachers to support culturally and linguistically diverse students is a constant trend in education which really causes mainstream teachers to question their techniques in the classroom. As stated by Buttram-Brownell (2021), experienced teachers have shared the point of view that teaching ELL students with varying levels of preparedness is a complex and stressful endeavor (p. 38). This is due to the extremely low level of expertise that teachers possess due to the scarcity in the availability of professional development opportunities designed to improve instruction of ELL students (Buttram-Brownell, 2021).

The results of Beches' (2021) study showed a direct correlation between lack of knowledge of social cultural needs of ELL students and negative perceptions in their capabilities of learning. Beches (2021) interviewed 15 teachers from 12 different middle schools in order to diversify the sample size across different school settings. Based on the results of Beches' (2021) study, the 15 mainstream teachers that were interviewed displayed an insufficient amount of background knowledge of ELLs, inadequate preparation in lesson development, and a need for more effective professional development (p. 61).

Lack of preparation of ELLs leads to teachers working in education to develop negative perceptions towards the process of educating ELLs and place blame within different places. In Wei's (2020) interview with a newly arrived principal named Ms. Monica on her view regarding providing professional development opportunities to educate ELLs among her staff, Ms. Monica expressed drawbacks in teacher attitudes about focusing on elements of professional development for educating ELLs that they view as having a lack of value. Ms. Monica reported that teachers' have been resistant in teaching the foundational piece and have wanted to focus more on the "main ideas, context clues, context clues, inferencing, and sequencing" (Wei, 2020, p. 61).

Mainstream middle school teachers that educate ELLs have also expressed a resistance to teaching ELL students the concept of phonics due to the fact that they view this as an "elementary school problem, not their problem" (p. 61). It is evident in Wei's (2020) study that an organized form of professional development towards educators across all levels of education is necessary to set the tone for educators to be well equipped to educate their ELLs.

The lack of exposure to rightly guided practices regarding the teaching of ELLs seem to haunt a large percentage of teachers in the modern day. As stated by Lippert (2017), more than 30 states have no requirements for teachers in regards to ELL training beyond federal mandates. It is evident that a teachers' experience with diversity and language learners are large influencers to the extent of their empathetic feelings towards ELLs (Dixon et al., 2019). Teachers who identified as bilingual were displayed to implement different teaching strategies that were used in their own language learning experience in their efforts to inspire and support ELL students (p. 8). Dixon et al (2019) also displays in his sample size that teachers in the state of Florida who displayed an intermediate level of proficiency in another language rated themselves as more well prepared to educate ELLs than their mono-lingual counterparts (p. 8).

Increasing effectiveness of teacher preparation programs for pre-service teachers and professional development for in-service teachers are necessary in shifting the negative attitudes educators may have in ELL students. Kolano and King (2015) conducted a study where 43 undergraduate teacher candidates participated in a course designed to shift the beliefs of teacher candidates towards educating ELLs through the use of narrative and increase their "generativity". Generativity in education is best described as a teacher's ability to add onto both their personal and professional knowledge on their students in order to effectively produce a pedagogical solution to meet the student's learning goals (Kolano & King, 2015). The 43

students that participated in this course were predominantly made up of white mono-lingual women.

Those who participated in the course concluded that many of them have shifted their perspectives regarding the experience of ELLs and the importance of supporting their learning. One participant indicated that they developed a relationship with an ELL student they encountered during their clinical experience and learned from them how difficult it is to be an immigrant minority student in the United States (Kolano & King, 2015).

A course of this magnitude is a necessary experience for various mainstream mono-lingual teachers due to the lack of understanding of the needs and experience of the population of ELL students. In a final reflection assignment from the pre-service teachers that participated in this course, 41 out of the 43 students admitted that they had limited knowledge and interaction with ELL students prior to taking the course (Kolano & King, 2015). In another study of 56 primary pre-service teachers to measure their willingness and knowledge of educating ELLs, Goddard and Evans (2018) found that attitudes and preparation regarding education ELLs in an inclusion setting were generally positive across enduring positive and meaningful experiences in education training. This evidence displays the fact that by increasing the amount of learning opportunities for educators to become more culturally and linguistically responsive can aid in shifting many mainstream teacher ideologies.

