

Teachers' Perceptions of ESL Students' Diversity, Linguistics, and Cultural Needs

by

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Abstract

This study investigated equity-based instruction for Culturally and Linguistically Diverse Students (CLD) by examining public school teachers' perceptions and preparation on diversity and inclusion. Preparing pre-service teachers to improve opportunities for bilinguals and CLD education is still a critical need (Williams et al., 2019). As public schools implement instructional programs for ESLs, teachers should be well prepared to teach culturally and linguistically diverse students. Teacher preparation is essential for both teaching effectiveness and student academic achievement (Boyd et al., 2009).

A quantitative research design was used for this study. A CLD Research-Based Practices Survey on public school teachers' attitudes and perceptions on the inclusion of CLD students in mainstream classrooms was administered to 200 elementary and secondary teachers in ten public schools who had CLD students in their mainstream classrooms. The study was framed based on the five dimensions of diversity, linguistics needs, cultural needs, awareness, and preparation. The study examined literature on teachers' perceptions, attitudes, self-awareness, preparation, and CLD resources. The analysis of the survey data uncovered information related to the themes of diversity, instructional awareness and practices, resources, support, and access to linguistically and culturally responsive teaching. The major findings of the study included the role of gender, ethnicity, and ESL background on the effectiveness of teacher preparation and their perceptions towards diversity of the students. The study concluded by providing implications for teachers, schools, educators, and policymakers on providing an equity-based educational environment for all the students including the CLD ones.

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This dissertation is dedicated to my mom, the heroine of my life, my daughter, the treasure of my life, and all the multilingual and multicultural learners in the world with a story never told, a voice never heard, a culture never been embraced, and identities never been visible. I am here to see you, listen to you, and tell your story.

Table of Contents

Abstract	2
Acknowledgments.....	3
List of Tables	7
List of Abbreviations	8
Chapter 1:	9
Introduction.....	10
Statement of the Problem.....	15
Purpose of Study	18
Research Questions.....	19
Limitations	19
Definition of Terms.....	21
Organization of the Study	23
Chapter 2: Theoretical Framework and Review of Literature	25
Introduction.....	25
Purpose of Study	25
Research Questions.....	26
Literature Review	27
Background of Policies and Rules for ESLs.....	28
Accountability Measures by School Reform Acts	30
Teachers’ Perceptions and Awareness of their attitudes	31
Teachers’ Perceptions of Preparation based on Teacher Preparation Principles.....	34
Teachers’ Awareness of the CLD Students’ Resource Needs	36

Teachers' Awareness of the Need of CLD-related Courses and Trainings	42
Teachers' Awareness of Home Languages and Parental Involvement	45
Summary.....	48
Chapter 3: Research Methods	49
Purpose of Study.....	49
Research Questions.....	50
Research Methods and Design.....	50
Population and Sample	52
Instrumentation	53
Data Collection	55
Data Analysis	55
Positionality and Role of the Researcher	56
Ethical Considerations	58
Summary.....	58
Chapter 4: Findings.....	60
Purpose of Study.....	60
Research Questions.....	61
Data Analysis	62
Demographics	62
Research Question One.....	66
Research Question Two	70
Research Question Three	74
Research Question Four.....	78

Research Question Five	79
Research Question Six	80
Summary.....	81
Chapter 5: Reflection and Conclusion.....	82
Purpose of the Study	83
Conclusions.....	85
Research Question One.....	85
Research Question Two	86
Research Question Three	87
Research Question Four.....	88
Research Question Five	89
Research Question Six	90
Implications.....	91
Teachers’ Awareness for CLD Students’ Diversity.....	91
Teachers’ Awareness for CLD Students Cultural Needs	92
Teachers’ Awareness for CLD Students Linguistic Needs.....	93
Implications for Teachers’ Awareness.....	94
Implications for Teachers’ Preparation.....	95
Implications for Teachers’ Awareness and Preparation by Demographics	96
Reflections	98
Recommendations for Future Research	99
References	102
Appendix 1.....	133

List of Tables

Table 1 Population of CLD students.....	53
Table 2 Demographic Characteristics of Participants.....	64
Table 3 Mean Rank Differences of Demographics by Diversity.....	69
Table 4 Mean Rank Differences of Demographics by Cultural Needs	73
Table 5 Mean Rank Differences of Demographics by Linguistic Needs	77
Table 6 Overall Awareness of the Teachers for Diversity, Cultural, and Linguistic Needs of the CLD Students.....	78
Table 7 Overall Preparation of the Teachers for Diversity, Cultural, and Linguistic Needs of the CLD Students.....	79
Table 8 Correlations of Level of Awareness and Preparation of the Teachers for Teaching CLD students	81

List of Abbreviations

ESSA	Every Student Succeeds Act
BEA	Bilingual Education Act
CLD	Culturally and Linguistically Diverse
ELL	English Language Learner
ESL	English as a Second Language
EB	Emergent Bilinguals
LEP	Limited English Proficiency
MST	Mainstream
NCLB	No Child Left Behind

Chapter 1

Introduction

Globalization has created a climate where various policies claim to have the best remedies for the challenges of teacher education in which policymakers victimize some subgroups of the education family (Aydarova et al., 2018). Extensive discussions exist in the educational literature on current views of diversity, multiculturalism, and globalization. Many countries have welcomed the demographic changes and their impact on education and such demographics changes have been widely reported in American schools (Batt, 2008; Bodur, 2012; Edwards, 2011; Flores & Smith, 2008).

Numerous demographics changes are reflected in schools as they are also changing rapidly, more in some areas than others (Hodgkinson, 2002). Among these changes in the enterprise of teaching and learning are English language learners (ELLs). They are one subgroup of students that require special attention, particularly because of their low-performance relative to their non-ELL peers and their growing numbers. U.S. student populations are becoming increasingly racially, ethnically, culturally, and linguistically diverse.

To provide meaningful and appropriate educational practices, attention to the changes in demographics and other student's characteristics is necessary. Indeed, America's public schools are increasingly faced with the complex task of addressing the needs of culturally and linguistically diverse (CLD) students. American classrooms continue to become increasingly diverse in light of current immigration patterns. Nutta, Mokhtari, and Strebel (2012) pointed out that CLD students represent the fastest-growing student population in the U.S. The proportion of students of diverse backgrounds in many urban and rural areas of the United States exceeds 60% (Lau, Dandy, & Hoffman, 2007).

Second language teacher education was a term originally coined by Richards (1990) to cover the preparation, training, and education of teachers. Richards (1990) declared that “the intent of second language teacher education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use” (p. 15). Three significant changes have led to the need to define a vision for ESL teacher preparation (Valdés et al., 2014). These changes included the content and language practices required by new standards, a new standard-related emphasis on inclusion-based instruction, and developments in second language acquisition theory.

Cultural and linguistic needs are defined in a wide variety of ways. They have been classified into necessities, lacks, and wants (Hutchinson & Waters, 1987). In this classification, necessities are the type of needs determined by the demands of the target situation, lacks are concerned with the gap between the existing language proficiency of the learners and the target proficiency, and wants refer to the students' view on what their needs are. In the U.S., the multicultural education movement evolved to examine and advance the curricula and teaching practice to ensure that the needs of all students would be met in the public schools. A fundamental belief of this movement has been to advocate for social justice and equity for all students, including those who are receiving special education services (Banks, 2008; Smith, 2009).

Cultural belonging is one of the most important needs of the CLD students including their way of life, being, and doing things to be understood and respected by other people whose ways and ideologies are distinct from them (Gibson, 1999; O’Hagan, 2001). If teachers identify how the CLD students view and respond to the world, the cultural competency will bind diverse groups together through lenses of language, geography, religion, gender, education, and social

class (Ford et al., 2008; Nieto, 1999). To promote the practice on the cultural needs of the students and cultural competency of the teachers, they would discover cultural needs are not just limited to visible aspects such as food, dress, games, drama, crafts, and celebrations. Cultural competency investigates the deep culture including cultural interpretations of time, conversational patterns, personal space, facial expressions, body gestures, notions of leadership, gender and family roles, teacher and student relationships, and learning styles. The less the teachers know about CLD students' cultural needs, the more misconceptions and misjudgments would infiltrate the educational family (Ford et al., 2008). The cultural competency of the teachers will help them apprehend how cultural groups differ in learning styles, the way they see the world, class participation, feeling comfortable evolving through new experiences, the new values, cultural beliefs, their views of reality, time and space interpretations, the concept of self, personal and social responsibilities, and communication styles (Ford & Moore, 2000).

Cultural competency of the teachers will build fairness in the classrooms to see all people as unique individuals and treating them as different identities with diverse cultural, educational, linguistic, and social needs. The teachers should hear and understand what the students say and what they do not say directly. Teachers' awareness of directness, indirectness, high, low context, verbal, and nonverbal communication would help them understand some cultures it would be easier to be explicit in communication, while indirect cultures infer and imply what needs to be communicated (Ho, 1987; Ford et al., 2000). Teachers may have misconceptions about CLD's educational, behavioral, or social identities based on their own cultural viewpoints and norms.

Culture and cultural needs cannot be separated from the educational, political, historical, social, or economic context in which the students are reforming their identities; it should be studied, practiced, and understood within each educational family. Cultural needs are

multidimensional, they cannot be summarized simply to race, ethnicity, geography, and religion (Nieto, 1999). Although the U.S. overarching macro culture of equality, individualism, materialism, superiority, leads the educational, political, and social role, teachers need to be invoked that micro cultures exist and how to interpret and respond to them (Banks & Banks, 2007). Teachers need to know that the students carry their cultures with them into the classroom and have them in their invisible backpacks all the time when they are consciously or unconsciously evolving through the new cultural lenses (Gay, 2000). We can never separate culture from identity or reject diverse cultural needs, but to revisit our own cultural beliefs to create a culturally and linguistically responsive effective education system (Lynch & Hanson, 2004).

The categorization of cultures as superior or inferior may generate biases and misconceptions that can unconsciously lead to creating double identities for students or obstacles in their academic and social life. The teachers should be recalled that many CLD students are experiencing the dissonance between the culture of the school, home, and society (Diller & Moule, 2005; Gay, 2000; Zeichner, 1992). Eurocentric norms or any mismatch between the home and school culture may provoke the students conceal their identities and change into invisible identities of school and social alliance. If the students feel they do not belong to the school system, they would feel they are not valued members and change into passive affiliates of their community and finally would induce failure, dropout rates, negative attitudes toward community and education, depression and mental disturbances (Nieto, 1999). Teachers of CLD students should be aware that different versions of language, culture, belief, religion, and norms exist as an undeniable layer of each student's identity, and their cultural competency will hinder future achievement gaps.

Every year educators meet and teach students with diverse backgrounds and cultures. The increasing change of demographics demands a system in which all teachers are prepared to teach culturally and linguistically diverse (CLD) students. Teachers should be aware of the diverse needs and learning styles of their students. Teacher awareness includes understanding how the CLD students learn the new concepts, what resources they need, and how they can utilize the class practices in both languages they possess. To teach the subject matter is not the only thing that the CLD students need, but addressing the needs of students such as the connections of new concepts to their background, resources to gain that knowledge, and keeping their identity in the learning process.

The argument for the significance of linguistically and culturally responsive pedagogy for students of diverse backgrounds is abundant. Many scholars and educational institutions have called for instruction that is sensitive to the linguistic and cultural backgrounds of ELLs (Artiles et al., 2002; Banks, 2006; Bodur, 2012; Brown et al., 2016; Gollnick et al., 2017; Herrera et al., 2020; Lachance et al., 2018; Ontario Ministry of Education, 2008; Rizzuto et al., 2017). Given the low academic achievement of African American and Hispanic students in the United States, Gay (2000, 2001) argued that instruction has not been culturally relevant and responsive for these groups of learners.

Over time, the need for culturally responsive teaching has become more apparent as school communities across the country continually grow in cultural and linguistic diversity. In recent decades, educators have sought to define, describe and explain ways of improving CLD student performance in American classrooms. Gay (2010) identified ideological anchors and how they influence classroom teaching decisions. Thus making a case for how teachers' beliefs towards their students' cultural backgrounds and languages affect all aspects of learning.

Teachers should develop their awareness of the effect of personal beliefs on pedagogical practices. Thus, critical consciousness of individual attitudes and beliefs about the CLD students is necessary for aligning individual beliefs with effective teaching practices (Hertzog, 2011).

Moreover, Gollnick and Chinn (2017) stated that the implementation of culturally responsive teaching is essential because it “encourages a culturally responsive curriculum in which diversity is integrated throughout the courses, activities, and interactions in the classroom” (p. 53). These authors claimed that culturally responsive teachers infuse curricula, assessment, and instruction with the cultures and discourse styles represented in their classroom to ensure that all “ethnic groups become an integral part of the total curriculum” (p. 53). These teachers relate content learning to students’ varied life experiences and seek out methods of highlighting the diversity of their students as a strength that drives academic achievement.

While it is true that there are educational specialists, for example, English as a second language and bilingual teachers, who have expertise in supporting ESLs, many teachers do not. Yet the reality is that most teachers have or can expect to have CLD students in their classroom and therefore must be prepared to best support these children. Unfortunately, not all teachers are culturally competent and as a result, large populations of students leave school each day feeling undervalued and underserved. If teachers cannot find ways to be responsive to their students’ unique life experiences, then student learning, and therefore student success, is negatively impacted. In many cases, a general education teacher who knows the content and pedagogy to teach to the grade-level standards will also need specific knowledge and skills to help CLD students access the curricula.

With the increase of CLD students in public schools, teachers must be prepared to provide multiple learning modes and quality instruction to support academic success for all

students including diverse groups. Teachers should be aware of the individual needs of CLD students. Sociolinguistic consciousness, acceptance, and appreciation for linguistic diversity, and an understanding of students' cultural backgrounds are the basic needs of the CLD students that need to be considered (Pereira & Oliveira, 2015). Teachers should also advocate for CLD students to ensure that these students receive appropriate content and language support in the classroom.

Statement of the Problem

Linguistic and cultural diversity is inherent in many societies around the world and despite its importance, this diversity is typically neglected in many educational settings. In the field of language education, the historical prevalence of the monolingual theoretical framework has corroborated with the notion that learners should attain language proficiency based on the native speaker model, which has been mistakenly used as a reference for language development. Due to the limitations of this framework, students' knowledge of languages and cultures have often been underused and devalued.

Studies have repeatedly shown that culturally and linguistically diverse students are frustrated because the school system is failing to support them in achieving their goals of acquiring English and obtaining postsecondary education (Menken, 2008; Olsen, 1997; Valdés, 2001). One of the biggest challenges the CLD students encounter during U.S. schooling is the issue of identity. Many of the CLD students have to create an imagined identity to empower their learner identity (Norton & Toohey, 2011). They learn to live in the shadow of multiple identities and struggle between their home identity and what schools changed them into. Teachers of CLD students often tell students to stop speaking their native languages, require students to repeat dominant drills that are not cognitively demanding, and communicate low expectations of these

students. Many CLD students fail to succeed in elementary and secondary schools because of being confused by expectations between home and school (Jiménez & Rose, 2010).

As the student demographics in American classrooms becomes more diverse, educators need multiple instructional supports to assist CLD students. There is extensive evidence that despite the rapid increase in the number of CLD students in mainstream classrooms, teachers do not have the required competence and skills to support these students (Evans, Arnot-Hopffer, & Jurich, 2005; Ladson-Billings, 2000; Rushton, 2000; Webster & Valeo, 2011). Another major concern about the education of a diverse student population is the mismatch between the proportion of students from diverse linguistic and cultural backgrounds and teachers of similar backgrounds (Thiessen, Bascia, & Goodson, 1996).

Moreover, the over-representation of culturally and linguistically diverse (CLD) students in the U.S. special education system suggests that many of these students do not reach their academic goals despite the required federal and state accommodations and modifications (Artiles et al., 2010). Including CLD students in special education programs has been a source of concern for decades, and research suggests that it continues to be a problem (Artiles, Rueda, Salazar & Higuera, 2002). Inappropriate special education placements of minority and ESL students may occur because of bias and inaccurate assessment methods. The overrepresentation of CLD students and minorities in special education programs is a long-term concern and challenges educators to consider communication with parents and their children in appropriate and equitable ways (Donovan & Cross, 2002; Harry & Klingner, 2014).

Also, a mismatch between the instructional needs of CLD students and the general education system may lead to poor student achievement, resulting in special education referrals that may not be appropriate. Response to Intervention (RTI) has been suggested by some

scholars for improving outcomes for students who are culturally and linguistically diverse (Harry & Klingner, 2014; Klingner & Edwards, 2006). The inclusion of the CLD students in the special education category alone reveals the misconception of considering language incompetence as a disability for the CLD students. RTI approaches can be beneficial if they consider external or environmental factors in addition to personal factors. “For RTI to work, team members must have expertise in cultural and linguistic diversity and be knowledgeable about interventions that have been effective with culturally and linguistically diverse students with different needs” (Vaughen et al., 2018, p. 64).

Several studies showed that mainstream teachers often consider teaching CLD students more challenging than teaching English-speaking students. CLD student population has increased dramatically in the past 2 decades, thus a need exists to prepare teachers to work within diverse learning environments (Flores & Smith, 2008). Although student populations have been changing, the American teacher workforce has not seen equal growth (Vázquez-Montilla et al., 2014). Utilizing culturally and linguistically responsive pedagogy into teacher education programs can enhance students’ experiences in K-12 schools. Certain projects, courses, or practicum experiences can be shaped to help pre-service teachers educate CLD students more effectively.

Despite extensive agreement on teacher knowledge, attitudes, beliefs, and their impact on students’ education, few studies have focused on the teacher preparation programs or short-time certification programs for teachers working with CLD students. Current literature informs us about the challenges or misconceptions that may have a positive relation with asserting attitudes towards working in a more diverse school system.

