

**An Examination of the Practices and Experiences of Physical Education Teachers of
English Language Learners**

by

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Abstract

Over the last decade, there has been a burgeoning number of English Language Learners (ELLs) in U.S. classrooms. This consistent increase in ELLs is a clear indication of the need for teachers to be well equipped with the pedagogical skills necessary to address the needs of this population of students. Unfortunately, there is little known about ELLs in physical education settings. The purpose of this exploratory collective case study was three-fold: 1) to explore the experiences and teaching practices of K–12 physical education (PE) teachers of English Language Learners; 2) to examine the factors that impact the teaching behaviors and goals of PE teachers of ELLs; and 3) to explore the perceived needs for PE teachers to effectively teach ELLs. Guided by the tenets of the Theory of Planned Behavior, four PE teachers were observed teaching with a keen focus on their interactions with ELLs. Additionally, interviews were conducted to gain insight into the teaching strategies utilized, needs, challenges faced, and the intended goals as it pertained to the instruction of ELLs in PE settings. Using qualitative data analysis techniques, four major findings evolved from this study: a) PE teachers use an array of strategies to teach ELLs: peer helpers, demonstrations, Spanish infusion, and classroom routines; b) PE teachers indicate several needs that should be addressed in order to be effective teachers: increased ELL teacher support, knowledge of second language acquisition, and more professional development opportunities; c) PE teachers face two major barriers when teaching ELLs: the inability to speak Spanish, and a limited knowledge of students' backgrounds; and d) PE teachers aspire to create inclusive and comprehensive learning environments for ELLs

irrespective of administrative and parental engagement. The participants exhibited commitment in their instructional practices with ELLs. However, there is a need for further professional development opportunities to assist PE teachers with instructing this specific population of students. Additionally, the needs, as expressed by the participants, should be addressed through enhanced Physical Education Teacher Education program curriculum that is infused not only with general diversity pedagogical approaches, but also techniques designed specifically for ELLs.

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CHAPTER 1: INTRODUCTION

Overview

Over the last decade, there has been a burgeoning number of English Language Learners (ELLs) in American classrooms. Between the school years of 2002–2003 and 2011–2012, the percentage of students whose first language differs from English increased from eight and seven-tenths percent (8.7%) to nine and one-tenth percent (9.1%) of the student population (National Center for Education Statistics, 2014). This consistent increase of English Language Learners is a clear indication of the need for teachers to be well equipped with the pedagogical skills necessary to address the needs of this population of students. Additionally, educators should become aware and competent of the diversity of their students. Cultural competency, pluralistic environments, and general openness are some of the tenets that should comprise equitable classes (Banks, 2006). However, issues of acculturation continue to plague the classrooms which serve as the instructional foundations for ELLs (Valenzuela, 2005). This signals a devaluation of differences, and a resistance to novel instruction. Conversely, physical education teacher preparation programs concentrated in diversity and multicultural initiatives can help curtail these issues.

One way to enhance the learning experiences of teacher candidates in physical education teacher education (PETE) programs is to allow opportunities to pre-teach in diverse settings. In regard to field experiences and clinical practice for teacher candidates, the National Council for Accreditation of Teacher Education ([NCATE], 2008) expects that, “All candidates participate in

field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups” (para. 3). The expectation for candidates to experience a diverse student population, as set forth by NCATE, evolved to sentiments of needs for some teacher candidates. Sato, Fisetite and Walton (2013) conducted an examination of the experiences of African-American PETE candidates at secondary urban schools and found the following recurring themes:

1. navigating power relationships between cooperative teachers and students;
2. a “shocking” experience: feeling under-prepared; and
3. encountered cultural normalcies and stereotypes in teaching physical education.

Seemingly, African-American teachers fare better when teaching diverse populations (Harrison, Carson & Burden, 2010). However, the feeling of under-preparedness due to a lack of methods courses in cultural norms, stereotypes, and behavioral management with diverse populations resulted in the opposing position for African-Americans physical education teachers’ cultural competence (Sato et al., 2013). Similar findings in a study of health education instructors echoed the need for professional development in cultural competency and continuous support with curriculum implementation (Flory et al., 2014). This research seeks to explore the underpinnings of physical educators’ teaching practices and classroom experiences with students from diverse backgrounds—namely English Language Learners.