Based on the research presented in this literature review it is evident that there are a large variety of factors behind the perceptions of educators regarding the teaching of ELLs. These perceptions also have numerous effects on the quality of the learning environment as well. This includes the increase of “deficit view” of mainstream educators towards ELLs leading to feelings of anxiety and hindrance of academic growth among the students.

The professional development tool in Chapter 3 will be created to introduce the problem of language ideologies among mainstream ELLs in the classroom and how we can shift these ideologies and perceptions to create a more beneficial learning environment for ELLs. These include methods and strategies to assist in the gaining of empathy towards the ELL population. The product will present a structured and meaningful co-teaching lesson planning model to aid in a collaborative learning environment. Different strategies to increase student voice will also be implemented to help shift educator misconceptions on the methods of learning preferred by ELL student groups. The product will also create a long term professional development plan for educators to consistently gain knowledge in how to educate ELLs in an attempt to change their perceptions in educating this student population.

Chapter 3 Description of the Product and Tools

The literature in Chapter 2 revealed different factors behind the monolingual mainstream educators developing negative perceptions towards the teaching of ELLs and its impact on the learning environment. An anonymous educator at Sewanhaka High School with 16 years of experience stated, “I dread my ELL inclusion classes, I feel like I have to reinvent everything I have known in my career since the capabilities of the students in my classroom vary too much” (personal communication, July 2023). Teachers at Sewanhaka High School have had a difficult time adjusting to the growing population of ELL students as enrollment of this demographic in this school reached approximately 320 students in 2023 which is a 40% increase from just four years prior (NYSED, 2023).

In this Chapter I present a professional development session that will address the concerns of those that are similar to the anonymous teacher mentioned previously. The product will be designed to help educators gain knowledge on educating ELLs and adjust their perceptions to be more open to the cultural and linguistic diverse presence in their classrooms. This session will introduce the factors behind the presence of the problem and solutions that can be implemented to improve the learning environment and shift educator perceptions of educating ELLs in their classroom.

The solutions in the product include a language immersion activity and short film reflection to help educators under the challenges of day-to-day experiences of ELLs, strategies to increase student voice and teacher-student relationships, a lesson plan template to increase ESOL teacher involvement and differentiation for ELLs, and a monthly professional development plan to provide the teachers with more resources to gain knowledge to educate ELLs.

Description of the Professional Development

The professional development session will be presented at Sewanhaka High School's Superintendent Conference Day on Thursday August 31st, 2023. The teachers will be placed in the Sewanhaka High School auditorium from 8:30am to 11:30am to engage in the activities for the professional development session. I will present to the group of teachers and lead each of the activities and discussions. The professional development presentation will be shown in the form of a Google Slides Presentation (see Appendix A) in addition to a series of handouts and materials (see Appendices B, C, D, E, and F) that will be shared to the faculty through a Google Drive folder in their district Google accounts.

The professional development will be titled "The Impact of Negative Perceptions in Educating ELLs on the Learning Environment" as it will be designed to show the experiences of ELLs in a non-nurturing and culturally unresponsive learning environment. The PD will begin with the teachers being introduced to the problem and gain a deeper understanding of the problem through a language immersion simulation and short film reflection. Then the PD will transition to presenting solutions to educators on how they can shift their current perceptions of the presence of ELLs in their classroom and how they can provide a learning environment that is responsive to diverse cultural and linguistic backgrounds.

Understanding the Problem: "Put Yourselves in Their Shoes"

Language ideology is a common factor behind educators establishing a learning environment that is not culturally and linguistically responsive to students of diverse backgrounds. In a study conducted by Shim and Shur (2018), educators frequently have a "language as a problem" ideology which implies that many ELLs are not speaking enough English both in school and at home causing them to hinder their academic growth. As stated by a

teacher that participated in Shim and Shur's (2018) study, "The biggest problem for ELLs is their parents allow them to speak Spanish at home all the time. The kids need to speak English" (p. 28).