Also, there has been relatively little attention paid to the essential standards, knowledge, and skills that general education teachers ought to possess to provide effective instruction to the language minority students placed in their classroom. Teachers who teach CLD students need the appropriate training to be able to meet their students' language and literacy needs and to facilitate academic growth, yet most teachers lack this training (Gándara, Maxwell-Jolly, & Driscoll, 2005). Therefore, the present study tried to address the gap in the previous research studies by elaborating on the effectiveness of the teachers' awareness of CLD students' diverse, cultural, and linguistic needs. The needs to the basic rights of every student such as access to the educational system based on social justice in which the teachers do not have any attitudes to diversity. The classrooms where the resources are available for diverse students and every CLD student will be supported by the teachers and classmates. The need for access to a safe community in which the CLD students can find their identities and value their past and future.

Revisiting the basic rules of teaching CLD students is central to their academic success, performance, and growth mindset (Stufft & Brogadir, 2011). Establishing and supporting CLD students in schools and developing school cultures to meet the needs of CLD students is imperative and opens discussions of equity and justice-based education for all students (Harrison et al., 2018).

Purpose of Study

The purpose of this study was to examine teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in public schools. Teachers' awareness of the diverse, linguistic, and cultural needs of students with diverse cultural and linguistic backgrounds is a critical need of the education system. To analyze teachers' awareness and preparation, relationships between teachers' demographics and background and their perceptions about

teaching CLD students were examined. This topic has significant implications for schools and the current discourse about the role of teacher quality and effectiveness in improving educational outcomes. Teachers will increasingly encounter a diverse range of learners that requires every teacher to have sufficient knowledge and range of skills to meet the unique needs of all students, including those who are from diverse backgrounds.

Research Questions

Based on the specific objectives of the study, the present study aimed to find answers to the following questions:

1. What is the relationship between teachers' demographics and their perceptions of ESL students' diversity?
2. What is the relationship between teachers' demographics and their perceptions of ESL students' cultural needs?
3. What is the relationship between teachers' demographics and their perceptions of ESL students' linguistics needs?
4. What is the overall level of awareness for teachers?
5. What is the overall level of preparation for teachers?
6. What is the relationship between teachers' level of awareness and preparation based on teachers' demographics?

Limitations

The study was delimited to schools and teachers in one school district. One of the major limitations of the study was the impact of Covid-19 during the data collection for the current research. As the researcher started the process of sending email invitations for the study,

the schools were closed and then changed into an online format, so many school districts that were contacted for permission never replied or rejected to cooperate because of the conditions. The researcher had to wait for the new school year to resume the data collection process. Another possible limitation of this study relates to the methods of data collection. The biggest limitation was the rejection of cooperation for data collection in one of the target zones of the study. Because of several ESL workshops in schools of that target district, the researcher was going to collect the data before and after ESL workshops to compare them with the data collected from the other target zone. The validity of the current study depends on the candor of study participants who are public school teachers. The sample of the study was selected from a public school system in the Southeast area of the United States. The findings should be generalized with care as the sample is not representative of the whole population of public school teachers with CLD students. The scope of the study was delimited to the teachers of one school district, even though the results of the study may apply to this population, caution is urged when generalizing the results to other populations and settings.

This study was based on the assumptions of (a) no researcher bias to affect the participants and their responses; (b) no interaction with the participants during data collection; (c) participants will be guaranteed anonymity; (d) participants' honesty in the responses; (e) no generalization of the results from the study on the entire population or beliefs of the teachers in the district and the U.S. education system.

It is hoped that the findings can show some perspectives of the study and help other institutions, higher education, educators, and policymakers investigate the research-based practices in the design and instruction of culturally and linguistically responsive instructions for all the students in educational systems.

Definition of Terms

The following terms and definitions are used in the present study:

Culturally and Linguistically Diverse (CLD) Students: a *culturally and linguistically diverse (CLD)* learner is typically used to identify a learner who differs from the mainstream culture in terms of ethnicity, social class, and or language (Perez, 1988).

Cultural needs: stances and preferences rooted in a person's social, religious beliefs, arts, morals, laws, customs, languages, dis/abilities, genders, and ethnic identity (Ladson- Billings, 1992; Lin, 2020).

Culturally Responsive Teaching: teaching designed in a way to fit the school culture to the students' culture, and to use student culture as the basis for helping students understand themselves and others, structure social interactions, and help students conceptualize knowledge (Ladson-Billings, 1992).

Emergent Bilinguals: students learning English as another language, in response to criticisms that the term ELL implies a deficit perspective (Garcia, 2009).

English as an Additional Language (EAL): an individual with a primary language other than English, in the process of acquiring proficiency in English as an additional language (Kibler, Valdes, & Walqui, 2014).

English as a Foreign Language (EFL): EFL refers to those who learn English in non-English speaking countries (Iwai, 2011).

English as a Second Language (ESL): Second language acquisition and learning a second language in the target language environment (Krashen, 1985).

English learner (EL): an individual with a dominant language other than English, who is acquiring English (Calderon et al., 2011).

English Language Learner (ELL): ELLs are students with a first language other than English (Roy-Campbell, 2013). It is also defined as a language- minority person who has difficulty understanding, speaking, reading, or writing the English language at a level appropriate to his or her age and grade (Bilingual Education Act, 1994).

Limited English proficiency (LEP): a student whose home language is one other than English as determined by a home language survey and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students at the same age and grade (Rule 6A-6.0901(1), FAC, U.S. Supreme Court decision Lau v. Nichols; Sugarman, 1974; APA, 1985).

Linguistic Needs: a set of language-related knowledge and skills needed for language, literacy, and communication (Lucas & Grinberg, 2008).

Linguistically Responsive Practices: a set of language-related knowledge and skills that mainstream teachers of ESLs need to have (Lucas & Grinberg, 2008).

Mainstream Classroom: A classroom where core content is taught by a general education teacher.

Preservice Teacher Education Program: A formal program offered by an approved teacher education institution which prepares individuals to become teachers by examining beliefs critically in relation to good teaching, developing subject matter knowledge, developing an understanding of learners, and forming a repertoire of tools and resources (Feiman-Nemser, 2001).

Social Justice: a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity (Nieto & Bode, 2008).

Social Justice Education (SJE): including activities into classrooms to increase students' interest in real-world issues to help them understand the authentic linguistic context of what they observe around them (Mitchell & Krause, 2016)

The term culturally and linguistically diverse (CLD) is used throughout this study to refer to non-native English-speaking students as their levels of language proficiency is not the focus of this research, but the goal is teachers' perceptions of diverse needs of the students with different linguistic and cultural backgrounds. In cases when there are diverse definitions of a given variable or key term, an explicit definition should be provided to avoid ambiguity, and to provide the readers clarity and coherence. (APA, 2020; Galvan & Galvan, 2017).

Organization of the Study

The present study is organized into five chapters: Introduction, Review of literature, Methodology, Results and discussion, and Conclusions.

The first chapter has provided a brief introduction to the importance of teachers' awareness of ESL students' diverse, cultural, and linguistic needs. The statement of the problem and the objectives of the investigation are presented followed by the research questions and some limitations of the study. The key terms are also defined, and finally an outline of the research is provided.

To set the stage for the investigation into the teachers' awareness of CLD's diverse, cultural, and linguistic needs, the literature review in the second chapter explores some key issues concerning the significant role of teachers' awareness of students' needs according to their

diversity. Finally, several studies are reviewed and their gaps, strengths, and weaknesses are discussed.

The third chapter on research methodology includes a description of how the study is designed to investigate the research gap. The research methodology includes a discussion of the research design and rationale, the role of the researcher, participant selection, instrumentation, and eventually explaining data collection and analysis procedures to facilitate the scientific process of the study.

The fourth chapter reports on the results of data analysis. The questions of the study are answered in the view of previous studies.

Finally, chapter five summarizes the results and findings of the study, the pedagogical implications for teachers, educators, policymakers, syllabus designers, and suggestions for further studies are presented.

Chapter 2

Introduction

Theoretical Framework and Review of Literature

This chapter provides a literature review related to the awareness and preparation of the educators who are teaching linguistically and culturally diverse students (CLD) and the relationship between their conceptions and attitudes and their sense of preparation. For this study, the research is conducted based on teachers' sense of awareness and preparation for teaching culturally and linguistically diverse (CLD) students. This research included an examination of teachers' perceptions of the coursework and field experiences that support the development of awareness and skills for teaching CLD students and the relationship between teachers' current courses and instructional practices for CLD students and teachers' perceptions of preparation.

Purpose of Study

The purpose of this study was to examine teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in public schools. Teachers' awareness of the diverse, linguistic, and cultural needs of students with diverse cultural and linguistic backgrounds is a critical need of the education system. To analyze teachers' awareness and preparation, relationships between teachers' demographics and background and their perceptions about teaching CLD students were examined. This topic has significant implications for schools and the current discourse about the role of teacher quality and effectiveness in improving educational outcomes. Teachers will increasingly encounter a diverse range of learners that requires every teacher to have sufficient knowledge and range of skills to meet the unique needs of all students, including those who are from diverse backgrounds.

Through this study, teachers' perceptions of their awareness and preparation according to their demographics and the instructional elements that support understanding the needs of CLD students are investigated. In this chapter, the relationship between theoretical foundations of teacher preparation, teacher self-efficacy, and teacher awareness of CLD students' diverse needs and the literature relating to instructional models and pedagogy for CLD students has been reviewed. This study investigates additional rationale for review of previously conducted research of teachers' preparation for teaching CLD students. This chapter includes the review of literature in major sections of theoretical perspectives of teacher education, teacher awareness, preparation, and attitudes to diversity. The study started with this assumption that some teachers are aware of the needs of all students including CLD students and other teachers are not well-prepared or willing to revisit their conceptions to meet the diverse needs of the students. The research questions that guided this study were:

Research Questions

1. What is the relationship between teachers' demographics and their perceptions of ESL students' diversity?
2. What is the relationship between teachers' demographics and their perceptions of ESL students' cultural needs?
3. What is the relationship between teachers' demographics and their perceptions of ESL students' linguistics needs?
4. What is the overall level of awareness for teachers?
5. What is the overall level of preparation for teachers?
6. What is the relationship between teachers' level of awareness and preparation based on teachers' demographics?

Literature Review

In this section, the literature relating to teachers' awareness and preparation to teach CLD students, relationship between teachers' perceptions of preparation and teaching strategies, elements associated with teachers' perceptions of preparedness, and connections with self-awareness is explored. Then the literature related to characteristics of effective teacher preparation programs and coursework and preparatory experiences for pre-service teachers of the school of education is examined.

The review examined journal articles and peer-reviewed publications using the Auburn University Library, Google Scholar, ERIC, ProQuest, the Department of Education website, the Alabama State Education website, and various educational resources. Boolean operators such as "AND," "OR," and "NOT" were applied to narrow the search domain and keep related content to this study. The additional references were also used in the literature review from books available in Auburn University library, the local library, and the course books studied during this research.

The search terms used in different resources included: teacher awareness, teacher preparation, teacher perceptions, English Language Learners, bilinguals, culturally responsive teaching, cultural and linguistic diversity, culturally and linguistically diverse students, parental involvement, bilingual parents, teacher efficacy, teacher self-awareness, bilingual education, educational policies, equity in resources and education, teacher training, teacher workshops, and state teacher preparation policies. The most relevant sources were organized according to teacher awareness, perceptions, and preparation to address the diverse learning needs of ESLs including cultural and linguistic needs.

The main topics covered in the review of relevant literature includes teachers' perceptions and preparedness of the diverse needs of CLD students, and their awareness of available resources, state and federal educational policies, and the need for parental involvement in culturally and linguistically diverse students' academic life.

Background of Policies and Rules for ESLs

“Students have a right to a wide variety and range of high quality critical educational experiences that help them make informed decisions about their role and participation in language, literacy, and life” (NCTE, 2005, p. 2).

In the 21st century, when there are discussions and multiple approaches to gain equity and justice-based education, the CLD students still struggle with inequity and lack of resources. Civil rights legislation addressed discriminatory practices and educational inequities in U.S. public schools in 1964. Then policies and practices in the education system changed from assimilation to multilingual models in 1968 by the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. However, this Act did not address bilingual instruction for students with limited English proficiency (LEP) (De Jong, 2008; Porter, 2000).

In 1974 Supreme Court *Lau v. Nichols* opened another door for ESL support by ruling that ESLs must receive instruction in an education system where all students are treated equally, regardless of their ethnicities, language, skin color, race, or country of birth. According to this rule, school districts were required to provide appropriate programs to help LEP students to gain federal aid (USDE, 2005).

Later in 1982, by the historic Supreme Court the case *Plyer vs. Doe*, the legal and illegal immigrant students earned the right to learn in the same classrooms as their peers with equal opportunities, access to American public education, and to put an end to segregation. President George W. Bush signed the NCLB Act of 2001, in which The English Language Acquisition

Act, replaced the Bilingual Education Act, asking students who attended a U.S. school for more than three years to be tested in English proficiency (USDE, 2006). The rule of equality and justice-oriented opportunities for all students was signed in 2010 State of the Union by President Obama, bringing greater opportunities for Hispanics, which were including the largest population in schools to provide them academic opportunities in every phase of the school system in America (White House Initiative on Educational Excellence for Hispanics, 2011).

In December 2015, NCLB was replaced by Every Student Succeeds Act (ESSA) which was signed by President Obama for the nation's national education law and longstanding commitment to equal opportunity for all students. According to this act, states could have more responsibility for their accountability system. It was easier to track ESL's progress for statewide entrance and exit procedures, ESL services were standardized throughout the state, and ESL student monitoring could be improved. By this Act, states can include reclassified English learners in the ELL subgroup for four years—not just two, as the No Child Left Behind (NCLB) indicated. Although the goal of NCLB was to increase expectations for all students and close achievement gaps between subgroups of students, it had created challenges and barriers for ESLs (Abedi & Dietel, 2004).

Every Student Succeeds Act (ESSA) is more explicit about teacher preparation, stressing the importance of preparing all teachers to educate English learners. However, Teachers of English to Speakers of Other Languages (TESOL) report that ESSA's new provisions for teacher professional development don't go far enough to expand the knowledge of current or preservice ESL teachers. Also, there are no proposals to create more bilingual or ESL specialists for public schools (American Institutes for Research, 2017). Therefore, the background represents the inconsistency of the policies for the ESL and CLD students.

Accountability Measures by School Reform Acts

“Teaching is a political act, and in our preparation of future teachers and citizens, teachers and teacher educators need to be advocates for and models of social justice and equity” (NCTE, 2005, p. 2).

According to the background of ESL related rules and principles, ESSA gives more freedom of choice and responsibility to states to create their accountability measures and testing metrics. In the 1990s, by the appearance of School Reform movements, the education system encountered increased accountability measures and disagreements on educators and policy-makers regarding the ideal instructional programs to meet the academic needs of students learning English as a second language. According to many scholars of this period of the school reform movement, none of the proposed programs including transitional bilingual programs, two-way bilingual models, English immersion approaches, and ELL supportive models could provide a single ideal program for ESLs (August & Hakuta, 1997; Porter, 2000).

Most of the principles such as NCLB policies emphasize proficiency in English language skills, rather than bilingual education, and focus on students’ English disabilities instead of their bilingual or multilingual capacities. The review of all these rules and principles reflect the measurement metrics of students’ academic progress, rather than their diverse, linguistics, and cultural growth. A standard-based instructional curriculum is merely designed for core content such as science, social studies, and math, but not for the literacy and language progress of bilingual students.

Teachers' Perceptions and Awareness of their Attitudes

“Teachers and teacher educators must be willing to cross traditional, personal and professional boundaries in pursuit of social justice and equity” (NCTE, 2005, p. 2).

The number of students classified as English Language Learners is still increasing in the United States schools (Mellom et al., 2018). Although the schools are continually becoming culturally and linguistically diverse in the United States, but the pre-service and in-service teachers still have different opinions and perceptions about the required awareness and training to teach culturally and linguistically diverse students. To build cultural, linguistic, and social diversity in their classrooms, teachers should recognize their own beliefs, perceptions, assumptions, and experiences about teaching and learning to promote a healthy discourse and culturally responsive teaching (Cochran-Smith, 1995).

According to the *Handbook for Improving Education for English Language Learners through Comprehensive School Reform*, teachers should be properly prepared and willing to teach students whose first language is not English, but there is no clear definition of their preparedness and willingness in designed protocols. Darling-Hammond et al., surveyed 3000 new teachers in which both graduates of teacher education programs and alternatively certified graduates expressed their preparation for teaching ESLs as inadequate (Darling-Hammond, Chung, et al., 2002). Durgunoglu and Hughes found in their study that teachers' preparation had a direct relationship with their attitude; teachers with a greater sense of awareness and preparation had more positive attitudes to have CLD students in classrooms than those with lower perceptions of their preparation who held more negative beliefs. The teachers with more sense of preparedness for teaching ESLs made higher scores on a knowledge test about ESL pedagogy, and those who felt less prepared scored lower on the ESL knowledge test and during classroom observations were neglecting their ESL students (Durgunoglu & Hughes, 2010).

In another study conducted by Walker, Shafer, and Liams (2004) at the University of North Dakota, the relationship between teachers' attitudes about language minority students and student outcome was investigated and revealed a crucial role of the attitudes in teachers' instructions and practices. The findings showed the possibility of increasing negative attitudes due to the increase in ESL population, lack of professional expertise for the mainstream teachers to teach ESLs, and teachers' accountability criteria (Walker, Shafer, & Liams, 2004). Teachers should revisit their conceptions and know that learning is both for teachers and students, and when they welcome the practices for justice-based resources and instructions, there will be high levels of student performance in the education system (Foulger & Jimenez-Silva, 2006). The teachers who did not feel well-prepared for teaching CLD students in their content classrooms expressed the need for training and instructional practices to teach students learning English as a second language (Curtin, 2005; Durgunoglu & Hughes, 2010).