Statement of Problem

In her assessment of teachers’ perspectives of the Limited English Proficient (LEP) students in their classes, Joyce Penfield (1987) surveyed 167 teachers who had Limited English Proficient (LEP) students. She administered an open-ended questionnaire that allowed respondents to provide subjectively qualitative feedback to their objectively quantitative

answers. The analysis presented: 1) a need for training, 2) difficulty with integrating the LEP students within the culture of the school, and 3) an expectation that the English Speakers of Other Languages (ESOL) teacher should contribute more teaching time. These recommendations should encourage an adaptation to teacher education training programs, especially if pre-service teachers are not being educated on multicultural diversity. The classroom teacher should also become aware of the duties of the English as a Second Language (ESL) teacher. The perception should change from the idea that the ESL teacher should solely instruct the English Language Learners (ELLs) until they are ready to be mainstreamed (Harklau, 2000; Penfield, 1987). Rather, the ESL teacher is a resource, just as the classroom teacher assists students in achieving their verbal and academic goals. Methods such as the Pull-out (McKeon, 1987) have helped students, but the total segregation of ELLs is ineffective.

In a study that supports Penfield's (1987) conclusion that teachers need more training, Youngs and Youngs (2001) studied the predictors of teachers' attitudes toward ESL students. The five predictors of teacher attitudes were general educational experiences, ESL training, personal contact with diverse cultures, ESL student contact, and demographic characteristics. Diversity and exposure to multicultural information was an overwhelming predictor of positive attitudes. Study abroad experience, more contact time with ELLs, and training were examples of the multicultural interactions experience by the most positive participants. More positive attitudes of ELLs could create an ethical care for students that is based, first, on genuine care for the student and simply not their academic abilities (Noddings, 1984).

The beliefs of teachers has an impact on their attitudes toward students, which in turn impacts their teaching and interactions with students (Karabenick & Noda, 2004; Kuzborska, 2011). The extent to which these beliefs impact attitudes was examined by Karabenick and

Noda (2004). Teachers with more favorable beliefs of ELLs had better attitudes towards their abilities to acquire a second language, be an integral part of the school, and be in a household where all members can acquire a language. The implication for this study, just as most studies about teachers of ELL students, is to participate in professional development. In fact, teacher participation in professional development in pedagogy with ELLs has shown to positively impact teacher beliefs pertaining to these students (Pettit, 2011).

As the number of English Language Learners exponentially increases in U.S. classrooms, so has the need for more in-depth understanding of ELLs in the context of physical education. While much of the extant research have been centered on working with *all* students through culturally responsive practices (Chepyator-Thomson, 1994; Wonseok & Chepyator-Thomson, 2011), research has produced concepts about how to work with ELLs in the context of the gym (Bell & Lorenzi, 2004; Clancy & Hruska, 2005). These studies were evidently beneficial in terms of educating about working with cultures in general, but there still lacked a central focus on the diversity in linguistics in physical education.

There is a paucity of research that has been conducted on ELLs in the context of a physical education class. The majority of the limited literature on this topic has been practitioner based advice with a focus on best practices and ways to adapt the learning experiences to make it more inclusive for the ELL (Bell & Lorenzi, 2004; Clancy & Hruska, 2005; Gomez & Jimenez-Silva, 2012; Nguyen & Watanabe, 2013). Culturally relevant physical education has also been studied (Chepyator-Thomson, 1994; Wonseok & Chepyator-Thomson, 2011), but not until recently has the physical educators' practices, perceptions, and beliefs about ELLs been examined (Burden, Columna, Hodge, & Martínez de la Vega Mansilla, 2013; Columna, Foley, & Lytle, 2010; Sato & Hodge, 2014).

Centered around the concept of culturally relevant pedagogy and physical education, Burden, Columna, Hodge, and Martínez de la Vega Mansilla (2013) discussed ethnolinguistically relevant pedagogy. This concept chiefly refers to the ability to provide an educational environment that takes into account the interworking of a specific dialect. They claim that the lack of diversity and knowledge of ethnolinguistics, including that of ELLs, demands fostering of relevant teaching strategies. Attitudes and dispositions about unfamiliar cultures need to be redressed to dispel myths and increase appreciation. Ethnolinguistic Pedagogical Knowledge (EPK) is a call for not only more awareness about the students' culture, but a more concentrated effort on the language and how it is used. Yet, it is not enough just to understand the language, as it is to apply the learned skills to the designing of the class' curriculum and scope. Having a vested interest in what is important to a student exudes care. In return, the student may be more inclined to cooperate, and enlighten about their world.