These ideologies of educators regarding language causes them to implement a learning environment that is primarily responsive to the dominant language. Rizzuto (2017) concluded that teacher participants implemented "English-only" policies in their classroom which holds back an ELL student from being able to use their L1 aid in their learning of L2. The Learning Immersion Simulation implemented in the professional development session will put participating educators in a similar environment in an attempt for them to gain empathy in the experiences of ELLs despite their language ideologies.

It is significant that educators learn the experiences that are faced by ELLs; however, teacher preparation programs are highly effective in displaying these challenges (Wright-Maley & Green, 2015). The language immersion simulation conducted by Wright-Maley and Green (2015) involved exposing a participant sample of 87 English speaking pre-service teachers to a Swedish language immersion simulation which ultimately served as a "shock-and-show" experience to learn more about the experiences of ELLs in a dominant English classroom. In an attempt to replicate a similar "shock-and-show" experience, the professional development session will display a Language Immersion Simulation activity. In this activity teachers will be placed into small groups with an assigned unfamiliar language (Spanish, French, or German). In these groups they will be tasked to simulate the action of ordering food at a restaurant in their assigned language.

The only resources provided will be a list of words and phrases that will aid in completing the task in their assigned language (see Appendix B). At the end of the activity we will have a

reflection activity where teachers will describe whether or not they successfully completed the task and which supports they would need to aid in their assigned goal. The purpose of this activity is the aid shifting educator perception of "English-only" policies towards ELLs and encourage a shift in transitional to a classroom environment that promotes multilingualism rather than only allowing utilization of the dominant language (Rizzuto, 2017; Shim & Shur, 2018; Wright-Maley & Green, 2015).

The impact of a learning environment that is most influenced by the dominant language can also be displayed in Activity #2 of the professional development tool which involves a reflection after viewing the short film called Immersion. It is significant to expose to educators the how difficult the political climate of ELLs is in their own schools along with the influence of educators and administrators that have the belief that English is the sole language that is meant to be spoken in the United States (Dixon et al, 2019). Upon watching the short film, it will put educators in the shoes of ELLs by having them see the experiences endured by an ELL student named Moises in his own schooling environment.

In the short film educators will witness the effect of a mono-lingual classroom environment and the negative effect that classroom policies such as "English-only" has on their learning. At the conclusion of the short film the one goal is for educators to be able to identify and reflect on the language ideologies held by the teachers and administrators that Moises attends. The second goal is for them to identify changes that could be implemented in order to provide Moises with a more culturally and linguistically responsive learning environment.

Get To Know You Form and Class Suggestions Box

One of the biggest factors behind ELL students struggling to reach their learning goals is a lack of student voice within their learning. Eslami-Rasekh and Valizadeh (2004) argue that there

is “mismatch between the perceptive preference of communicative activities between the students and the educator” (p. 8). This clearly shows that in a learning environment where ELL voices are not heard leads to a lack of meaningful and enriching learning activities among these students. Shim and Shur (2018) also showed there is a major disconnect between the students and their teachers when it comes to what to implement in day-to-day instruction leading to negative experiences for both sides. A student participant from Shim and Shur’s (2018) study stated, “I think that my ESL teacher thinks that I know nothing. She tries to teach me stuff that I learned a long time ago in Mexico” (p. 26). Another student participant said, “I wish I can write more stories about my life in Mexico, school is more fun that way” (Shim & Shur, 1018 p. 27). In order to give students more of a voice in their learning the “Get to Know You Form” (Appendix B) and suggestion box (Appendix C) will give an opportunity for the educator to implement practices that the students desire.

Another challenge faced by ELLs is that many of them tend not to have positive relationships and interactions with their teachers. Sullivan (2013) claims there are “cross cultural barriers” that separate many teachers from reaching ELLs. As a result, teachers typically have a higher rating on the closeness scale with mainstream students than ELLs leading to a classroom environment where ELLs do not have strong interpersonal relationships with their teachers (Sullivan, 2013). The Get to Know Form (see Appendix B) will allow students to film out information about themselves both when it comes to their personal background, hobbies, and learning preferences.