In a study by Taylor, Kumi-Yeboah, and Ringlaben in 2015, pre-service teachers agreed on the need for training and practices to be more prepared to teach diverse students. In another study Mellom et al., (2018) reported that in many parts of the United States, "such as the American South, Latino ESLs are enrolled in schools that do not have teachers experienced in serving either Latino students or ESLs" (p. 98). The literature review of several studies reveals the fact that most teachers feel inadequately prepared to teach CLD students or being aware of their diverse needs. Many educators and teachers are not even aware of the differences and the jargon associated with teaching the CLD students and bilingual students. On the other hand, research shows that teachers across U.S. public schools have negative attitudes, perceptions, and theories about mainstream CLD students' ability to learn the content (Cummins, 2001; Gándara, Maxwell-Jolly, & Driscoll, 2005; Garcia, 2015; Rizzuto, 2017). Another study reported how

teachers' attitudes towards ESLs affected teachers' curriculum and instruction in the classroom (Rizzuto, 2017).

Wright et al., reported in their findings of the high population of teachers who are ill-equipped and unprepared to address the rising population of CLD students. They extended the notion that CLD students are struggling through English Language Arts classes without proper support in scaffolding or differentiated instruction because teachers' beliefs affect their classroom instruction, management, and culture (Wright et al., 2020). In 2018, Harrison and Lakin examined teacher attitudes toward the inclusion of ESLs in the mainstream (MST) classroom through implicit belief via Implicit Association Test. Their findings from 197 participants indicated a negative implicit belief about ESLs and their inclusion.

The scholars in the review of literature all agreed on multidimensional factors of this unpreparedness including the low number of ESL certified teachers, lack of proper content training for ESL certified teachers, ESL and mainstream teachers' misconceptions of CLD students' capability to grasp the content, and many other factors that will make the CLD students as the invisible groups of the curriculum and assessment design in the education system. According to Wright et al., when ill-experienced teachers teach CLD students, they tend to have limited and negatively stereotypical thoughts about their student population and capabilities (Wright et al., 2020).

Teachers' Perceptions of Preparation based on Teacher Preparation Principles

"Teachers and teacher educators must respect all learners and themselves as individuals with culturally defined identities" (NCTE, 2005, p. 2).

Despite the growth of diverse populations in schools, teachers remain ill-prepared to address the diverse needs of CLD students in the mainstream academic classroom, where CLD students are often treated like uninvited guests or gap students in the mainstream classrooms (DeJong & Harper, 2005; Yoon, 2008). The majority of studies associated with teacher preparation refer the issues to the coursework in undergraduate or graduate programs, ESL related workshops, or in-service training. In the eight strategies that are suggested by the National Council of English Teachers (NCTE) to mainstream classroom teachers for the ESLs, there is no specific sign of diverse needs of CLD students and the strategies can be generalized to all classroom students not only the ESLs. The idea of including coursework and field experiences in teaching education programs could solve the issues to some extent to give preservice teachers a better sense of preparedness for teaching in diverse classrooms (Wiggins & Folio, 1999). The protocol of adding the coursework could not always help, because the definition of diversity and understanding diverse, cultural, linguistic needs were never clearly defined. The teachers' attitudes to teaching diverse classrooms and feeling confident and comfortable with the conception of diversity are not just limited to ESL related issues but rooted in teacher preparation programs.

Different studies related to teacher preparation programs or courses reflect the fact that the applied courses focus on language acquisition for a second language than providing useful strategies for teaching culturally, linguistically diverse classrooms. O'Neal, Ringler, and Rodriguez (2008) presented that only 14% of the teachers in their research had received a course related to ESL preparation and it was about language acquisition. The preparation of the teachers

in teaching coursework or in-service training not only gives the bilinguals a safer place to educate but also has a direct influence on teacher beliefs and attitudes for teaching culturally and linguistically diverse students (Conaway et al., 2012; Durgunoglu & Hughes, 2010).

To meet CLD needs, teacher preparation protocols would need some modifications in teacher education programs and coursework to prepare preservice teachers for working with culturally and linguistically diverse students (Costa, McPhail, Smith, & Brisk, 2005; Nieto, 2000; Sleeter & Owuor, 2011). However, the lack of unity and agreement on the definitions, selection of courses, and implementation of components of the programs create a variety of methods courses, field experiences, and pedagogical strategies that are not aligned with the base of teaching effectiveness (National Research Council, 2010). Most of the findings from teaching preparation programs are more generalized on teaching preparation than focusing on the preparation of linguistically and culturally needs of the bilinguals.

Darling-Hammond's case study of seven teacher preparation programs, for instance, focused on the goals and content of the programs including content area pedagogy, theories of learning and motivation, child and adolescent development, teacher research, portfolio evaluations, assessments of performance, and authentic problems of teaching practices, in which there were no courses or practices for the diverse needs of bilinguals for preservice teachers (Darling-Hammond, 2000). It seems that for most teaching education programs there is a common definition of effective teacher preparation with pre-defined desired outcomes for teachers and students that do not have any space for bilinguals. But research supports the need for college preparatory coursework for the preparation of teachers to work with culturally and linguistically diverse students (Durgunoglu & Hughes, 2010; Mora and Grisham, 2001; Panaque & Barbeta, 2006; Pappamihiel, 2007; Siwatu, 2011; Ullucci, 2010; Wiggins & Folio, 2010).

Moreover, college preparatory coursework has a direct relationship with teachers' beliefs, attitudes, and classroom practices for teaching in culturally and linguistically diverse classrooms (Brownell & Pajares, 1999; Milner, 2005; Wiggins & Folio, 2010).

Panaque and Barbetta (2006) conducted a research of 202 special education teachers serving ESLs in which the participants identified preservice preparatory coursework in second-language acquisition supportive of teacher knowledge and preparation. The interesting fact about the study like other research in this area is including the ESLs in the special education category and limitation of the coursework in second-language acquisition. Most of the studies about teacher preparation programs indicated the need for early and multiple field-based experiences with supervisors who are familiar or proficient in ESL pedagogy to facilitate the pedagogical content knowledge of teachers who are going to teach linguistically and culturally diverse students. Teachers' knowledge of students' cultural and linguistic background and their familiarity with parental involvement is a critical component in teaching programs to promote students' language and academic proficiency while their diversity is respected and valued.

Teachers' Awareness of the CLD Students' Resource Needs

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum" (Lau v. Nichols, 1974, p. 2).

Although the student diversity is increasing and the classrooms are more diverse every day, but still, the Eurocentric curriculum and pedagogy is the dominant curriculum design in education system. According to Banks (1991), in the Eurocentric curriculum and pedagogy the students should accept the dominant ideologies, political patterns, economic norms, and the social structures they are educating in which will frame their thinking and paths for the future.

This definition will explain how some CLD students gradually forget the values of their home country and lose their identity. They learn and practice the values and norms of the target language in a community that seldom would consider providing any resources in their native language and culture. The backlash pedagogies do not accept or welcome diversity and differences as a resource for learning but regard them as a problem in the education system that should be eliminated or remediated (Gutierrez et al., 2002). These pedagogies not only take the students' identities away but also limit students' linguistic, sociocultural, and academic growth as a bi/multilingual.

Teachers should be aware that expectations, protocols, and norms in a culture are not necessarily universal and they may differ in different countries. The European American cultural system that has been imposed on other cultures in the education system is human created and should not be set universality and as the only right way for the arrangement of values, norms, and beliefs (Gay, 2010). According to the *Lau v. Nichols* decision by Judge Douglas in 1974, "there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum: for those students who do not understand English are effectively foreclosed from any meaningful education" (*Lau v. Nichols*, excerpts, p. 2).

Bilingual students need access to rich opportunities and resources to learn in meaningful ways and think critically to succeed academically (Foulger & Jimenez-Silva, 2007). CLD students often encounter the challenges of identity. Students should not lose their identity but gain knowledge from their culture and practice the norms and values from their background to keep them as a part of their identity (Nieto, 1999). The value of the identity can be reflected in school resources but texts and other instructional materials often provide a poor, inaccurate, and absent representation of diverse cultural and linguistic groups of students (Gay, 2010).

Culturally and linguistically responsive teaching should fit the school culture to the students' culture and use the student's culture as a basis for helping students understand themselves and others, build social interactions, and help conceptualize knowledge (Ladson-Billings, 1992). The teachers should value the other cultures and beliefs and provide the resources for their diverse groups to keep their background, culture, and identity alive. If the teachers value all cultures in their curriculum design, they would start to know their students at the beginning of each school year and provide the possible resources for them to increase their class involvement and participation (Gay, 2010; Haberman, 2005; Ladson-Billings, 2009).

According to the Education Alliance in the handbook *Claiming Opportunities*, it is the responsibility of the districts to work with individual schools and designers of reform models to ensure the level of teacher awareness of the diverse needs of the students and to address the needs and issues of equity and multiculturalism. Teachers and policymakers should avoid the assumption that whatever works for one segment of student populations will necessarily support another (Coady et al., 2003)

In research by Mellom et al., several of the treatment participants, non-ESL certified teachers, presented various levels of ignorance and a complete disregard for their students' native language (Mellom et al., 2018). Scaffolding and CLD ready curriculum design would not work efficiently if teachers do not have positive beliefs and perceptions of the CLD students' identity and diverse needs within the educational system. Students' languages and cultures are resources for their further learning and academic success and CLD students should have equitable access to school resources and programs.

The education profession recommends standard-based, proficiency-focused programs that result in high levels of language proficiency and academic success for all the students including

CLD students (USDE, 2012). One of the basic needs for the CLD students is having access to enough resources such as print and non-print materials in the classrooms, and teachers' awareness of this need is essential in classroom practices. Although many schools have large second-language populations representing many different language backgrounds, the findings reveal only a very limited number of books in languages other than English available in the libraries (Lambson, 2010).

Instructional materials are the essential needs for every classroom and the teachers should help students with their language and academic needs. In English Language Arts classrooms, the students need more resources for their learning objectives as the expectations are higher but the resources are not as available and consequently, their academic performance consistently falls far below that of other students (Good et al., 2010). Many teachers, in many classrooms, teaching many content areas experience under-funding and under-resourcing for the diverse needs of the students. The majority of teachers rely on technology but computers are unable to recognize or judge those elements that associate with culturally relevant writing, reading comprehension, elements of language, and many other standards that are focused to be taught and learned in Language Arts classrooms (NCTE, 2013).

According to Language Arts Standards, the students need a wide range of resources available to obtain their reading skills, reading comprehension, and literacy. Students read a wide range of print and non-print texts to build an understanding of texts to acquire new information and to respond to the needs and demands of society, the workplace, and personal fulfillment, among these texts are fiction and nonfiction, classic and contemporary works (NCTE, 2012). The NCTE standard focuses on the students' understanding of the cultures of the United States and the world by print and non-print books. A study from Spanish language classrooms confirmed

that the students are at a disadvantage over their English-speaking peers when it comes to Spanish resources, this lack of adequate and appropriate materials impairs English-speaking students' ability to learn Spanish as a second language too (Cooley, 2014).

The students need to receive explicit reading instructions to obtain higher levels of proficiency by reading and understanding different texts (Carnegie Council on Advancing Adolescent Literacy, 2010). Reading is an important skill in language and literacy, and it is a challenge for the students to read a variety of texts and to obtain proficiency and understanding of the materials. To be proficient in reading comprehension, vocabulary, phrasing, summarizing, and analyzing the text, they need to get enough available sources to practice literacy in that language first. Teachers can activate and build background knowledge and comprehension across a variety of texts (Gersten et al., 2001). To understand secondary texts and second language literacy, teachers need to be aware of the students' first language literacy too. Some researchers in second language literacy state that Schools across the United States place a major emphasis on English Language Arts (ELA) instruction and fail to recognize the importance of developing first language literacy (Cooley, 2014).

To accommodate the requirements for books and reading materials in both languages will increase the level of reading skills and proficiency in students. Providing a conscious pedagogy in curriculum and teaching can bring awareness of the tools and how to use them in improving the students' reading and writing skills (Wilder, 2019). The teachers can also apply the skills embedded in different languages to relevant academic literacy tasks and contexts, and the students can find the relationship between the languages and use it as a practice for academic literacy learning (Martinez, 2010).

The use of technology in teacher education should be used as pedagogical content knowledge, providing guidelines for integrating technology into classrooms to reflect real-world applications not just as a tool to learn traditional language skills and materials. Technology as a resource plays a significant role in literacy practices and effective education, but it is not the only resource the teachers need in their classrooms (Swenson et al., 2006). By using the authentic, applicable, and relevant materials to real-life experiences, the students would be able to associate their learning to the real world. Mellom et al., reported the positive and negative influence of native languages and resources in bilingual instruction, and show the advantages of utilizing students' language and resources (Mellom et al., 2018).

Policymakers, school systems, higher education institutions, and parents can assist teachers with helpful strategies to support their students in providing equality and equity for all the students in all domains. Parent participation is also essential for language learners and language teachers. Parents have a great role in assisting the teachers in providing resources and giving motivation to teachers and learners. Teachers and school district professionals can ask the community and parents for donations, such as a fundraiser for money to purchase resources, or the donation of actual resources (Cooley, 2014).

Teacher awareness of the grant funds as a resource for CLD students has significant importance and teachers need to know how to apply for grants to have access to materials and resources (Cooley, 2014); however, this would seem an extra responsibility for the teachers and they can cooperate with ESL teachers in this area. Grants are used to improve instruction, create new possibilities for teaching, and bring about innovative programs (Bartlett, 2010), and teachers should be aware of these opportunities. If policymakers, school districts, and educational institutions assist the teachers with providing the materials and resources besides the digital ones,

they can plan for stronger curricula and assessments and we will have a higher level of literacy for CLD students.

Teachers' Awareness of the Need of CLD-related Courses and Training

“Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance; teachers and teacher educators must be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice” (NCTE, 2005, p. 2).

The increasing data from policy reports indicate the importance of teacher development, teacher education, and professional developments in teaching education programs (Paine et al., 2016). Flores conducted a survey in 2001 to investigate teachers' beliefs and conceptions about the nature of training and the impact of these beliefs on educators. According to his findings, there was a need for strong bilingual teacher preparation programs to reflect the critical practices. Flores' survey findings indicated teachers' reflections on the lack of knowledge for the best practices (Flores, 2001).

In another study conducted by Walker et al., they mentioned the need for professional development for the teachers in their findings. The results reflected that 87% of the teachers had never received any ESL related professional development and 20% of the participants directly objected to making modifications for CLD students in the classroom instruction. The researchers concluded the need of professional development not only for enhancing teachers' professional knowledge for bilinguals, but also increasing the positive attitudes among teachers to teach diverse groups of students. According to these researchers, professional developments should be designed in a way to be comprehensive, appropriate, and long term, and should focus on changing negative attitudes of the teachers not only limited to delivering some repeated basics of language acquisition. The training will not be helpful if they do not utilize the techniques to

change the teachers' attitudes and conceptions. (Walker, Shafer, & Liams, 2004). In another study by Reeves (2006), although 90.3% of teachers had not received training to work with ESL students, they were still not sure or disagreed to participate in professional developments or any ESL related courses.

According to Hansen-Thomas and his colleagues, only twenty U.S. states require some ESL-related training for teachers without even a clear definition or parameters of this training (Hansen-Thomas et al., 2014). There have always been different definitions and formats for training teachers to be CLD-ready or pre-designed workshops where the ESL teachers, mainstream teachers, or both ESL certified and non-certified teachers had been considered the target audience of training. The majority of teachers do not feel the professional development will provide them any educational change and reform, and see it as the responsibility of ESL teachers to work with bilingual students (Reeves, 2006). The findings not only reflect the ineffectiveness of professional developments and trainings but also reveal the misconceptions and negative attitudes of the teachers to the whole story. Expediting Comprehension for English Language Learners (ExC-ELL), a project that was funded by the Carnegie Corporation of New York to develop professional development programs for ELLs, although yielded positive results and generated a good protocol for planning content lessons, but again was focused on ELL students' reading and vocabulary development and did not include any types of training for diverse and cultural needs of bilinguals (Calderon, 2007).

Research supports the need for related courses for training pre-service and in-service teachers for the diverse needs of CLD students. The findings of the survey conducted by Batt (2008) revealed the mainstream teachers' awareness of their lack of training and knowledge to understand CLD needs in teaching instructions. One of the concerns reflected in several studies

was the difficulty of filling the bilingual or ESL certified teachers at schools (Batt, 2008; Howard, Stefanic, & Norton, 2006). According to Rizzuto, becoming ESL certified is not the end of the teaching career, but they should see it as a new beginning in a revolutionary, rewarding, and challenging form of teaching (Rizzuto, 2017). In another study conducted by Hansen-Thomas et al., (2014), only 3.4% of their participants were holding a degree or certificate in bilingual education, while 25% of the teachers indicated lacking knowledge in literacy strategies for ESLs and even difficulties understanding ESL assessments, and 28% of teachers introduced themselves not being competent to teach CLD students at all (Hansen-Thomas et al., 2014).

In 2018, Mellom et al., examined the effect of training on two groups of treatment and control, and the change of treatment teacher attitudes over time with the intervention. They compared the change of perceptions to the control teachers' attitudes by coding key themes and indicators and reported the teachers under study were biased to teach and educate CLD students (Mellom et al., 2018). In 2019, Lachance et al., conducted research in which the participants' were invited to a 3-year plan to increase teachers' competencies related to academic language development for the district's K-12 teachers within series of professional development. The study revealed a current research gap and lack of clear definition and standards for the professional developments and demanded repeating the study in another location with a different population as a trifold with two other states (Lachance et al., 2019). Wright et al., emphasized the need for professional development to improve teaching strategies for instructing the CLD students and gaining familiarity with the issues the CLD students encounter in their academic life (Wright et al., 2020).

One of the suggestions by Batt (2008) was including ESL related courses in university programs for preservice teachers, but this step can succeed if they implement research-based

practices for teachers' conceptions and attitudes first to understand that educating bilinguals is not the sole responsibility of ESL teachers.