Sato and Hodge's (2014) work explores teacher's perspective of ELLs in physical education classes. In their study, the researchers conducted six interviews with elementary school physical education teachers to evaluate 1) How they position themselves in teaching ELLs and 2) What are physical education teachers' experiences in teaching ELLs. The strife that was created from language differences, cultural misunderstandings, and lack of intrinsic motivation were illuminated as pedagogical challenges. Three other themes (traumatization; irritations, frustrations, and expectations; and cultural dissonance) evolved from the data, which collectively described a challenging environment grounded in language differences and lack of cultural congruence between the ELLs and the teachers. Although the teachers attempted to, and wanted to provide meaningful experiences for the ELLs, they had not attended any opportunities for professional development in the area of teaching ELLs. Findings suggest that teachers

should not only learn the techniques needed for this unique population, educators should also instruct themselves on the varying cultures. Continually, it is concluded that teachers need more experience and knowledge of ELLs. This may translate into modifications to teacher preparation programs.

Statement of Purpose

The purposes of this exploratory collective case study are three-fold: 1) explore the experiences and teaching practices of elementary, middle and high school physical education teachers of English Language Learners; 2) to examine the factors that impact the teaching behaviors and goals of physical education teachers of ELLs; and 3) to explore the perceived needs for physical education teachers to effectively teach ELLs. The Theory of Planned Behavior (TPB) by Icek Ajzen (1985, 1991, 2005) will serve as the theoretical framework for this study. The TPB is based on the premise that three determinants affect intentions to perform a behavior. According to the TPB, attitudes towards a behavior, subjective norms, and perceived behavioral control serve as predictors of intention. Therefore, the intention to perform (or not perform) a behavior is based on the conglomeration of antecedent factors. This study will examine the impact of the three predictors as it pertained to physical education teachers' teaching practices with English Language Learners. The three predictors are:

- a) teachers' attitudes towards teaching ELLs,
- b) perception of social influence, and
- c) perceived ability to teach ELLs.

Four physical education teachers were observed teaching with a keen focus on their interactions with ELLs. Additionally, interviews were conducted to gain insight into the

teaching strategies utilized, needs, challenges faced, and goals intended for the instruction of ELLs in physical education settings.

Research Questions

The research questions that guided this study were:

1. What are the experiences of physical education teachers with ELLs in schools?
2. What are the techniques, if any, physical education teachers use specifically to help instruct their students classified as English Language Learners?
3. What do physical education teachers perceive as needs in order to effectively teach ELLs?
4. What challenges do physical education teachers face when teaching ELLs?
5. How do the predictor factors, based on the TPB, influence the intended teaching behaviors of physical education teachers with ELLs?

Definition of Terms

Attitudes toward the behavior – within the framework of the TPB, this describes a person's positive or negative feelings about performing a behavior, based on an evaluation of the action.

Emergent Bilingual – students with the ability to maintain and function in their first language while learning a second language (Garcia, Kleifgen, & Falchi, 2008).

English as a Second Language (ESL) – these are programs where English Learners participate in a curriculum designed to help them develop English as a second language.

English Language Learners/English Learners (ELLs/ELs) – students within an ESL program striving to acquire proficiency in the English. These students' L1 is not English.

English Speakers of Other Languages (ESOL) – similar to ESL programs; however, ESOL curriculum is specific to the curriculum offered for elementary and secondary students.

Ethnolinguistics – “a branch of linguistics that deals with the relationship between language and culture, especially the effect of social, economic, and similar factors on language” (as cited in Burden et al., 2013, p. 181).

Limited English Proficient (LEP) – “persons who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language” (U.S. Department of Health & Human Services).

Perceived Behavioral Control – within the framework of the TPB, this describes the extent to which a person believes in their ability to perform a behavior based on factors that may impede or facilitate the action.