This will allow teachers to learn more about the cultural backgrounds of these students to close these “cultural barriers” and allow them to develop closer interpersonal relationships with their students. It will also allow the educator to learn more about the learning styles of the ELLs

in their classroom. This will lead to educators being able to use the knowledge of their students to inform their instruction. This will ultimately shift their perceptions of educating ELLs due to the higher academic success that will stem from implementing more cultural and linguistically responsive practices that students genuinely want to experience in the classroom.

Cooperative Co-Teaching Lesson Plan Template

A major challenge in educators developing positive perceptions towards ESOL education is the difficulties presented in a co-taught ELL setting. According to Whiting (2017), the concept of "ambiguous responsibility" has been haunting to many mainstream and ESOL co-teacher duos leading to a lack of preparation in day to day lessons when it comes to creating an environment that is responsive to all students in the classroom. It is also frequent that mainstream teachers frequently engage in lesson preparation of daily lessons without the input of the co-teacher. An ESOL teacher participant in Whiting's (2017) study stated, "the ELL teacher's time is not being effectively used" and "I do not feel that I really teach in this setting" (p. 13).

A co-teaching environment where the expectations are clear and set results in a culturally responsive learning environment. As a result, mainstream teachers may undergo a shift in their perceptions regarding the learning capabilities of ELLs. Int their longitudinal collaborative study to track the change of perceptions of educators towards ELLs after implementing a collaborative co-teaching planning process, Bauler and Kang (2020) found that 83% of teachers that participated agreed that all students in their classroom participated more when both co-teachers were highly involved in the learning process.

A content-area teacher participant in Bauler and Kang's (2020) study stated, "when you provide ENL students the same equality they thrive and learn" (p. 347). The Content-Area and ESOL Co-Teaching Lesson Plan Template (see Appendix E) will be implemented for utilization

by co-teaching duos in an attempt to maximize the experiences of ELLs in their learning environment. Teachers in co-taught classes will be expected to co-plan with one another using the lesson plan template in order to maximize their influences in everyday instruction.

The components of the lesson plan template include a section where both the roles of the Content-Area teachers and the ESOL are clearly defined in order to prevent the possibility of "ambiguous responsibility" between the two sides as mentioned by Whiting (2017). The lesson plan template will also present a section where the co-teachers will plan for opportunities during the lesson for students to display cultural and/or linguistic expression. Garcia and Kleifgen (2020) showed how a higher implementation of multilingualism in the classroom led to ELLs "depending their understanding of diverse texts" resulting in a more linguistically responsive learning environment in their learning of literacy.

The lesson plan template also displays a reflection section for both the content-area teacher and the ESOL teacher in order to reflect on how they viewed their outcomes in the implementation of the lesson. This will allow them to be mindful of successful portions of the lesson that can inform future instruction and negative outcomes of the lesson that may have adjusted.

Monthly Professional Development Schedule

A relevant enduring issue in the current state of ESOL education is the widespread need for continuing professional development for educators. As stated by Buttram-Brownell (2021), "There is a low level of expertise that teachers possess due to the scarcity in the availability of professional development opportunities designed to improve the instruction of ELL students." (p. 38). The monthly professional development calendar (see Appendix F) was designed to provide educators with more opportunities for professional growth to improve their knowledge in

supporting ELLs. Teachers at Sewanhaka High School have a designated productivity period reserved each school day in the event they are needed for coverage or need to attend mandated workshops.

The professional development schedule will provide monthly workshops available once a month for a full day in the SHS Library for teachers to attend during their productivity periods as a resource for them to utilize for their professional growth. Collaboration will be made with the ELL department at Sewanhaka High School to make the planning and presentation of these workshops most optimal.

There is a direct correlation between a lack of knowledge of social cultural needs by ELLs and negative perceptions held by educators in their capabilities of learning (Beches, 2021). This is further supported by Goddard and Evans (2018), who found that attitudes and preparation for educating ELLs in an inclusion setting were predominantly positive across, influenced by enduring positive and meaningful experiences in education training. The intended outcome of implementation of the availability resources is to provide educators with more opportunities for learning that will allow them to see how valuable the educating ELLs can be with the presence of meaningful learning opportunities. At the end of the professional development schedule teachers will be given an opportunity to suggest additional topics in educating ELLs that they would find valuable to include in future professional development sessions in the following school year.