Teachers' Awareness of the Importance of Home Language and Parental Involvement

"All students need to be taught mainstream power codes and become critical users of language while also having their home and street codes honored" (NCTE, 2005, p. 2)

Families can provide a rich resource of cultural and personal experiences to the educational system that should be noticed and valued (Moll, 2010; Protacio & Edwards, 2015). According to the United States Department of Education, districts and schools should value all parents and families of CLD students as partners in education and effectively involve them in the education of their children (USDE, 2014). This parental involvement should include all CLD students including ELLs in different levels of proficiency, ESLs, or U.S.-born bilinguals. Passel reported in his research that while there are about 30% Hispanic, Asian, and mixed immigrant youth now, they were only 6% in 1960, and by 2050, it is expected to increase by about one-third, where Arizona, California, Florida, Georgia, Illinois, Massachusetts, New Jersey, New York, and Texas have the largest populations of ESLs (Passel, 2011).

Unfortunately, in many educational programs, the importance of parental involvement in CLD's academic, cultural, and social success is neglected. Herrera et al., presented a recent review of over 100 mission statements of the school districts across multiple states, where "only nearly 20% of the statements were found to incorporate the word *family*" (Herrera et al., 2020, p.145). One of the important elements is the lack of communication and partnership between teachers and parents and the teachers' lack of awareness of the ways they can support newcomers to the U.S. community (Good et al., 2010). Turner (2007) reported two specific blind spots that may limit teacher effectiveness with CLD students: classroom management

assumptions and beliefs about CLD parental involvement. Results of their study indicated that emergent teachers believed that classroom management difficulties would be eradicated if culturally responsive pedagogical practices were in place, and 85% of respondents perceived CLD parents to be “unsupportive and lacking strong educational values” (p. 82). Also, Batt’s (2008) survey of 161 educators in Idaho and Oregon (57% White, 40% Hispanic) indicated that 20% of the respondents considered their colleagues as lacking an understanding of diversity and multicultural education practices and in some cases holding negative attitudes towards CLD students and families.

Teachers’ awareness of the importance of the native language and parental involvement will provide a safer community for the students. Teachers’ transition of information to school staff about their students will assist schools to demonstrate a safe and caring culture to all members of this educational community (Good et al., 2010; Zimmerman-Orozco, 2011).

Teachers usually make pre-judgment or have misconceptions about the parents of CLD students and see them as non-proficient in English, uneducated, or unknowledgeable about education.

When teachers misinterpret the needs and patterns of culturally and linguistically diverse students and see them incapable of learning or think students’ parents do not care about their children, teacher education will encounter holes that will take years to fill (Milner, 2011).

Research shows that improving connections between students’ home and school, parents, and teachers can create a positive learning community that positively impacts learner outcomes in the school environment (Nieto, 1999). Whereas, Zimmerman-Orozco’s (2011) research reported that Hispanic families migrated to the U.S. to provide better opportunities for their children and wanted their children to become successful in school and this is a sign of parents’ awareness and understanding of their children’s routes of success.

Mellom et al., reflected in their findings the results of creating classroom environments that value and promote home-language literacy. The teachers in the treatment group of her study indicated that using ESLs' home language in the curriculum will both support the CLD students' own linguistic and cognitive development and also will encourage higher-order thinking for all students in the same class (Mellom et al., 2018). NCATE also emphasizes the role of parents in their bilingual students' academic life and demands schools to respect immigrant families as valuable resources of the system and focus on cultural and linguistic resources to enhance the education of CLD students (NCATE, 2008).

Schools should provide different ways and opportunities for creating communicative channels between the parents and teachers. In a study by Itwaru (2017), most of her participants who were public school teachers declared that it is hard to communicate with parents as most of them are not proficient in English, or there are so many varied languages in students' populations that will make barriers in mutual communication. Three of her participants who were bilingual teachers, also expressed that language is not the barrier but "parents have other urgent demands than monitoring their child's school work" (Itwaru, 2017, p. 85). This bias also reflects another theme in teachers' pre-judgments and misconceptions about parental involvement remembering the fact that these are the same parents who have left their homeland for their children's future.

Summary

The U.S. classrooms are experiencing diverse students with different linguistic and cultural backgrounds. Education research examining the inclusion of ESLs and CLD students has made significant progress, but we still need more knowledge and training in this area. More research and information on teachers' perceptions and preparation is needed to investigate their effect on inclusion and instructional practices. Current literature calls for more research-based practices on teachers' attitudes and perceptions of inclusion to build a justice-based community in schools that are culturally and linguistically for all the students not only the students who belong to the dominant groups. Further studies are needed to explore teachers' perceptions of their awareness and preparation, school resources, educators' policies, and policymakers' protocols. Teacher educators are encouraged to re-examine their pre-service course objectives and content to ensure that teacher candidates are provided with the knowledge and skills to teach CLD students who come from different backgrounds to feel they are included and their identity is valued.

Chapter 3

Research Methods

Chapter 1 provides an introduction to the study, defining the statement of the problem, purpose of the study, research questions, significance of the study, research limitations, assumptions, and common definitions. Chapter 2 provides a review of the literature focusing on teacher awareness and preparation of the needs of diverse students in their classrooms. The chapter explored the major themes of teacher awareness of their perceptions and attitudes, the need for CLD resources, their perceptions of ESL courses and trainings, and the importance of native language and parental involvement. This chapter further explores and addresses the research related to teacher awareness and preparation and continues the discussion to CLD-ready teaching profession.

Purpose of Study

The purpose of this study was to examine teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in public schools. Teachers' awareness of the diverse, linguistic, and cultural needs of students with diverse cultural and linguistic backgrounds is a critical need of the education system. To analyze teachers' awareness and preparation, relationships between teachers' demographics and background and their perceptions about teaching CLD students were examined. This topic has significant implications for schools and the current discourse about the role of teacher quality and effectiveness in improving educational outcomes. Teachers will increasingly encounter a diverse range of learners that requires every teacher to have sufficient knowledge and range of skills to meet the unique needs of all students, including those who are from diverse backgrounds.

Research Questions

Based on the specific objectives of the study, the present study aimed to find answers to the following questions:

1. What is the relationship between teachers' demographics and their perceptions of ESL students' diversity?
2. What is the relationship between teachers' demographics and their perceptions of ESL students' cultural needs?
3. What is the relationship between teachers' demographics and their perceptions of ESL students' linguistics needs?
4. What is the overall level of awareness for teachers?
5. What is the overall level of preparation for teachers?
6. What is the relationship between teachers' level of awareness and preparation based on teachers' demographics?

Research Methods and Design

To understand how attitudes and perceptions of teachers shape their strategies with CLD students, school resources, and diverse parents, the study examined teachers' perceptions about culturally responsive teaching with the dimensions of diversity, linguistic, and cultural needs of CLD students. Research centered on examining public school teachers in both elementary and secondary levels to investigate teachers' perceptions, beliefs, and attitudes towards the inclusion of CLD students in the mainstream classroom through a quantitative study. The research was focused on mainstream teachers as other studies in the literature review did not identify mainstream teachers as the primary focus of the study, and most studies focused on ESL teachers, ELL students, or examining ELL programming (Guerrero, 2004; Umansky & Reardon,

2014). In a few studies, the lack of ELL resources and school supported programs were examined though they described the impact of teacher beliefs and perceptions about the inclusion of ELLs in the mainstream classroom, not CLD students (Leavitt, 2013; Mohr & Mohr, 2007). The field of study needs more research to explore perceptions and attitudes of the teachers toward the inclusion of CLD students in the mainstream classroom (Reeves, 2006), so the study focused on mainstream teachers and their perceptions of inclusion of these invisible groups in schools. A survey instrument was designed and used to collect data to determine the level of teachers' conceptions and awareness of their preparation for teaching CLD students regarding their diverse, cultural, and linguistic needs. The survey was developed for all public school teachers in the school district under study. Before data collection, a request was sent to several superintendent offices to request permission and cooperation for data collection from the school teachers.

The request was approved by only one of the districts and rejected by the other districts or never received any replies after several emails. A consent form was then prepared and approved by University's Institutional Review Board (IRB) stating that participation was voluntary and without prejudice if teachers chose not to participate or to leave the study at any time (see Appendix 1). Participants were assured by the form that they would be protected from any harm. The IRB and school district approvals were emailed to each school's principal with the invitation letter including a link to the survey. Each participant received an email from the school principal with the link to the survey and consent information at the beginning of the survey. The invitations were emailed to schools with a time interval of at least two weeks to separate the results of elementary and secondary schools more easily in data analysis. A second invitation was emailed after a month to each school as a reminder for the surveys. It was

mentioned in the consent form that all the data will be kept confidential and all raw data collected in this study would be stored on a password-protected computer to which only the researcher would have access. The computer and electronic flash drive were locked in a cabinet when not in use. There was no compensation for participation or negative consequences if teachers chose not to participate or to withdraw from the study. The main objective of the survey was to analyze the teachers' conceptions of diversity and their awareness of their preparation to teach CLD students in public schools under study. The quantitative approach requires collecting, analyzing, interpreting, and recording the outcomes of the study conducted (Creswell, 2003). The study used descriptive statistics to analyze the level of preparedness of public school teachers in K-12 grades.

Population and Sample

Participants in this study were 200 public school teachers of all content areas in elementary and secondary schools. As a top rated public school district, it included 8,738 students in grades K-12 with a student-teacher ratio of 18 to 1. The school district was ranked within the top 10% of all 138 school districts in the state based on the recent data for the 2019-2020 school year (USDE, 2019). The study targeted 499 participants from all school districts located in the target county. The study included 13 schools with a total of 8,738 students. All content area teachers were invited to participate in this study with the assumption of having CLD students randomly in their classes during their years of teaching. As the number one school district in the County according to NICHE (2021), the field of study has been top-rated for academics, teachers, college preparation, clubs, and activities, but not for diversity (NICHE, 2021). In this school district, 69% of the teachers are White, 17% Black or African American, 9% Hispanic or Latino, and 4% of teachers are Asian. There are 42 languages spoken by the

students. The most common language among these languages is Hispanic or Latino (50%), the second spoken language is Asian or Native Hawaiian/other Pacific Islanders (21%), and the rest of speakers are ranked Multiracial (7%). More than 27% of the district’s students qualify for free or reduced lunch (NCES, 2020). As a member of the school district, the researcher was familiar with the population of students, their languages, and ESL teachers of all the schools in the area, but to keep the data on the most accurate level, contacted the central office of City Schools in the target district and determined the population for each school that is presented in Table 1.

Table 1
Population of CLD Students

Schools	Total ESL	EL (1&2)	NOMPHLOTE	FEL
High School	487	132	175	180
Secondary School	203	75	62	66
Elementary School	623	353	208	62
Early Education Center	85	51	31	3
Total	1398	611	476	311

NOMPHLOTE: Students whose home language is not English but not served due to scoring proficient.
FEL: Students who were previously served but have exited due to score that may or may not be monitored.

Instrumentation

Surveys are good instruments to describe trends and discover perceptions, beliefs, and attitudes of individuals (Creswell, 2012). The survey instrument provides the opportunity to collect data from a well-defined population and the survey for this research was developed according to the conceptual framework that evolved from a collection of related research reflected in the literature review. The survey for this study was designed by the researcher in a survey course to gather a representative sample of teachers’ perceptions of their awareness and preparation towards CLD students and their diverse needs. The survey consisted of five

dimensions with 20 Likert-style questions, six demographic questions, and a section for comments.

The survey dimensions were: (a) Diversity [4 questions: 7, 8, 15, 23], (b) Cultural Needs [4 questions: 10, 14, 17, 26], (c) Linguistic Needs [6 questions: 11, 12, 13, 16, 24, 25], Teachers' Awareness [2 questions: 21, 22], and Teachers' Preparation [4 questions: 9, 18, 19, 20]. The survey was conducted using Qualtrics software and the teachers could have access via the anonymous link, or QR Code from any devices or mobile phones. Dimension 1 survey questions were based on teachers' perceptions and attitudes based on the diversity of the students outlined by theoretical framework of scholars such as Gay (2010), Pereira and Oliveira (2015), and Gollnick and Chinn (2017). It included questions 7, 8, 15, and 23 of the survey. Dimension 2 survey questions including questions 10, 14, 17, and 26 were based on the cultural needs of the CLD students outlined by the theoretical framework suggested by Curtin (2005), Turner (2007), Flores and Smith (2008), Reyhner and Cockrum (2016), and Gollnick and Chinn (2017).

Dimension 3 survey questions based on teachers' awareness of their preparation for linguistic needs of the bilingual students including questions 11, 12, 13, 16, 24, and 25 had been evolved from research in this area like American Association of Colleges for Teacher Education (2002), Garcia and Cuellar (2006), Lucas and Villegas (2008), and O'Neal et al., (2008).

Dimension 4 survey questions including questions 21 and 22 were based on the theme of perceptions of the teachers of their awareness of these diverse needs. Teachers' perceptions of their awareness have been discussed by many scholars in this area such as Darling-Hammond and Chung et al., (2002), Lambson (2010), Martinez, Good et al., Zimmerman-Orozco, and Wilder (2019). Dimension 5 survey questions including questions 9, 18, 19, and 20 were based on the theories discussing teachers' perceptions of their preparation to teach CLD students such

as the one introduced by Boyd et al., (2009), Darling-Hammond et al., (2002), Dunst et al., (2013), and Sleeter et al., (2011). The instrument was constructed on a Likert scale with 20 statements and with five possible answers to each questionnaire statement (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree). The survey was validated by a pilot study on a group of prospective teachers before it was used to ensure construct and content validity and to seek recommendations for improvement. All the questions were analyzed closely to meet the criteria for the five dimensions of the study, and peer debriefing was used to check clarity and understanding of the questions. To keep the internal validity of the study on a high level, some factors were considered including random selection, blinding, and study protocol. The study was also replicated in different schools of the same grade level to improve the external validity of the data.

Data Collection

Before the implementation of the study, permission was obtained from the district's central office. After permission was granted, the researcher submitted an application to the University's Institutional Review Board (IRB) (see Appendix 1). Once permission was obtained through the school district and IRB, the invitation email including the link and approval was sent to school principals and assistant principals. The data collected were analyzed by the SPSS (Statistical Package for the Social Sciences) software program and results were reported with the appropriate statistical analysis.

Data Analysis

Quantitative analysis was used to answer the research questions. After approval by Institutional Review Board (IRB), a survey was sent electronically to 499 teachers in all schools

in the district. The study included 13 schools with the total of 8,738 students. A total of 200 mainstream teachers from 10 schools teaching elementary and secondary levels participated in the study. The participants varied by gender, ethnicity, years of teaching experience, the highest level of education, and any kind of ESL training. Descriptive analyses of the data were used to analyze research questions to summarize the data in a meaningful way by exploring target dimensions and themes. The data for this study were collected based on the ELL research-based perceptions survey instrument. The survey was designed and examined in a survey course by the researcher. Data retrieved included mean scores for the five dimensions of diversity, linguistic needs, cultural needs, awareness, and preparation.

Research questions were analyzed using Mann-Whitney U and Kruskal-Wallis H for each domain of gender, age, race, highest degree, teaching experience, and ESL background. Alpha level of .05 was used when analyzing data. Data analysis took place after data collection from the survey phase using descriptive statistical techniques. Descriptive statistics were used to better examine and describe the basic features of the data in a study including individuals (Fraenkel, Wallen, & Hyun, 1993; Peatman, 1947). By using descriptive statistics simple summaries of the sample study and the measures could be presented and described. The analysis of survey data represented the frequency distributions, percentages, and graphs. Descriptive statistics represented the data clearly and logically, reflecting the target domains of the study.

Positionality and Role of the Researcher

Education and school years play a critical role in every student's life. The role of teachers and how they can create a safe community for the students can never be denied or neglected. Student-learning opportunities will be hindered when teachers lack self-awareness or fail to

revisit their perceptions and beliefs about the diversity of the students in their classrooms (Milner, 2011).

This research granted many strengths to the researcher. The first strength of the research was the positionality and background of the researcher as an ESL teacher, a multilingual, familiarity with public schools under study, and also having a bilingual child who was experiencing the ups and downs of being a CLD student in the U.S. public schools. The other strength of this research was the researcher's assistantship position in graduate school that could provide the opportunity to have an in-depth investigation in teacher preparation programs. Also, the researcher had the opportunity to work with one of the ESL teacher educators of the district that could bring a deep insight into the format and the process of training teachers through different channels including the ESL workshops. Working on teacher preparation topic for four years and focusing on ESL related training specifically provided the researcher a deep understanding of teacher education programs and where the gaps are. The biggest strength of the study was the researcher's cooperation as a substitute teacher that could give the chance to know almost all the teachers, students, and staff of the district under study.

Studying and working as an ESL educator for about twenty years, the researcher walked into the United States public schools observing its educational system with fresh eyes. Throughout the research, the biases and beliefs as a foreigner and CLD parent were kept out of the study with the ethical considerations in mind. The research was conducted during a critical period in the history of the country and also in the conditions that White fragility was the dominant topic of all discussions in the education system, teaching courses, and teacher training programs. The observations from different classrooms in K-12 and higher education lead to the assumption of misconceptions of the definition of people of color. The misconceptions and

ignorance of CLD students in the category of people of color in teacher training programs motivated the researcher to start this mission and to be the voice of the invisible groups of the U.S. society. Going to different classrooms and schools, the researcher could see how the CLD students were turning into the invisible parts of the schools. As a foreigner, an ESL educator, a CLD parent, and a nontraditional student, the researcher could see and understand how CLD students struggle with their double identities in their academic life. As a researcher and a multicultural advocate, the current mission was started to help CLD students find some ways to value their identity and background and become visible in the classrooms and society.

Ethical Considerations

The participants were assured that any data collected and any information obtained will be protected and used only for the study. All participants were assured that the study was approved by the district, school, and IRB. They were notified of the purpose of the study, any risks associated with participation, duration, and benefits to the researcher, through the informed consent process. Participants were informed that their participation in the study was voluntary and that they could withdraw from the study at any time during the study. During data collection, the researcher kept minimum contact with the participants, and electronic data were kept secure and only available to the researcher. Once the survey information was collected, identifying information about locations was password protected. During the analysis of data, pseudonyms were used to protect the anonymity of the schools that participated in this study.

Summary

Chapter 3 presents the research methodology, design, population, the instrument, research questions, and procedures used in data collection. The study used quantitative procedures to investigate the level of teachers' awareness of their preparation to teach CLD students regarding their diverse, linguistic, and cultural needs in public schools under study. The literature review demonstrated that teachers with more years of teaching experience, teacher training, and exposure to foreign/second languages, had more positive perceptions and attitudes towards teaching CLD students in the mainstream classroom (Youngs & Youngs, 2001). This study further focused to examine the findings in all mainstream teachers who were teaching all grade levels with different years of teaching experience and ESL- related training. With pandemic, political challenges, and immigration policies that were more threatening than ever, it is important to understand how these challenges could influence teachers' responses. The researcher considered the conditions and potential biases and tried to modify the original plan as well as keeping the political stance and biases away from the research. Developing own beliefs and information about the U.S. education system, political and cultural awareness was very vital in the research. The researcher participated in diverse socio-cultural activities, joined some communities, volunteered in some justice-based missions, and registered in extra teaching courses to increase the knowledge in the area of the study and see the issues through unbiased lenses.

Chapter 4

Findings

Introduction

The development of research-based programs, courses, and training is an important element in education system to increase the positive perceptions and attitudes of teachers and educational communities. The purpose of this study was to analyze the perceptions of teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in their classrooms not only the ones in the process of getting to high levels of proficiency in their language skills but also the ones who have passed these levels or are born in an English language country. Chapter 4 presents the findings from the study based on research questions. The survey for this study was developed by the researcher based on the related research in a survey course. A pilot study was applied to examine the validity and reliability of the research. The survey included 26 Likert-type question items related to teachers' perceptions towards the diversity of the students. Descriptive statistics, demographic information, test of normality, Rank-Biserial Correlation Test, Mann-Whitney U, and Kruskal-Wallis Tests were applied using the statistical program for social science software (SPSS).

Purpose of Study

The purpose of this study was to examine teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in public schools. Teachers' awareness of the diverse, linguistic, and cultural needs of students with diverse cultural and linguistic backgrounds is a critical need of the education system. To analyze teachers' awareness and preparation, relationships between teachers' demographics and background and their perceptions about teaching CLD students were examined. This topic has significant implications for schools

and the current discourse about the role of teacher quality and effectiveness in improving educational outcomes. Teachers will increasingly encounter a diverse range of learners that requires every teacher to have sufficient knowledge and range of skills to meet the unique needs of all students, including those who are from diverse backgrounds.

Although it is difficult to obtain all the facts of reality about the conceptions and attitudes of the teachers by a survey, the researcher ensured that the data collected were consistent and dependable. To ensure about the validity of the data, it was important to accurately report findings based on the research questions and ensure the findings are non-conflicting with the data collected (Merriam, 2009; Creswell, 2012). To prevent biases, the researcher avoided personal communications or connections with the teachers, never declared any views or beliefs, remained professional, and demonstrated respect for the participants and education site. Throughout the study, the researcher continuously verified the data collected to have accurate findings.

Research Questions

Based on the studies reflected in the review of the literature and the purpose of the study a quantitative method design was used to address the six research questions:

1. What is the relationship between teachers' demographics and their perceptions of ESL students' diversity?
2. What is the relationship between teachers' demographics and their perceptions of ESL students' cultural needs?
3. What is the relationship between teachers' demographics and their perceptions of ESL students' linguistics needs?
4. What is the overall level of awareness for teachers?

5. What is the overall level of preparation for teachers?
6. What is the relationship between teachers' level of awareness and preparation based on teachers' demographics?

Data Analysis

After approval by Institutional Review Board (IRB), a survey was sent electronically to 499 teachers from all school districts located in the target County. The study included 13 schools with the total of 8,738 students. A total of 200 mainstream teachers who teach in both elementary and secondary schools participated in the study who varied by gender, ethnicity, years of teaching experience, the highest level of education, and type of ESL training. Descriptive analyses of the data were used to analyze research questions to summarize the data in a meaningful way by exploring target dimensions and themes. The data for this study were collected using the ELL research-based perceptions survey instrument. Data retrieved included mean scores for the five dimensions of diversity, linguistic needs, cultural needs, awareness, and preparation.

Demographic Information

The study consisted of 200 participants including 58 (29.15%) male and 142 (70.85%) female teachers. The most common ethnic background for the teachers was White/Caucasian (86.93%) and Black/African American (9.55%). There were 7 participants, or 3.52%, who self-identified as Hispanic, Asian, or Other. The participants in this study held various academic or highest degrees, with 53 (26.77%) holding a Bachelor's Degree, 135 (68.18%) holding a Master's Degree, and 10 (5.05%) holding a Ph.D. The mean range for the years of teaching experience was 13.24, with the least distribution range of 6.00 and the largest distribution range

of 20.00. The years of experience in the survey was considered as a way to examine teacher experience and accountability in the classroom. Teachers participated in this survey taught diverse core content classes such as Math, English, Science, Social Studies, Arts, Music, and other content areas in schools. The district and state accountability guidelines and protocols demand content area teachers to assess student growth, mastery, and proficiency annually based on equity and justice for all students including diverse populations.

Table 2 describes the teachers who participated in the survey. In the study, 16.72% of participants indicated that they did not have any special trainings or courses to teach ESLs. Special training was categorized in the survey as state ESL certification, course work offered at school or off-site, on-line or self-paced course or program, ESL conferences, or ESL workshops at schools. 41.30% of participants indicated that they had ESL workshops at their schools; however, the degree of relation and preparation that the workshop provided was not examined and analyzed in this survey. Only 17 teachers (5.80%) had the opportunity of courses being offered at their schools one semester or during a year. Among the participants only 11 teachers (3.75%) had received State ESL Certification, and 47 teachers (16.04%) expressed that they have experienced ESL Workshops Off-site. Many states do not have any mandates for mainstream teachers to require ESL certifications or endorsements, and the state under study is one of them. Most preservice programs or schools only address ELLs in their Teaching English as a Second Language majors or certification.

Table 2
Demographic Characteristics of Participants

		Frequency	Percent
Gender	Male	58	29.15
	Female	142	70.85
Age	Group 1: 22-34	68	34.0
	Group 2: 35-47	79	39.5
	Group 3: above 47	53	26.0
Race	White	174	86.98
	African-American	20	10.00
	Asian	1	0.50
	Hispanic	1	0.50
	Native-American	2	1.01
	Other	2	1.51
Degree	Bachelor's Degree	53	26.77
	Master's Degree	135	68.18
	Ph.D.	10	5.05
	Prefer not to say	2	2.00
Teaching Years	Group 1 < 10	76	38.0
	Group 2 10 – 20	69	34.5
	Group 3 > 20	55	27.5
ESL Training	ESL Workshops at school	121	41.30
	School one-semester courses	14	4.78
	ESL Workshops Off-site	47	16.04
	ESL Conferences	21	7.17
	None	49	16.72
	Other	12	4.10

The first six items of the questionnaire covered demographic information about teachers and their ESL background. This data is helpful for describing the context of teachers and their background in the current study for understanding the relationship between their demographics and their perceptions of teaching CLD students. Survey participants were asked about their gender, age, ethnicity, years of teaching, highest degree, and types of ESL training to examine the relationship between their demographics and their perceptions of their preparedness regarding CLD students in their mainstream classrooms. Professional development, ESL workshops and in-service learning opportunities that can be provided through the districts are essential for developing the growth mindset of teachers for inclusion and diversity of the students.

The survey analysis showed that though majority of the participants had higher education (73.23%), but they did not fully experience ESL training and preparation in their programs or in-service workshops. To fully understand the relationship between teachers' demographics and their perceptions of diversity, each items of demographics including gender, age, race, years of teaching, highest degree, and ESL background were separately analyzed in SPSS software. To confirm the validity and reliability of the research, a pilot study was applied. The survey included 26 Likert-type question items related to teachers' perceptions towards the diversity of the students. Descriptive statistics, demographic information, the test of normality, Rank-Biserial Correlation Test, Mann-Whitney U, and Kruskal-Wallis Tests were applied using the statistical program for social science software (SPSS). The pilot study on two different groups supported the reliability and validity of the study to extend the analysis further to a larger population.

Research Question 1

What is the relationship between teachers' demographics and their perceptions of ESL students' diversity?

To understand the relationship between the teachers' demographics and their awareness and preparation of the CLD students' diverse, cultural, and linguistic needs, the researcher started the analysis with a Test of Normality to implement the best approach for analyzing the data. The Test of Normality revealed a significance less than 0.05 ($p < 0.05$), meaning the data were not normally distributed, so parametric tests could not be used. Therefore, Mann-Whitney U tests were used instead of t -tests. The mean rank scores indicated that female teachers had slightly more positive attitudes towards diversity ($MR = 107.19$ versus $MR = 84.51$); however, in order to find out if the observed difference in the mean scores is statistically significant, a Mann-Whitney U test was needed. The calculated Mann-Whitney U ($MR = 5103$) was statistically significant because the significant difference ($p = 0.01$) was less than 0.05 ($p < 0.05$). In other words, there was a significant difference between male and female teachers in terms of their attitudes towards diversity. Therefore, female teachers had more positive perceptions towards diversity of the students than male teachers.

To analyze the relationship between the age of teachers and their perceptions of diversity of the students the Kruskal-Wallis tests were used. The teachers were divided into three groups based on their age (Group 1: 22-34, Group 2: 35-47, and Group 3: above 47). The calculated Kruskal-Wallis was not statistically significant because the significant difference ($MR = 0.672$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the age difference of teachers in terms of their attitudes towards diversity. Therefore, no significant difference was found in teachers of different age groups and their perceptions towards diversity.

To figure out the relationship between the race of teachers and their perceptions of diversity of the students the Mann-Whitney U tests were used. The calculated Mann-Whitney U ($MR = 1473$) was not statistically significant because the significant difference ($p = 0.267$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the race of teachers in terms of their attitudes towards diversity. Therefore, no significant difference was found in teachers of different ethnicities and their perceptions towards diversity.

A Kruskal-Wallis test was used to analyze the relationship between the highest degree of the teachers and their perceptions of diversity of the students. The calculated Kruskal-Wallis was not statistically significant because the significant difference ($MR = 0.516$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the degree of teachers in terms of their attitudes towards diversity. Therefore, no significant difference was found between teachers' highest degree and their perceptions towards diversity.

A Kruskal-Wallis test was used to analyze the relationship between teaching experience or the years of teaching and the teachers' perceptions of diversity of the students. The teachers were divided into three groups based on the years of teaching. The first group included the teachers with the experience of teaching between one to 10 years (Group 1 < 10). The second group included the teachers with the teaching experience of 10 to 20 years (Group 2: 10 – 20). The third group were the teachers with the teaching experience of more than 20 years (Group 3 > 20). The calculated Kruskal-Wallis was not statistically significant because the significant difference ($MR = 0.323$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the years of teaching experience and teachers' attitudes towards diversity. Therefore, no significant difference was found between teaching experience and their perceptions towards diversity.

To analyze the relationship between the teachers' ESL background and their perceptions of the diversity of the students, the participants were divided into two groups of the teachers with ESL background and the teachers with no ESL background. The ESL background was based on their past experiences of any ESL workshops, certificates, conferences, or micro-credentials. The mean rank scores indicated that the teachers with ESL background had slightly more positive attitudes towards diversity than the other group ($MR = 106.22$ versus $MR = 82.99$); however, in order to find out if the observed difference in the mean scores is statistically significant, a Mann-Whitney U test was needed. The calculated Mann-Whitney U ($MR = 4562$) was statistically significant because the significant difference ($p = 0.01$) was less than 0.05 ($p < 0.05$). In other words, there was a significant difference between teachers with ESL background in terms of their attitudes towards diversity than the teachers with no ESL background. Therefore, a significant difference was found in teachers' perceptions towards diversity based on their ESL background.

Table 3

Mean Rank Differences of Demographics by Diversity

Variable	<i>n</i>	MR	Test Statistic(MW)	Sig
Gender				
Male	59	84.51	5103	0.01*
Female	141	107.19		
Race				
White	180	98.48	1473	0.267
African-American	20	84.18		
ESL Experience				
ESL background	151	106.22	4562	0.012*
No ESL Background	49	82.89		
Variable	<i>n</i>	MR	Test Statistic(KW)	Sig
Age				
22-34	68	103.13	0.795	0.672
35-47	79	94.61		
Above 47	53	102.03		
Highest Degree				
Bachelor	53	98.15	1.324	0.516
Master	135	102.79		
Ph.D.	10	82.55		
Teaching Experience				
< 10 yrs.	69	104.22	2.260	0.323
10-20 yrs.	55	106.34		
> 20 yrs.	76	92.89		

Note: *N* = 200

* *p* < 0.05

Research Question 2

What is the relationship between teachers' demographics and their perceptions of ESL students' cultural needs?

To analyze the relationship between teachers' demographics and their perceptions of cultural needs of CLD students, each items of demographics including gender, age, race, years of teaching, highest degree, and ESL background were separately analyzed in SPSS software to measure their relationship with cultural needs. The researcher started the analysis with a Test of Normality to implement the best approach for analyzing the data. The Test of Normality revealed a significance less than 0.05 ($p < 0.05$), meaning the data were not normally distributed, so parametric tests could not be used. Therefore, Mann-Whitney U and Kruskal-Wallis Tests were used. The calculated Mann-Whitney U ($MR = 4435$) for gender was not statistically significant because the significant difference ($p = 0.454$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between male and female teachers in terms of their attitudes towards cultural needs of CLD students. Therefore, no significant difference was found in male and teachers' perceptions towards cultural needs of the CLD students.

To understand the relationship between the age of teachers and their perceptions of cultural needs of the students the Kruskal-Wallis test was used. The teachers were divided into three groups based on their age (Group 1: 22-34, Group 2: 35-47, and Group 3: above 47). The calculated Kruskal-Wallis was not statistically significant because the significant difference ($p = 0.180$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the age of teachers in terms of their attitudes towards cultural needs. Therefore, no significant difference was found between teachers' age and their perceptions towards cultural needs of the students.

To figure out the relationship between the race of teachers and their perceptions of cultural needs of the students the Mann Whitney test was used. The calculated Mann Whitney U ($MR = 1436$) was not statistically significant because the significant difference ($p = 0.209$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the race of teachers in terms of their attitudes towards cultural needs of the CLD students. Therefore, no significant difference was found in teachers of different ethnicities and their perceptions towards CLD students' cultural needs.

A Kruskal-Wallis test was used to analyze the relationship between the highest degree of the teachers and their perceptions of cultural needs of the CLD students. The calculated Kruskal-Wallis was not statistically significant because the significant difference ($p = 0.311$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the degree of teachers in terms of their awareness towards cultural needs of the CLD students. Therefore, no significant difference was found between teachers' highest degree and their perceptions towards cultural needs of the CLD students.

A Kruskal-Wallis test was used to analyze the relationship between teaching experience or the years of teaching and the teachers' perceptions of cultural needs of the students. The teachers were divided into three groups based on the years of teaching. The first group included the teachers with the experience of teaching between one to 10 years (Group 1 < 10). The second group included the teachers with the teaching experience of 10 to 20 years (Group 2: 10 – 20). The third group were the teachers with the teaching experience of more than 20 years (Group 3 > 20). The calculated Kruskal-Wallis was not statistically significant because the significant difference ($p = 0.66$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the years of teaching experience and teachers' attitudes towards cultural

needs of the CLD students. Therefore, no significant difference was found between teachers' years of teaching and their perceptions towards cultural needs of the CLD students.

To analyze the relationship between the teachers' ESL background and their perceptions of the cultural needs of the CLD students, the participants were divided into two groups of the teachers with ESL background and the teachers with no ESL background. The ESL background was based on their past experiences of any ESL workshops, certificates, conferences, or micro-credentials. The calculated Mann-Whitney U ($MR = 4091$) was not statistically significant because the significant difference ($p = 0.26$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between teachers with ESL background in terms of their attitudes towards cultural needs of the CLD students than the teachers with no ESL background. Therefore, no significant difference was found in teachers' perceptions towards cultural needs based on their ESL background.

Table 4

Mean Rank Differences of Demographics by Cultural Needs

Variable		<i>n</i>	MR	Test Statistic(MW)	Sig
Gender	Male	59	95.82	4435	0.454
	Female	141	102.46		
Race	White	180	98.70	1436	0.209
	African-American	20	82.32		
ESL Experience	ESL background	151	103.09	4091	0.260
	No ESL background	49	92.51		

Variable		<i>n</i>	MR	Test Statistic(KW)	Sig
Age	22-34	68	102.03	3.426	0.180
	35-47	79	107		
	Above 47	53	88.05		
Highest Degree	Bachelor	53	91.71	2.337	0.311
	Master	135	104.79		
	Ph.D.	10	91		
Years of Teaching		76	99.92	.814	0.666
	< 10 yrs.	69	96.75		
	10-20 yrs.	55	106		
	> 20 yrs.				

Note: N = 200

* $p < 0.05$

Research Question 3

What is the relationship between teachers' demographics and their perceptions of ESL students' linguistic needs?