Chapter 4: Conclusion

The purpose of this research was to find the impact that negative perceptions of educating ELLs by teachers had on ELLs in the learning environment. The main questions that guided the research included the following: (1) What were the factors behind the language ideologies held by educators?, (2) To what extent does a teacher's perceptions towards educating ELLs impact instructional practices and student success?, and (3) Does an educator's knowledge in implementing culturally and linguistically responsive practices in the classroom impact their perceptions towards educating ELLs? In this Chapter I first provide a summary of the major findings of this project. Next, I discuss implications for student learning and teaching, and propose recommendations for future research.

Summary of the Findings

Research has demonstrated that teachers' language ideology played a large factor in the different activities that were implemented in their classroom. Research has also shown that teachers that held a more English dominant language ideology implemented more mono-lingual practices that limited meaningful learning activities for ELLs in the classroom. This lack of meaningful learning activities results in a hindrance of academic and social growth for ELLs (Dixon et al, 2019; Rizzuto, 2017; Walker, 2022; Warriner, 2016). Additionally, the literature has revealed educators with an English-dominant ideology held a deficit view towards students that did not have mastery of the dominant language leaving them in a linguistically unresponsive environment (Allard et al, 2014; Razfar, 2005).

Indeed, many content-area mainstream educators felt that it was not their responsibility to differentiate their instruction to support ELLs (Hernandez, 2021; Reeves, 2006). One of the major challenges was that many mainstream teachers conducted their day-to-day planning

without the advice and input from their ESOL co-teacher causing a challenging classroom environment for ELLs with increased anxiety and less participation (Whiting, 2017). This situation arose primarily due to a sense of "ambiguous responsibility" regarding the roles of each educator in the learning process, compounded by conflicting personalities and ideologies among them (Bell & Walker, 2012; Harper & de Jong, 2009).

A primary reason contributing to the negative perceptions towards educating ELLs was the feeling of unpreparedness among mainstream educators to instruct this growing student population. Many educators describe the process of planning to support ELLs as a “complex and stressful endeavor” due to their limited knowledge and resources to provide the proper support (Buttram & Brownell, 2021). Overall, mainstream content-area teachers displayed an insufficient background knowledge of educating ELLs, inadequate preparation in lesson development, and a need for more professional development opportunities (Beches, 2021; Wei, 2020).

Thus, there is a need for educators to increase student voice and develop more positive relationships with their ELL students to address various misconceptions about the most suitable learning activities, which can otherwise result in reduced participation from ELLs (Goddard & Evans, 2018; Kolano & King, 2015; Eslami-Rasekh & Valizadeh, 2004; Shim & Shur, 2018; Sullivan, 2013). To address the concerns discussed above, I created a professional development plan that aims at providing support to teachers and enhancing student learning.

Implications for Student Learning

The professional development tool can have a positive impact on ELL student learning due to the increased preparedness gained by participating educators to meet these students’ needs. Participating educators will be provided with suggestions to implement in their classroom that provide students with a more culturally and linguistically responsive learning environment.

The professional development tool when implemented will also involve increasing student voice to empower learners in their learning environment. Students will be provided with an opportunity to state their learning preferences both in the form of a suggestion box (see Appendix C) and a Get To Know You Form (see Appendix D).

The professional development tool will also provide a long term professional development plan for educators that feel they need more opportunities to gain knowledge on properly supporting ELLs in their respective classroom (see Appendix F). Students are the direct beneficiary of this since they will be provided with more meaningful learning experiences that will support their academic growth due to the longitudinal learning experiences educators will gain over time. Students will also be provided with more structured lessons by their educators in co-taught classes through the lesson plan template (see Appendix E). The lesson plan template will also open up opportunities for co-teachers to directly provide ELL students with opportunities for them to utilize their L1 in the learning environment and make their learning of the instructional goals relate closely to their cultural background.