To analyze the relationship between teachers' demographics and their perceptions of linguistic needs of CLD students, each items of demographics including gender, age, race, years of teaching, highest degree, and ESL background were separately analyzed in SPSS. The researcher started the analysis with a Test of Normality to implement the best approach for analyzing the data. The Test of Normality revealed a significance less than .05, meaning the data were not normally distributed, so parametric tests could not be used. Therefore, Mann-Whitney U and Kruskal-Wallis Tests were used to analyze the relationship between demographics of the teachers and their perceptions of the linguistic needs of the students. The calculated Mann-Whitney U ($MR = 5077$) of gender by linguistic needs was statistically significant because the significant difference ($p = 0.014$) was less than 0.05 ($p < 0.05$). In other words, there was a significant difference between male and female teachers in terms of their attitudes towards linguistic needs of CLD students. Therefore, a significant difference was found in male and female teachers' perceptions towards linguistic needs of the CLD students, and female teachers had a higher level of perceptions towards the linguistic needs of the CLD students.

To understand the relationship between the age of teachers and their perceptions of linguistic needs of the students the Kruskal-Wallis test was used. The teachers were divided into three groups based on their age (Group 1: 22-34, Group 2: 35-47, and Group 3: above 47). The calculated Kruskal-Wallis was statistically significant because the significant difference ($p = 0.039$) was less than 0.05 ($p < 0.05$). A post-hoc test was then used to understand in what age group this difference was significant. The post-hoc test showed that there is a significant difference in the second group (Group 2: 35-47) between the age of the teachers and their

perceptions of the linguistic needs of the CLD students. In other words, there was a significant difference in teachers between ages 35 to 47 in terms of their perceptions towards linguistic needs of the CLD students. Therefore, a significant difference was found between teachers' age (35-47) and their perceptions towards linguistic needs, and the teachers in group 2 (35-47) showed a higher perception towards the linguistic needs of CLD students.

To figure out the relationship between the race of teachers and their perceptions of linguistic needs of the students the Mann-Whitney test was used. The calculated Mann-Whitney U ($MR = 1462$) was statistically significant because the significant difference ($p = 0.042$) was less than 0.05 ($p < 0.05$). In other words, there was a significant difference between the race of teachers in terms of their attitudes towards linguistic needs of the CLD students. As the teachers of other ethnicities included a very limited number of participants (1 Asian, 1 Hispanic, 1 Native-American, and 3 others), so they were divided into two categories of teachers of White and African-American race. The mean rank difference of demographics for teachers of White ethnicity ($MR = 99.76$) was significantly different from the teachers of African-American ethnicity ($MR = 73.10$). Therefore, there was a significant difference in teachers of different ethnicities and their perceptions towards linguistic needs of the CLD students. The findings presented a higher perception towards the linguistic needs of CLD students in teachers of White race than the other group.

A Kruskal-Wallis test was used to analyze the relationship between the highest degree of the teachers and their perceptions of linguistic needs of the CLD students. The calculated Kruskal-Wallis was not statistically significant because the significant difference ($p = 0.240$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the degree of teachers in terms of their awareness towards linguistic needs of the CLD students.

Therefore, no significant difference was found between teachers' highest degree and their perceptions towards linguistic needs of the CLD students.

A Kruskal-Wallis test was used to analyze the relationship between teaching experience or the years of teaching and the teachers' perceptions of linguistic needs of the students. The teachers were divided into three groups based on the years of teaching. The first group included the teachers with the experience of teaching between one to 10 years (Group 1 < 10). The second group included the teachers with the teaching experience of 10 to 20 years (Group 2: 10 – 20). The third group were the teachers with the teaching experience of more than 20 years (Group 3 > 20). The calculated Kruskal-Wallis was not statistically significant because the significant difference ($p = 0.997$) was more than 0.05 ($p > 0.05$). In other words, there was no significant difference between the years of teaching experience and teachers' attitudes towards linguistic needs of the CLD students. Therefore, no significant difference was found between teachers' years of teaching and their perceptions towards linguistic needs of the CLD students.

To analyze the relationship between the teachers' ESL background and their perceptions of the linguistic needs of the CLD students, the participants were divided into two groups of the teachers with ESL background and the teachers with no ESL background. The ESL background was based on their previous experiences of any ESL workshops, certificates, conferences, or micro-credentials. The calculated Mann-Whitney U ($MR = 4641$) was statistically significant because the significant difference ($p = 0.007$) was less than 0.05 ($p < 0.05$). In other words, there was a significant difference between teachers with ESL background in terms of their attitudes towards linguistic needs of the CLD students and the teachers with no ESL background. Therefore, a significant difference was found in teachers' perceptions towards linguistic needs of

the CLD students based on their ESL background, and the teachers with any ESL background had a higher level of perceptions towards the linguistic needs of the CLD students.

Table 5
Mean Rank Differences of Demographics by Linguistic Needs

Variable	<i>n</i>	MR	Test Statistic(MW)	Sig
Gender				
Male	59	84.94		
Female	141	107.1	5077	0.014 *
Race				
White		99.76		
African-American	180	73.10	1462	0.042*
American	20			
ESL Experience				
ESL Background	151	106.74		
No ESL Background	49	81.29	4641	0.007*

Variable	<i>n</i>	MR	Test Statistic(KW)	Sig
Age				
22-34	68	100.54		
35-47	79	110.94	6.482	0.039*
Above 47	53	84.89		
Highest Degree				
Bachelor	53	89.38		
Master	135	104.93	2.337	0.240
Ph.D.	10	101.85		
Years of Teaching				
< 10 yrs.	76	100.38		
10 – 20 yrs.	69	100.92	0.006	0.997
> 20 yrs.	55	100.15		

Note: *N* = 200

* *p* < 0.05

Research Question 4

What is the overall level of awareness for teachers?

To analyze the overall level of teachers’ awareness of diversity, cultural, and linguistic needs of CLD students, a descriptive statistics test was used to show the frequency of each domain regarding the awareness levels of the teachers. Questions 21 and 22, aimed to analyze teachers’ level of awareness of the possible resources dealing with CLD students’ cultural and linguistic needs. The descriptive statistics showed a mean of 4.13 for the awareness of the teachers to the diverse, cultural, and linguistic needs of the CLD students. In other words, 70 % of the teachers ($n = 140$) declared their awareness to ask assistance from ESL and experienced teachers regarding the CLD needs of the students. Table 6 shows the descriptive statistics of the teachers’ level of awareness of the diversity, cultural, and linguistic needs of the students.

Table 6
Overall Awareness of the Teachers for Diversity, Cultural, and Linguistic Needs of the CLD Students

	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
Awareness Mean	200	1	5	4.13	0.777

Awareness Frequencies	Responses		Percent of Cases
	<i>n</i>	Percent	
	1	5	2.5
	2	21	10.5
	3	30	15.0
	4	204	102.0
	5	140	70.0
Total		400	100

Research Question 5

What is the overall level of preparation perception for teachers?

To analyze the overall level of teachers' preparation for diversity, cultural, and linguistic needs of CLD students, a descriptive statistics test was used to show the frequency of each domain regarding the preparation of the teachers. The descriptive statistics showed a mean of 7.625 ($M = 7.625$) for the preparation of the teachers to the diverse, cultural, and linguistic needs of the CLD students. Questions 9, 18, 19, and 20 of the survey aimed to analyze the level of awareness of the teachers for preparedness to teach CLD students. The findings showed that 90% of the teachers were aware of the need for preparation and they were interested in participating in ESL training and practices. Table 7 shows the descriptive statistics of the teachers' level of awareness for preparation to teach CLD students.

Table 7

Overall Preparation Perception of Teachers for Diversity, Cultural, and Linguistic Needs of CLD Students

	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
Preparation Mean	200	2.00	10.00	7.625	1.47658

Preparation Frequencies	Responses		Percent of Cases
	<i>n</i>	Percent	
1	15	1.9	7.5
2	77	9.6	38.5
3	143	17.9	71.5
4	373	46.6	186.5
5	192	24.0	96.0
Total	800	100	400.0

Research Question 6

What is the relationship between teachers' level of awareness and preparation based on teachers' demographics?

To analyze the relationship between the teachers' level of awareness and preparation for the CLD students' diversity, cultural, and linguistic needs, a Test of Normality was used first to implement the best approach for analyzing the data. The Test of Normality revealed a significance less than 0.05 ($p < 0.05$), meaning the data were not normally distributed, so parametric tests and Pearson's r correlation analysis could not be used. Therefore, Rank-Biserial Correlation Test was used. The results of Rank-Biserial Correlation Test between the level of awareness and preparation of the teachers based on their demographics was statistically significant. The correlation coefficient ($r = 0.563$) showed a direct relationship between the teachers' level of awareness and preparation. In other words, a higher level of awareness had a direct correlation with a higher level of perception of preparation.

In summary, the female teachers ($n = 142$) had a higher level of awareness and preparation perception than the male teachers ($n = 58$). The teachers with the age range of 35 to 47 ($n = 79$) had a higher level of awareness and preparation perception than the other two groups (Group 1 ($n = 68$): 22-34, Group 2: 35-47, and Group 3 ($n = 53$): above 47). The teachers of white race ($n = 180$) had a higher level of awareness and preparation perception than teachers of African-American race ($n = 20$). The teachers with any types of ESL background ($n = 151$) had a higher level of awareness and preparation perception than the teachers with no ESL background ($n = 49$).

Table 8

Correlations of Level of Awareness and Preparation of the Teachers for Teaching CLD students

Rank-Biserial		Preparation Mean
Awareness Mean	Correlation Coefficient	0.563**
	Sig. (2-tailed)	0.000
	<i>N</i>	200

*Note: Correlations are significant at ** $p < .01$, * $p < .05$ (2-tailed, $N = 200$)*

Summary

The purpose of this study was to explore mainstream teachers' awareness and perceptions of the diverse needs of CLD students in mainstream classrooms. A survey with 26 Likert-scale items was given to teachers of thirteen schools in the district under study. Of the total 499 teachers, 200 participants responded to the survey. Using descriptive statistics to provide summaries about samples, measures, frequencies, distributions, and percentages created an overview of teachers' perceptions of their awareness and preparation of CLD students' diverse, cultural, and linguistic needs in the mainstream classroom.

The major domains explored in the survey were teachers' awareness and preparation, students' diversity, cultural needs, and linguistic needs. These areas provided a framework of the teachers' perspectives and perceptions towards CLD students in the mainstream classrooms. The size of the sample and the selected methodology during the research limits the generalizability of the findings. In Chapter 5, the findings are examined through data analysis provided by the survey responses. The results have been compared and assessed according to the available sources of data regarding any expected or unexpected findings and based on the target domains.

Chapter 5

Conclusions, Implications, and Recommendations

Introduction

Teachers' perceptions of their awareness and preparation to teach CLD students were investigated by the study. Analysis of data provided a view of participants' perceptions of their awareness of CLD students' diverse, linguistic, and cultural needs. The rationale for this study was the researcher's background as an ESL teacher and working in the school district for about five years. The researcher started this study to remind the public school teachers of the diverse needs of bilingual and CLD students and presenting a forum to share the information collected with teachers.

Chapter 1 provided an introduction to the study. The chapter focused on defining the statement of the problem, purpose of the study, research questions, significance of the study, research limitations, assumptions, and common definitions.

Chapter 2 provided a literature review related to the awareness and preparation of the educators who are teaching linguistically and culturally diverse students and the relationship between their conceptions and attitudes and their sense of preparation. The research focused on teachers' sense of awareness and preparation for teaching CLD students. The chapter included an examination of teachers' perceptions of the coursework and field experiences that support the development of awareness and skills for teaching CLD students and the relationship between teachers' current courses and instructional practices for CLD students and teachers' perceptions of preparation.

Chapter 3 introduced the participants, sample size, the instrument for the data collection, and the findings after data analysis. The chapter also introduced the process and statistical analysis suitable to process the results.

Chapter 4 provided the findings of the study. The organization of the study was presented. Demographics about the study participants were introduced. The research questions were analyzed using Mann-Whitney U and Kruskal-Wallis Tests. The research questions were analyzed separately based on the domain of diversity, linguistic, and cultural needs of the CLD students.

Chapter 5 provides a summary, conclusions, implications, and recommendations for future research. This chapter includes conclusions, self-reflections, and analyses on scholarship, literature review, and researcher's role and positionality as both an ESL teacher and adult educator. The research is concluded with a discussion of the potential of the study to affect teachers' perceptions of their preparation for their CLD students and their academic life, social change, and creating a more justice-based system for all the students including the CLD students.

Purpose of Study

The purpose of this study was to examine teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in public schools. Teachers' awareness of the diverse, linguistic, and cultural needs of students with diverse cultural and linguistic backgrounds is a critical need of the education system. To analyze teachers' awareness and preparation, relationships between teachers' demographics and background and their perceptions about teaching CLD students were examined. This topic has significant implications for schools and the current discourse about the role of teacher quality and effectiveness in improving educational outcomes. Teachers will increasingly encounter a diverse range of learners that requires every teacher to have sufficient knowledge and range of skills to meet the unique needs of all students, including those who are from diverse backgrounds.

Research Questions

The following research questions guided this study:

1. What is the relationship between teachers' demographics and their perceptions of ESL students' diversity?
2. What is the relationship between teachers' demographics and their perceptions of ESL students' cultural needs?
3. What is the relationship between teachers' demographics and their perceptions of ESL students' linguistics needs?
4. What is the overall level of awareness for teachers?
5. What is the overall level of preparation for teachers?
6. What is the relationship between teachers' level of awareness and preparation based on teachers' demographics?

To explore the research questions, this study conducted a survey that collected data from 200 participants from ten elementary and secondary schools in the district under study. The school district selected for this study has had an increasing number of CLD students during the last years. The survey examined the domains of teacher perceptions of their awareness and preparation for diversity, cultural, and linguistic needs of CLD students. The survey asked respondents to select choices that represented their perceptions and attitudes regarding the themes and domains of the study. The findings from the study inform the need for more awareness and preparation for the students who are culturally and linguistically diverse in mainstream classrooms of schools. The findings also expressed the need for professional learning opportunities to monitor the growth mindset of teachers and to create a more culturally and linguistically diverse community for the students to find their identity as well as a sense of

belonging. The study revealed the fact that having more highly educated teachers in the system would not guarantee their awareness and preparation of diverse groups and the districts should still support teachers with responding to diverse needs of CLD students and their families academically, culturally, and socially. The culturally and linguistically responsive teaching needs consistent planning and supervision to create consistency and equity for all the students in schools.

Conclusions

Research Question 1

Teachers' Perceptions of Their Awareness and Preparation for CLD Students' Diversity

Teachers' perceptions and attitudes to teach CLD students play a significant role in their curriculum and assessment design. Unfortunately, many teachers are not aware of their misconceptions or negative attitudes to the diversity of the students. In many cases, teachers believe they have positive or neutral attitudes to the diversity of the students but the fact is they reflect this important element differently in their curriculum design and teaching instructions. In a culturally and linguistically responsive education system, teachers' attitudes, perceptions, sensitivity, respect, and degree of caring for their CLD students are necessary (Gay, 2002; MacPherson, 2010). To design a culturally and linguistically responsive curriculum and assessment is important, and the teachers' awareness of this importance is crucial. Through the use of survey questions, teachers could revisit their own perceptions of the diversity of the students in their classrooms and rethink including CLD students in their curriculum design and instructions.

The data analysis and detailed investigation of the relationship between teachers' demographics and their perceptions of the CLD students' diversity showed that the female

teachers and the teachers with some ESL background had a more positive attitude towards appreciating student diversity. The calculated Mann-Whitney U and Kruskal-Wallis tests were statistically significant for gender (higher in female teachers), and ESL background of the participants (higher in teachers with ESL background) in terms of their attitudes towards diversity. Therefore, the findings confirmed the previous research on the critical role of training and CLD inclusion in teaching and learning instructions (Batt, 2008; Flores, 2001; Wright et al., 2020). Although the previous literature expressed that many teachers had not received training to work with CLD students, and they were not still sure to want to participate in CLD professional developments (Reeves 2006), this study showed that nowadays more teachers participate in CLD practice and training (69 %) or are interested in taking actions towards their awareness and preparation.

Research Question 2

Teachers' Perceptions of Their Awareness and Preparation for Cultural Needs of the CLD Students

Teachers' lack of awareness of students' cultural backgrounds might affect students' cultural identity and their academic learning (Blackledge, 2000; Gee, 2010; Moll, 2000). In questions 10, 14, 17, and 26 of the survey, teachers were asked to revisit their perceptions of the cultural needs of their CLD students in their classrooms. Studying about diverse cultures through the lenses of language, geography, religion, gender, education, and social class (Ford et al., 2008; Nieto, 1999) were summarized in these four questions to investigate teachers' cultural competency. They were asked if they study and understand the cultural differences of the students and if they provide the opportunities for diverse cultures of their classrooms. The in-depth analysis of the responses showed that the teachers who participated in the study had a

positive attitude towards the cultural needs of the students. They agreed on the use of multiple strategies to communicate with culturally and linguistically diverse students and parents. The data analysis of the survey did not show any significant difference between the male and female teachers, their race, the relationship between their age and perceptions, their highest degree, their teaching experience, and their ESL background. All the components of the results revealed the teachers' awareness and preparation of the cultural needs of CLD students. The findings declared an increase in the level of teachers' awareness of their attitudes and perceptions towards the cultural needs of the students compared with the previous literature (Durgunoglu & Hughes, 2010; Mellom et al., 2018; Walker et al., 2004).

Research Question 3

Teachers' Perceptions of Their Awareness and Preparation for CLD Students' Linguistic Needs

Linguistic needs require not only the awareness of language acquisition in a second language but also the discourse system of other languages. The way teachers communicate with their diverse students and their parents would create social identities for both sides (Gee, 2010). The strategies and means of communication that the teachers apply would play a significant role in students' identity discovery. Questions 11, 12, 13, 16, 24, and 25 of the survey aimed to analyze the teachers' perceptions of their awareness of the CLD students' linguistic needs. The responses revealed significant differences between the elements of demographics and teachers' perceptions towards the linguistic needs of the CLD students. To analyze the relationship between teachers' demographics and their perceptions of linguistic needs of CLD students, each item of demographics including gender, age, race, years of teaching, highest degree, and ESL background were separately analyzed. The analysis showed a significant difference between variables of gender, age, race, and ESL background. Female teachers, teachers in age group 2

(35-47), teachers of white race, and teachers with ESL background had a higher level of awareness and preparation towards the linguistic needs of CLD students.

Therefore, the related ESL training and workshops made a significant difference in teachers' perceptions towards linguistic needs of the CLD students based on their ESL background. To compare the role of ESL background in teachers' perceptions regarding linguistic needs of the students, the results confirmed the literature review for the effective training and preparation for the linguistic needs of the students. The results showed as well as the literature that the ESL training, workshops, courses, and micro-credentials focus more on the linguistic aspects of the diversity than the other dimensions (Alexander et al., 2019; Good et al., 2010; Zimmerman-Orozco, 2011).

Research Question 4

Teachers' Perceptions of Their Awareness for Teaching CLD students

Awareness of the strategies and sources of assistance is one of the critical issues in diverse classrooms. Teachers should be aware and informed of the available resources for teaching diverse classrooms. Many teachers express that they know different people are working with their CLD students or the students who are with special needs, but they never explicitly know their roles or whom they need to refer to when they need assistance regarding their CLD students (Vaughn et al., 2018). Questions 21 and 22 of the survey aimed to figure out if the teachers are aware of the resources or possible supports or if they ever ask their colleagues to help them with CLD students and their diverse, cultural, and linguistic needs. The mean score ($M = 4.13$) showed a significant awareness of the teachers for teaching the CLD students and primary resources for asking assistance. The findings revealed a higher level of awareness of the teachers for the possible CLD resources than what we had in the past according to the literature

review (Cooley, 2014; Gay, 2010; Good et al., 2010; Haberman, 2005; Ladson-Billings, 2009; Lambson, 2010).

Research Question 5

Teachers' Perceptions of Their Preparation for Teaching CLD students

The importance of CLD related training and guidelines have been discussed in many studies by scholars in this field. These trainings can include State ESL certification programs, ESL conferences, the courses offered at schools, on-line or self-paced courses or programs, ESL workshops at schools or off-site, courses offered at the colleges or universities, and many other formats of training that can provide some introduction and preparation for teaching the CLD students. Questions 9, 18, 19, and 20 of the survey aimed to analyze the participants' attitudes and perceptions of the importance of courses, workshops, or any kind of ESL related background. The findings showed a positive perception of the teachers for their level of preparation ($M = 7.62$), and their interest in taking courses, workshops, training, or any professional learning that provides them opportunities for more culturally and linguistically responsive teaching.

The findings in various studies reflect the teachers' interest that they will benefit from professional guidance to implement differentiated instruction that is culturally and linguistically appropriate for CLD students (Batt, 2008; Li, 2010; Paine et al., 2010; Wright et al., 2020). The literature reviews also confirmed that the design and schedule of the workshops should address the needs of the participants not merely a set of routines about second language acquisition (Alexander et al., 2019; Good et al., 2010; Zimmerman-Orozco, 2011). Providing proper training and preparation tools for teachers will give them the opportunity to gain a deep awareness of

CLD students' needs. Collaborations, participating in discussions, asking and responding to questions, sharing the experiences, completing hands-on activities, taking online guidelines, knowledge of their students' background and learning styles, and familiarity with types of resources will grant teachers a better platform to communicate with CLD students and their families.

However, some literature review declared inefficacy of the training as one of the reasons for teachers' lack of awareness and preparation (Hansen-Thomas et al., 2014; Lachance et al., 2018; Mellom et al., 2018), the findings of this research showed a higher level of preparation for the teachers regarding their training and practices. Teachers' knowledge will enhance when they are activists for equity and culturally and linguistically responsive teaching in professional learning, and discuss the shared experiences with colleagues (Olson et al., 2017; Simoncini et al., 2014).

Research Question 6

Teachers' Level of Awareness and Preparation Based on Teacher's Demographics

To have an overall analysis of the participants' awareness and preparation based on their demographics, the relationship between the level of awareness and preparation were analyzed. The results were statistically significant for the relationship between teachers' level of awareness and preparation. The correlation coefficient ($r = 0.563$) showed a direct relationship between the teachers' level of awareness and preparation. In other words, a higher level of awareness had a direct correlation with a higher level of preparation. The results presented that the female teachers had a higher level of awareness and preparation than the male teachers. The teachers with the age range of 35 to 47 had a higher level of awareness and preparation than the other two

groups (Group 1: 22-34, Group 2: 35-47, and Group 3: above 47). The teachers of white race had a higher level of awareness and preparation than the teachers of African-American race. The teachers with any type of ESL background had a higher level of awareness and preparation than the teachers with no ESL background.

Implications

Research Question 1

Teachers' Perceptions of Their Awareness and Preparation for CLD Students' Diversity

“Becoming a multicultural teacher first means becoming a multicultural person”. (Nieto, 1992, p. 21)

Teachers should continually remember that they are life-long learners who need to learn more about culturally and linguistically responsive teaching. They need to revisit their own biases first and see the justice-based education from different perspectives. To move towards a more inclusive paradigm will require a change of mindset first. The research results represented a more positive attitude from female teachers than the male teachers that are aligned with previous literature. Research still reveals the fact that across the U.S. public school teachers have negative attitudes and perceptions about mainstream CLD students' ability to learn the content (Rizzuto, 2017; Cummins, 2001; Gándara, Maxwell-Jolly, and Driscoll, 2005; Garcia, 2015). Female teachers still create a majority of the teachers' population in the U.S. education system (USDE, 2020). The lack of balance in the population of male and female teachers would provide female teachers more opportunity for practice to develop a more positive attitude towards student diversity. The findings showed that age was not an element to determine teachers' positive or negative attitude towards diversity that was expressed in previous literature as well (Loreman, Forlin & Sharma, 2007). The results indicated that teachers with ESL background were more

inclined to be positive towards inclusion than participants without any ESL backgrounds. There was a direct relationship between the ESL background of the teachers and their perceptions towards the diversity of the CLD students. The effect of ESL training on the positive attitude of teachers towards diversity alone reveals the beneficial of the ESL courses, training, and workshops. The findings of the study confirmed the need for effective professional development as was expressed by many researchers in the review of the literature (Flores, 2001; Mellom et al., 2018; Paine et al., 2016; Reeves, 2006; Walker et al., 2004; Wright et al., 2020)

Research Question 2

Teachers' Perceptions of Their Awareness and Preparation for Cultural Needs of the CLD Students

CLD students often encounter the challenges of identity. Teachers can help create social identities for both students and their families by culturally and linguistically responsive communication (Gee, 2010). If the teachers do not value and remind the CLD students of the importance of their culture and identity, they will create an imagined identity to survive their social identity (Norton & Toohey, 2011). Research in the literature indicated that teachers do not have the required competence and skills to support the CLD students culturally and linguistically (Evans, Arnot-Hopffer, & Jurich, 2005; Ladson-Billings, 2000; Rushton, 2000; Webster & Valeo, 2011). The findings of the current study showed that the teachers of the school area had positive perceptions of the cultural needs of the students. They showed their awareness of the cultural differences in diverse settings of their classrooms and the need to be prepared to teach the students with a variety of backgrounds.

Research Question 3

Teachers' Perceptions of Their Awareness and Preparation for CLD Students' Linguistic Needs

The literature review informed the increasing concern of scholars and educational institutions regarding the mismatch and dispositions of CLD students in schools. The sensitivity of a culturally and linguistically responsive education in the U.S. school system has been the topic of discussions for many years (Banks, 2006; Gay 2000; Ontario Ministry of Education, 2008). The findings of the current study showed the increase of awareness and preparation towards the issues of inclusion and the importance of culturally and linguistically responsive education. The role of ESL related courses, ESL workshops, pre-service and in-service training, and global awareness of inclusion and diversity cannot be denied. The participants of the study showed a more positive attitude towards the diversity of the students that reveals the effectiveness of research in the area of cultural and linguistic needs of the students.

The professional development providers are encouraged to include more elements of the linguistic needs of the students in their programs (Mellom et al., 2018; Walker et al., 2004; Wright et al., 2020). The educators and trainers should be notified of the importance of CLD resources for the diverse population of the schools. ESL courses and workshops should not be limited only to the language acquisition and second language learning process, but to the basic needs of the CLD students such as access to bilingual resources. Teachers should be reminded of the importance of parental involvement and the means of communication with CLD families (Alexander et al., 2019; Good et al., 2010; Zimmerman-Orozco, 2011). The findings confirmed once more the importance of training and professional developments for in-service teachers as well as ESL courses for pre-service teachers. The findings encouraged the participation of more male teachers in professional development and including more ESL courses for undergraduate

and graduate programs of education. The findings confirmed once more the importance of training and professional developments for in-service teachers as well as ESL courses for pre-service teachers.

Research Question 4

Teachers' Perceptions of Their Awareness for Teaching CLD students

Misconceptions about colorblindness and racism inform how some teachers deny their own role in growing racial inequity and remain in the shadow of white fragility (DiAngelo, 2018). The majority of teachers are not aware of the sources available for culturally and linguistically responsive teaching. In the review of literature, it was identified that CLD students struggle with dominant ideologies, political patterns, economic norms, and social structures in the system they study. The power of the dominant system devalues their original culture and identity and may change them into a person with a double identity. The literature revealed how the backlash pedagogies do not accept or welcome diversity and differences as a resource for learning but regard them as a problem in the education system that should be eliminated or remediated (Banks, 1991; Gutierrez et. al, 2002; Jiménez & Rose, 2010).

“Developing the intrinsic self-awareness is the most fundamental step in reducing barriers among the school, family, and community” (Herrera et al., 2020, p. 37). The schools can help with the growth mindset of the teachers by providing diverse resources, including the CLD sources in their professional development, ESL training, and multiple modes for parental involvement. Teacher education and training should provide insights into the awareness of the teachers for CLD students' diverse needs. Teachers should frequently participate in equity discussions, sharing the experiences, completing hands-on activities, taking online guidelines, and collaborating on the definition of justice and equity. Teachers' knowledge will enhance

when they are activists in professional learning where social justice is not defined or limited to certain communities or groups.

Research Question 5

Teachers' Perceptions of Their Preparation for Teaching CLD students

The importance of CLD related training and guidelines have been discussed in many studies (Alexander et al., 2019; Flores, 2001; Li, 2010; Paine et al., 2016; Mellom et al., 2018; Olson et al., 2017; Simoncini et al., 2014; Walker et al., 2004; Wright et al., 2020). These topics can include State ESL certification programs, ESL conferences, the courses offered at schools, on-line or self-paced courses or programs, ESL Workshops at schools or off-site, courses offered at the colleges or universities, and many other formats of training that can provide some introduction and preparation for teaching regarding the diverse needs of CLD students.

The findings in various studies reflected the teachers' interest in benefiting from professional guidance in the implementation of differentiated instruction that is culturally and linguistically appropriate for CLD students. They also expressed that the design and schedule of the workshops should address the needs of the participants. Providing professional development for teachers will allow them to gain the awareness of CLD students diverse needs by participating in discussions, asking and responding to questions, sharing the experiences, completing hands-on activities, taking guidelines to gain knowledge of CLD students' background and learning styles, and collaborations based on their personal needs and interests. Teachers' knowledge will improve when they are social activists in professional learning, and discuss the shared experiences with the members of their community (Olson et al., 2017; Simoncini et al., 2014).

Research Question 6

Teachers' Level of Awareness and Preparation Based on Teacher's Demographics

Teacher educators are encouraged to re-examine their pre-service course objectives and content to ensure that teacher candidates are provided with the knowledge and skills to teach CLD students. Also, opportunities for classroom observations and field placements in school contexts with linguistically diverse students are encouraged for all teacher candidates.

Awareness of the importance of the native language and parental involvement should be included in course contents and practiced within in-service training. Teachers' should be reminded of the transition of information to school staff and families for creating a valued and positive culture for all members of school systems (Good et al., 2010; Zimmerman-Orozco, 2011). The demographics of the teachers should be considered for schools with a high population of CLD students. Goldhaber & Hansen (2010), stated that while teacher certification did not have a direct impact on overall student achievement, African-American students had better scores when taught by African-American teachers.

The role of teachers in students' achievements suggests multiple approaches to encourage and invite the teachers of different ethnicities in educational settings. The resources at schools should be examined for the availability of CLD resources in multiple modes and formats. Teachers should be frequently surveyed about the availability of the resources in their school settings. The types of grants and possible resources for access to diverse materials should be introduced and explained for all the teachers in educational settings. Parents of the CLD students should be informed of their rights and due process regarding the availability of resources or any concerns for parental involvements. The content area teachers should be encouraged for more positive cooperation with ESL teachers to meet the diverse needs of CLD students. Policymakers

can resolve the problem of cultural mismatch between faculty and students by investing on effective professional development to support the cultural and linguistic competence of teachers (Alexander et al., 2019). The workshops can address the challenges to make teachers more culturally and linguistically responsive. More ethnic diversity should be encouraged and promoted among teachers and the doors should be open to the diversity of teachers as well as the students (Barlett, 2020; Vaughn et al., 2018).

Reflections

This research alone helped the researcher learn and have a deep insight into the education system in the U.S. public schools, teacher preparation programs, and the challenges that CLD students encounter in the U.S. public schools. The research has induced scholarship from the first steps of the study to the future projects that should be developed. The researcher faced many challenges in the process of the study. One of the biggest challenges could be the researcher's lack of awareness of the K-12 educational system in the U.S. public schools from one side and not having the experience of undergraduate and teaching courses from the other side.

The researcher walked into the schools and classrooms like a newborn child that every single data and observation was a great lesson to the research process. The researcher spent time to take some undergraduate and graduate teaching courses to learn how they prepare teachers for public schools in the area under study. Not being a native speaker and coming from a different educational system added more discipline from the system on the researcher than a native one, but it was worth investigating and provided the research a wide range of new knowledge from the education system.

Recommendations for Future Research

This study examined teachers' awareness of their preparation to teach culturally and linguistically diverse (CLD) students in public schools. Teachers' awareness and preparation, relationships between teachers' demographics and background, and their perceptions about teaching CLD students were revisited by this study. The researcher utilized a quantitative approach to obtain information from survey responses. Based on the data analysis, the research revealed the importance of training for a more culturally and linguistically responsive teaching system for both teacher candidates and in-service teachers.

The results of the study indicated that the participants demonstrated awareness of CLD needs in their classroom but also needed more opportunities to be well-prepared for a culturally and linguistically responsive pedagogy. As the world is moving towards a virtual life system and technology integration is being intertwined into education, future research can focus on more virtual modes of training and professional development for prospective and in-service teachers. More CLD courses can be included in teaching programs to increase the level of global competence of the teacher candidates. Mainstream teachers and ESL instructors can cooperate in various platforms to create a more efficient curriculum and assessment for the systems.

The number of CLD students in public schools will continue to increase throughout the United States. Policymakers, professional development designers, and teacher educators can integrate innovation and technology to ensure that prospective teachers are provided with culturally and linguistically responsive instruction for all content areas. Lack of effective training and the mismatch between professional development and need assessment will bring more challenges to teacher education, CLD students, public schools, and the entire society. There should be an increase in collaboration and partnerships between policymakers, teacher

educators, university administrators, public schools, mainstream teachers, ESL teachers, and parents.

The protocols for courses provided for teacher candidates should be reviewed and the doors should be open for more diverse teachers to address the CLD needs of the students with the peers. Prospective teachers should find opportunities to practice how to effectively apply CLD instructional methods and strategies, and how to have access to CLD resources and materials.

Teacher trainers and professional development designers should evaluate the need assessment in each step based on the scope of training and create multiple modes for different needs. Policymakers, teacher educators, professional development trainers, mainstream teachers, and ESL instructors should work as a team to preserve time, economic and human investments to create the most productive programs.

Teacher educators should provide multimode opportunities with CLD students during field experiences in teaching programs. Providing rich learning opportunities for teacher candidates will help them learn how to communicate with CLD students with different kinds of cultural and linguistic needs. Teacher educators should be provided with diverse resources to transfer their awareness and knowledge to teacher candidates. Both teacher educators and prospective teachers should be reminded of revisiting and reflecting their mindset towards culturally and linguistically responsive teaching. The definition of diversity and inclusion of all colors should be evaluated for both educators and teacher candidates. They should be provided practices and resources to include all the culturally and linguistically diverse students in their curriculum and assessment design and not to delimit their tactics to some definite groups. Reflective practices should be included to reinforce prior knowledge besides new learning

strategies and ideologies. Both teacher educators and teacher candidates should be reminded that they are life-long learners and to welcome diversity, changes, and challenges.

Looking at the demographics of the study (Table 2), and the findings of teachers' perceptions about the linguistic needs of CLD students based on demographics (Table 5), we can conclude this study by suggesting more opportunities for inviting and training diverse teachers. By increasing the level of motivation and promotion, more male teachers can be invited to collaborate in research in this domain. More CLD courses can be added to university programs and professional development dispositions. The findings indicated that the quality of training played a more notable role than the quantity of education or the teaching experience. The findings from this study can be shared with university administrators, teacher educators, professional development designers, school teachers, and ESL instructors, to spark new ideas for future planning and training.

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Appendices

Appendix A

Approval from Institutional Review Board

Auburn University Human Research Protection Program

EXEMPTION REVIEW APPLICATION

For information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE,
Location: 115 Ramsay Hall Phone: 334-844-5966 Email: IRBAdmin@auburn.edu

Submit completed application and supporting material as one attachment to IRBsubmit@auburn.edu.

1. PROJECT IDENTIFICATION

Date 5/7/20

a. Project Title Relationship Between Teacher's Perceptions of ESL Students' Diversity, Linguistics, and Cultural Needs

b. Principal Investigator Sedighe Zamani Roodsari Degree(s) Ph.D.
Rank/Title Graduate Student Department/School EFLT/College of Education
Phone Number 205 666 7049 AU Email szz0041@auburn.edu

Faculty Principal Investigator (required if PI is a student) Dr. Maria Witte
Title Associate Dean Department/School Auburn University/College of Education
Phone Number 334 844 0299 AU Email witemm@auburn.edu

Dept Head Dr. James Witte Department/School College of Education/Educational Foundations, Leadership, and Technology
Phone Number 334 844 3054 AU Email witteje@auburn.edu

c. Project Personnel (other PI) - Identify all individuals who will be involved with the conduct of the research and include their role on the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. Attach a table if needed for additional personnel.