Implications for Teaching

The professional development tool can be a useful tool for mainstream content-area teachers, ESOL certified teachers, and guidance counselors that may occasionally push into classrooms. Participating educators who come to the professional development session will have their own perceptions of the capabilities of ELLs and methods to use in the classroom. They will reflect on their perceptions and be able to identify any misconceptions they may have on the experiences of ELLs in the classroom. Educators will also be able to reflect on the differences in points of view regarding how the learning environment that they have set previously has been interpreted by students of various identities.

Through the implementation of the solutions presented in the professional development session there are many ways in which it can be utilized in the classroom. Educators will get an opportunity to implement different practices in the classroom that may adjust their attitudes to how they view educating ELLs due to opportunities that will be provided for learners to take control of their own learning. The Suggestion Box (see Appendix C) and the Get To Know You Form (see Appendix D) will give learners a voice in their own learning allowing them to feel motivated to have more meaningful participation in their learning environment (Shim & Shur, 2018). The Get To Know You Form would help spark a more positive interpersonal relationship between the teacher and ELL students by gaining more knowledge on the students.

Content-area teachers that may feel a burden behind having the presence of an ESOL co-teacher and ESOL teachers that may feel uncertain about their roles in the classroom can benefit from the implementation of the Collaborative Co-Teaching Lesson Plan Template (See Appendix E). The lesson plan template should provide a structured lesson planning procedure that clearly defines the roles of each co-teacher in the classroom along with providing an opportunity to plan for cultural and linguistic responsive opportunities in day to day instruction along with reflecting on the results of each lesson delivered. Teachers that want to gain more knowledge on how to teach ELLs will also have the resource of a series of professional development sessions displayed in the professional development calendar for the 2023-2024 school year (see Appendix F).

Recommendations for Future Research

The professional development tool is a step in the right direction when it comes to resolving the issue of the impact of teacher perceptions toward the teaching of ELLs. However, there is still a lot to explore regarding the issue. A future research recommendation is to conduct

more longitudinal studies, examining how educators' perceptions evolve as their resources for providing effective instruction to ELLs increases. Future studies could include excerpted dialogue from conducted interviews with participating educators who utilized the resources that were used in the professional development tool to gain knowledge on how much it has affected their classroom teaching and the extent to which their perceptions may or may not have changed towards educating ELLs.

Another recommendation for future research that was not explored in the professional development tool would be exploring the extent to which the stress caused by standardized state testing may affect teacher attitudes towards having ELLs in the mainstream classroom. Based on experiences by many colleagues, many of them feel a high level of pressure preparing students for standardized tests to the point where they even feel that the presence of ELLs hinders their instruction to the point where they feel that their instructional strategies are not enough for helping the mainstream students that are present reach their learning goals. This could also have an impact on the extent to which educators may feel that it is less important to implement more culturally and linguistically responsive teaching strategies due to their feelings of having to "teach to the test." Future studies with interview data from participating educators could be useful to determine a solution on how concern can be addressed.

Final Thoughts

Perceptions of educators towards educating ELLs are crucial to the students' academic success. It is significant that educators are more aware of the optimal methods and instructional practices that bring out the most participation out of them. Preparing mainstream mono-lingual educators to best create a culturally and linguistically responsive environment will go a long way

to shifting negative perceptions towards this student population due to the increased academic and social progress that they will display.

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Appendix A

Google Slides Presentation

https://brockport.voicethread.com/share/23286648/

Appendix B

Activity #1 Handout: Words and Phrases to Order at a Restaurant in Spanish, German, and French

Words and Phrases to Order a Meal in French

Salut Bonsoir	Pour moi…
Bonne nuit	Avez-vous des options végétariennes ?
Comment ça va?	Y a-t-il des soldes ou des promotions aujourd'hui ?
Ça va?	Peux-tu m'apporter...?
Une table pour (une/deux/trois/quatre) personnes, s'il vous plaît	Je peux changer...?
Le menu / le menu - Le menu	Avez-vous un service à emporter ?
Puis-je voir la lettre, s'il vous plaît ?	Merci Avez-vous un service à emporter ?
Que recommandez-vous?	Combien de temps faudra-t-il pour préparer ma commande ?
Je voudrais/Je voudrais...	