Personnel Name Degree (s)
Rank/Title Department/School
Role
AU affiliated? YES NO If no, name of home institution
Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s)
Rank/Title Department/School
Role
AU affiliated? YES NO If no, name of home institution
Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s)
Rank/Title Department/School
Role
AU affiliated? YES NO If no, name of home institution
Plan for IRB approval for non-AU affiliated personnel?

d. Training - Have all Key Personnel completed CITI human subjects training (including elective modules related to this research) within the last 3 years? YES NO

The Auburn University Institutional Review Board has approved this Document for use from 06/03/2020 to Protocol # 20-268 EX 2006

e. **Funding source** – Is this project funded by the investigator(s)? YES NO
Is this project funded by AU? YES NO If YES, identify source _____
Is this project funded by an external sponsor? YES No If YES, provide the name of the sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
Name _____ Type _____ Grant # _____

f. List other IRBs associated with this research and submit a copy of their approval and/or protocol.

2. Mark the category or categories below that describe the proposed research:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)
2. Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions).
Mark the applicable sub-category below (i, ii, or iii). 104(d)(2)
- (i) Recorded information cannot readily identify the participant (directly or indirectly/linked);
OR
- surveys and interviews: no children;
 - educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.
- (ii) Any disclosures of responses outside would not reasonably place participant at risk; **OR**
- (iii) Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***
3. Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses (including data entry or audiovisual recording) from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research)
Mark the applicable sub-category below (A, B, or C). 104(d)(3)(i)
- (A)** Recorded information cannot readily identify the subject (directly or indirectly/linked); **OR**
- (B)** Any disclosure of responses outside of the research would not reasonably place subject at risk; **OR**
- (C)** Information is recorded with identifiers and cannot have deception unless participant prospectively agrees. **Requires limited review by the IRB.***
4. Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (i, ii, iii, or iv).** 104(d)(4)
- (i) Biospecimens or information are publically available;
- (ii) Information recorded so subject cannot readily be identified, directly or indirectly/linked; investigator does not contact subjects and will not re-identify the subjects; **OR**

- (iii) Collection and analysis involving investigators use of identifiable health information when use is regulated by HIPAA “health care operations” or “research or “public health activities and purposes” (does not include biospecimens (only PHI and requires federal guidance on how to apply); OR
- (iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.
- 5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. (must be posted on a federal web site). 104(d)(5) (must be posted on a federal web site)
- 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

New exemption categories 7 and 8: Both categories 7 and 8 require Broad Consent. (Broad consent is a new type of informed consent provided under the Revised Common Rule pertaining to storage, maintenance, and secondary research with identifiable private information or identifiable biospecimens. Secondary research refers to research use of materials that are collected for either research studies distinct from the current secondary research proposal, or for materials that are collected for non-research purposes, such as materials that are left over from routine clinical diagnosis or treatments. Broad consent does not apply to research that collects information or biospecimens from individuals through direct interaction or intervention specifically for the purpose of the research.) **The Auburn University IRB has determined that as currently interpreted, Broad Consent is not feasible at Auburn and these 2 categories WILL NOT BE IMPLEMENTED at this time.**

***Limited IRB review – the IRB Chairs or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.**

****Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.**

3. PROJECT SUMMARY

a. Does the study target any special populations? (Mark applicable)

- Minors (under 19) YES NO
- Pregnant women, fetuses, or any products of conception YES NO
- Prisoners or wards (unless incidental, not allowed for Exempt research) YES NO
- Temporarily or permanently impaired YES NO

b. Does the research pose more than minimal risk to participants? YES NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following?

- Procedures subject to FDA regulations (drugs, devices, etc.) YES NO
- Use of school records of identifiable students or information from instructors about specific students. YES NO
- Protected health or medical information when there is a direct or Indirect link which could identify the participant. YES NO
- Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. YES NO
- Deception of participants YES NO

4. Briefly describe the proposed research, including purpose, participant population, recruitment process, consent process, research procedures and methodology.

The purpose of this research is to investigate the awareness and preparation of mainstream teachers in public schools regarding English as a Second Language (ESL) students' diversity, linguistic, and cultural needs. The participants will be teachers who have international students in their classes and the number of teachers in grade levels will vary according to the number of international students in their classes. Surveys will be used to collect the data. The research questions would be: 1. What is the relationship between teachers' demographics and ESL students' diversity, linguistics, and cultural needs?; 2. What is the level of awareness for teachers?; 3. What is the level of preparation for teachers?; 4. What is the relationship between teachers' level of awareness and preparation based on teachers' demographics? Individual ESL teachers, previously contacted by the researcher, will send the email invitation with survey link to all remaining teachers in their school. Survey link will contain the information letter and survey questions. Participation is voluntary and participants can withdraw at any time.

5. Waivers

Check any waivers that apply and describe how the project meets the criteria for the waiver. Provide the rationale for the waiver request.

- Waiver of Consent (Including existing de-identified data)
- Waiver of Documentation of Consent (Use of Information Letter)
- Waiver of Parental Permission (for college students)

All retrospective information will be de-identified.

Waiver of documentation of consent will be through the use of an Information letter.

6. Describe how participants/data/specimens will be selected. If applicable, include gender, race, and ethnicity of the participant population.

The participants will be public school teachers in Auburn City Schools. Permission was granted to survey the teachers in Auburn City Schools. The researcher will send the invitation e-mail to ESL teachers in each school who will in turn forward the invitation and on-line survey link to all the mainstream teachers in their school. The teachers will be both male and female teachers and all native English speakers who are teaching in Auburn schools.

7. Does the research involve deception? YES NO If YES, please provide the rationale for deception and describe the debriefing process.

8. Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life.

Responses to the survey will take place at a time that is convenient to the participant. The process will not cause any physical or psychological discomfort in the participants' daily life. The teachers are invited to participate and they can withdraw at any time by closing their browser. Surveys will be administered electronically via e-mail, and the teachers will be assured that their identity will be protected.

9. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage.

The investigator will analyze and store data using the VPN client software and Microsoft Office. All electronic devices used by the researcher for this study will be password protected in a secure AU Box account. To analyze the collected responses, the data will be entered into an excel spreadsheet with coding. Data will be accessible to the investigator only. After completion of the study, the data will be erased / destroyed. Participants will be informed in the Information Letter that data will be used only for a research and future publication and none of their data will be identifiable.

10. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

No identifying information will be collected through the Qualtrics survey.

11. Will the research involve interacting (communication or direct involvement) with participants?
 YES NO If YES, describe the consent process and information to be presented to subjects. This includes identifying that the activities involve research; that participation is voluntary; describing the procedures to be performed; and the PI name and contact information.

The participants will be public school teachers in Auburn City Schools. Permission was granted to survey the teachers in Auburn City Schools. The researcher will send the invitation e-mail to ESL teachers in each school who will in turn forward the invitation and on-line survey link to all the mainstream teachers in their school. Any data obtained in connection with this study will remain confidential. Information collected through their participation may be used to fulfill an educational requirement, dissertation, national or international presentations, or professional journal publications. If there are questions about this study, participants can contact Sedighe Zamani Roodsari at szz0041@auburn.edu.

12. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, etc.

1. Application
2. Information letter
3. Survey - paper copy
4. Email Invitation for Survey
5. Copy of Electronic Survey
6. Auburn City School Permission
7. CITI Training certificates

Principal Investigator's Signature Sedighe Zamani Roodsari Digitally signed by Sedighe Zamani Roodsari
DN: cn=Sedighe Zamani Roodsari, o=Auburn University,
email=szz0041@auburn.edu, c=US
Date: 2020.05.30 22:00:18 -0500 Date _____

If PI is a student,
Faculty Principal Investigator's Signature Maria H. Witte Date May 30, 2020

Department Head's Signature [Signature] Date May 30, 2020

E-MAIL INVITATION FOR ON-LINE SURVEY

Dear Teacher,

I am a graduate student in the Department of Educational Foundations, Leadership, and Technology at Auburn University. I would like to invite you to participate in my research study to better understand the perceptions of public school teachers' perceptions related to ESL learners' diversity, linguistics, and cultural needs. You are invited to participate because you are a public school teacher and are age 19 or older.

The survey should take no longer than eight minutes. There are no risks associated with participating in this study. If you would like a copy of the results of the study, please contact me via email at szz0041@auburn.edu.

Proceeding with this online survey indicates that you consent to participate in this study.

To begin the survey, please go to this website:

https://auburn.qualtrics.com/jfe/form/SV_7R4RmFAkDuZV8A5

If you have any questions, please contact me at szz0041@auburn.edu or my advisor, Dr. Maria Witte, Auburn University at wittemm@auburn.edu.

Thank you for your consideration and willingness to participate in this study.

Sedighe Zamani Roodsari
szz0041@auburn.edu

The Auburn University Institutional
Review Board has approved this
Document for use from
06/03/2020 to -----
Protocol # 20-268 EX 2006



AUBURN
UNIVERSITY

Teachers' Survey

The Auburn University Institutional
Review Board has approved this
Document for use from
06/03/2020 to -----
Protocol # 20-268 EX 2006

INFORMATION LETTER for a Research Study entitled “Relationship Between Teachers’ Perceptions of ESL Students’ Diversity, Linguistics, and Cultural Needs”

You are invited to participate in a research study to investigate the school teachers’ perceptions of the ESL students Diversity, Linguistic, and Cultural needs. The study is being conducted by Sedighe Zamani Roodsari, graduate student, and under the direction of Dr. Maria Witte in the Department of Educational Foundations, Leadership, and Technology, College of Education at Auburn University. You are invited to participate because you are a public school teacher and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a survey. Your total time commitment will be approximately eight minutes.

Are there any risks or discomforts? There are no risks associated with participating in this study.

Are there any benefits to yourself or others? The investigator will plan to share the results of the study with interested colleagues to assist in future ESL instructional planning and preparation.

Will you receive compensation for participating? There is no compensation for participation.

Are there any costs? There are no costs for participation.

If you change your mind about participating, you can withdraw at any time during the study by closing the browser. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn

University, the Department of Educational Foundations, Leadership, and Technology or School District.

Any data obtained in connection with this study will remain confidential. We will protect your privacy and the data you provide by this survey. Information collected through your participation may be used to fulfill an educational requirement, the investigator’s research for the Ph.D. program, national or international presentations, or professional journal publications.

If you have questions about this study, please contact Sedighe Zamani Roodsari at szz0041@auburn.edu. If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

The Auburn University Institutional Review Board has approved this document for use from Date to Date, Protocol #XXXXX, Zamani Roodsari

" Teacher’s Perceptions of ESL Student’s Diversity, Linguistics, and Cultural Needs Survey"

Please read and refer to the following definitions before completing the questions:

ESL: English as a Second Language

Diversity Needs refers to appreciating individual differences such as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies.

Linguistic Needs refers to linguistic resources that learners need in order successfully to cope with the forms of communication in which they are going to be involved in the short or medium term.

Cultural Needs refers to the characteristics, shared behavior, and knowledge of a community of individuals such as their life situations, gender, and language.

Please answer each statement by placing a check in the appropriate box:

1) **Gender:**

Male

Female

2) **Age:**

The Auburn University Institutional Review Board has approved this Document for use from 06/03/2020 to ----- Protocol # 20-268 EX 2006

3) Race:White
African-American
Asian
Hispanic
Native-American
Other

4) # of Years Teaching

5) Highest degree ...Bachelor's Degree
Master's Degree
Ph.D.
Prefer not to say

6) Have you ever had any types of preparation programs for ESL learners? (Check all activities for teaching ESL learners in which you have participated)

- State ESL Certification
- ESL Conferences
- ESL Workshops at my school
- ESL Workshops Off-site
- Course offered at my school: one semester
- Course Offered at my school: Full year
- On-line or self-paced course or program
- None
- Other

Please read each statement and check the box below the number which best describes how you feel.

5=Strongly Agree, 4=Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

7. I believe diversity is an interesting part of teaching.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

8. I enjoy teaching ESL students in my classes.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

9. I prepare for ESL students at the beginning of each school year.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

10. I study and understand about ESL students' culture.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

11. I communicate with my ESL students' parents.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

12. I use a variety of strategies to communicate with my ESL students' parents if they are not English proficient

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

13. I assist ESL students who have difficulty communicating in my classes.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

14. I study about cultural differences of my ESL students.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

15. I know it is important to respect diversity in students.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

16. I understand that my students are linguistically different from each other.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

17. I value and respect cultural differences of the students.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

18. I am interested in taking courses for teaching ESL students.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

19. I like to take part in workshops for teaching ESL students whenever possible.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

20. I believe ESL workshops are very useful in my teaching career.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

21. I discuss issues with my colleagues about ESL students.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

22. I ask experienced teachers for assistance in working with ESL students.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

23. Having ESL students in my classes creates a diverse environment.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

24. I apply different teaching strategies for native and non-native speakers.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

25. My ESL students' linguistic needs are important to me.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

26. My ESL students' cultural needs are important to me.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

Other Comments:

Thank you again for your participation in this survey!

Powered by Qualtrics

Auburn City Schools Application for External Research Approval

For information or assistance contact The Office of the Associate Superintendent, 855 E. Samford Avenue, P.O. Box 3270, Auburn, AL 36831
Phone: 334-887-1906

Part I-General Information

1. Proposed Start Date of Research Observation/Data Collection: May 2020 (The earliest possible time)
2. Anticipated Duration of the Study: An eight-minute survey, a four week expected waiting time for the teachers' response
3. Title of Research Project: Teachers' Awareness and Preparation of ESL students' Diversity, Linguistic, and Cultural Needs
4. Researcher's Name: Sedighe Zamani Roodsari
5. Name of Sponsoring Institution: Auburn University
6. Department or Division: Adult Education
7. Address: 5040, Haley Center, Auburn University, Auburn, AL
8. E-mail address: szz0041@auburn.edu Office Phone: (334) 844-4434 Cell Phone: (205)666-7049

PART II-Purpose

9. Clearly state the purpose of this project.

A Ph.D. Dissertation related research.

The researcher is interested in finding out the potential needs for introducing new courses to Curriculum and Teaching Department while she is working in both C&T department and Auburn City Schools, in order to help future school teachers and students.

10. Briefly describe the methodology to be used.
A quantitative methodology by collecting the data from surveys.
11. How will the results of this project be used? (Publication, Presentation, Dissertation, etc.)
Dissertation
12. Will a summary of the findings be made available to Auburn City Schools? Yes No
If no, please explain.

Part III-Subjects

13. Describe the participant population (include the number of participants needed) you are asking to include in this project.

The researcher would invite 80 teachers from elementary and secondary schools in Auburn, but participation will be voluntary and participants can withdraw any time during the study.

14. Describe why this participant population is being selected.

The teachers will be more selected from the schools with more ESL students (English as a Second Language). As we do not have many ESL teachers in ACS district, the mainstream teachers with more ESL students will be invited.

15. What basis will you use to recruit/select those participants from the population to be included in the study (if not adequately explained in #13 above)?

The researcher has been working in all ACS for about four years and she is familiar with the population of the ESL students in different schools in Auburn. The data would be more valid if the teachers with more ESL students are invited.

16. Will any Auburn City Schools employee(s) be required to invest any time in distributing information, collecting data or in any other way contribute time and effort to this research project? **If yes, explain.**

Yes

No

Part IV.-Summary

Yes **No**

- 17. Will all data collected be anonymous?
- 18. If data is not anonymous, will it be confidential?
- 19. Will there be any compensation or incentives for participants?
- 20. Has this study been approved by an Institutional Review Board?

Additional comments or questions from the researcher:

The researcher is in the process of the IRB approval, the IRB needs ACS permission for further needed steps of the process.

The researcher, who works in Curriculum & Teaching Department of Auburn University and also Auburn City Schools is hoping by this research can help the school teachers and ESL students in future.

The researcher appreciates the Auburn City Schools for their assistance with this project.

Researcher Signature: Sedighe Zamani Roodsari

Date Submitted: 03/26/2020

For Auburn City School Use Only

Date Received: 3/26/2020

Received by: 4/2/2020

Approved: Not Approved:

Date: 4/2/20

Comments: as per email conversations indicated

ACS Administrator Signature: Wesley Hob



Completion Date 06-Feb-2019
Expiration Date 05-Feb-2022
Record ID 30416736

This is to certify that:

Sedighe Zamani Roodsari

Has completed the following CITI Program course:

IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher (Curriculum Group)

IRB # 2 Social and Behavioral Emphasis - AU Personnel (Course Learner Group)

1 - Basic Course (Stage)

Under requirements set by:

Auburn University



Verify at www.citiprogram.org/verify/?wa54ec96c-8c10-4e3a-9e0e-6cbd7515e4c6-30416736



Completion Date 06-Feb-2019
Expiration Date 05-Feb-2024
Record ID 30416735

This is to certify that:

Sedighe Zamani Roodsari

Has completed the following CITI Program course:

**Responsible Conduct of Research for Social and Behavioral
Social, Behavioral and Education Sciences RCR
1 - RCR** (Curriculum Group)
(Course Learner Group)
(Stage)

Under requirements set by:

Auburn University



Verify at www.citiprogram.org/verify/?wa566b029-063e-4f2c-966a-f0d3a87bf6b2-30416735



Completion Date 24-Nov-2017
Expiration Date 23-Nov-2020
Record ID 16433215

This is to certify that:

Maria Witte

Has completed the following CITI Program course:

IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher (Curriculum Group)
IRB # 2 Social and Behavioral Emphasis - AU Personnel (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Auburn University



Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?we2b309e2-c99e-4d30-b084-65d4fa406c8c-16433215