Words and Phrases to Order a Meal in German

Hallo	Haben Sie vegetarische Optionen?
Guten Tag	Gibt es heute einen Ausverkauf oder eine Sonderaktion?
Gute Nacht	
Wie geht es dir?	Kannst du mich bringen...?
Wie geht es dir?	Ich kann mich ändern...?
Bitte einen Tisch für (eine/zwei/drei/vier) Personen	Haben Sie einen Take-Away-Service?
Das Menü / das Menü - Das Menü	Danke
Darf ich bitte den Brief sehen?	Haben Sie einen Take-Away-Service?
Was empfehlen Sie?	Wie lange dauert die Vorbereitung meiner Bestellung?
Ich möchte/ich möchte...	
Für mich... - Für mich...	

Words and Phrases to Order a Meal in Spanish

Hola Buenas tardes Buenas noches ¿Cómo estás? ¿Qué tal? Una mesa para (una/dos/tres/cuatro) personas, por favor La carta/el menú ¿Puedo ver la carta, por favor? ¿Qué recomienda? Quisiera/Me gustaría... Para mí...	¿Tienen opciones vegetarianas? ¿Hay alguna oferta o promoción hoy? ¿Me puede traer...? ¿Puedo cambiar...? ¿Tienen servicio para llevar? Gracias ¿Tienen servicio para llevar? ¿Cuánto tiempo tomará preparar mi pedido?

Appendix C

Suggestion Box

Appendix D

Get To Know You Form

GET TO KNOW YOU FORM

Directions: Fill out each question based on your own personal qualities.

1. Name:

2. Age:

3. Preferred Language/s:

4. What is your cultural background and/or national origin?

5. What is your favorite family tradition?

6. What are your favorite foods?

7. What are your favorite hobbies?

8. Which learning styles do you prefer the most (visual, auditory, kinesthetic, reading/writing)?

9. Share an example of a learning experience that you found enjoyable.

_____

_____

_____

_____

_____

_____

GET TO KNOW YOU FORM

10. Which resources for learning are most helpful to you? (Check all that apply)

- ☐ Textbooks
- ☐ Websites
- ☐ Educational Videos
- ☐ Other (Please specify):

11. Which forms of assessments do you feel most comfortable with? (Check all that apply)

- ☐ Written Exams
- ☐ Oral Presentations
- ☐ Group Projects
- ☐ Other (please specify):

12. When receiving feedback from your teacher, how do you prefer to receive it? (Check all that apply)

- ☐ Written
- ☐ Verbally (one-on-one discussion)
- ☐ Peer Reviewed
- ☐ Group Setting
- ☐ Other (please specify):

13. My goals this school year are to:

1.

2.

3.

Appendix E

Collaborative Co-teaching Lesson Plan Template

Content Area and ESOL Co-Teaching Lesson Plan Template

Subject/Content Area:
Grade Level:
Content Objectives:
Language Objectives:
NYSED Content Area Standards:
AIM:
Motivation:

Lesson Activities:
Role of the Content-Area Teacher: Role of the ESOL Co-Teacher:
Synthesis (Connection to modern events/experiences):
Differentiation/Modification:
Opportunities for Cultural/Linguistic Expression:

Closing Activity/Assessment:
Lesson Materials/Resources Utilized:
Lesson Reflection Content Area Teacher Takeaways: ESOL Teacher Takeaways:

Appendix F

Monthly Professional Development Schedule

2023-2024 Professional Development Schedule

Tuesday September 26th: Differentiating For ELLs

Tuesday October 31st: Supporting ELLs with Limited Formal Schooling

Wednesday November 15th: Technology in ELL Education

Friday December 22nd: Second Language Acquisition in Content Instruction

Tuesday January 16th: Effective Co-teaching Models

Thursday February 15th: Methods to Utilize Both L1 and L2

Wednesday March 20th: Culturally Responsive Teaching Strategies

Monday April 8th: Parent and Family Engagement for ELLs

Tuesday May 13th: Project Based Learning For ELLs

Friday June 21st: Assessment and Data Driven Instruction