Primary Language (L1) – describes a learner’s first language; the primary language which is mostly utilized at home.

Second Language Acquisition (SLA) – describes the process for learning or acquiring a language besides the primary or native language.

Subjective norm – within the framework of the TPB, describes the extent to which social influence is believed to have on intentions to perform a behavior

Theory of Planned Behavior (TPB) – The TPB (Ajzen, 1985, 1991, 2005) is based on the premise that three determinants affect intentions to perform a behavior. According to the TPB, attitudes towards a behavior, subjective norms, and perceived behavioral control serve as predictors of intention. These are all preceded by a belief system: behavioral, normative, and control. The extent of those beliefs will impact the intended action.

CHAPTER 2: REVIEW OF LITERATURE

The purpose of this exploratory collective case study is to explore the experiences and teaching practices of elementary school physical education teachers with English Language Learners (ELLs). Additionally, we seek to examine the factors that influence their teaching behaviors with ELLs, as well as their perceived needs to effectively teach ELLs in the physical education setting. The Theory of Planned Behavior (TPB; Ajzen, 1985, 1991) will be used as the theoretical framework to guide this study. The review of literature will explore the tenets of the TPB and its application to the field of physical education. Furthermore, literature in care, acculturation, teacher beliefs about ELLs and language acquisition will be discussed. And lastly, literature pertaining to multiculturalism with a keen focus on ELLs in physical education class settings will also be explored.

Theory of Planned Behavior

Ivan Ajzen's (1985, 1991) Theory of Planned Behavior is grounded in the premise that behaviors are preceded by the intention to complete the targeted action. The Theory of Planned Behavior (TPB; Ajzen, 1985, 1991) describes the requisite determinants of the intention to perform a behavior, and thus to "predict and explain human behavior in specific contexts" (Ajzen, 1991, p. 181). The theory is an evolved version of the Theory of Reasoned Action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The addition of the influence of volitional control, or rather the belief of control, to the theoretical framework, makes the TPB a better

predictor of behaviors than the Theory of Reasoned Action. In a more recent work, Ajzen (2001) described the TPB in accordance to human behavior: “According to the theory of planned behavior, people act in accordance with their intentions and perceptions of control over the behavior, while intentions in turn are influenced by attitudes toward the behavior, subjective norms, and perceptions of behavioral control” (p. 43). Specifically, the three determinants of behavioral intentions are as follows: attitudes toward the behavior, subjective norms, and perceived behavioral control. Each determinant is influenced by a behavioral belief (Ajzen, 1985, 1991).

The determinant, attitude towards the behavior, assesses the extent to which a favorable or unfavorable attitude exists in regard to the intended behavior (Ajzen, 1985, 1991). For example, physical education teachers can have favorable to unfavorable attitudes towards teaching English Language Learners. This attitude is preceded by behavioral beliefs. These behavioral beliefs are subjective assessments of the projected level in which the intended behavior will be performed. Therefore, if a teacher believes that he or she can effectively teach an ELL in a physical education class setting, then they will more than likely have a favorable attitude toward that behavior. The complete opposite attitude would be the case if a teacher has a negative belief about the intended behavior. Albeit a necessary component of the TPB, attitude alone is not a strong predictor of behavior. The limited effect on intended behaviors has long been a point of contention: “The failure of such general attitudes to predict specific behaviors directed at the target of the attitude has produced calls for abandoning the attitude concept” (Wicker, 1969 as cited in Ajzen, 1991, p. 189).

A subjective norm is the determinant which accounts for the social influences on the intended behavior. Subjective norms explain the perceived pressure that society places on a

behavior to be performed or not performed (Ajzen, 1991). To put this in the context of teaching diverse groups of students in physical education, school administrators' expectations and support of teaching these students will influence the teaching behavior (Qi & Ching Ha, 2012). Well-developed policies set forth by administrators can considerably achieve the targeted behavior. In an evaluation of inclusive physical education teachers' practices with students with disabilities, Qi and Ching Ha (2012) disclosed the result of explicit policy for specific groups of students:

...teachers are motivated to comply with inclusive educational policies and significant referents (e.g., school administrations and coworkers) and intend to implement inclusive practices.... Results show that teachers intend to teach students with disabilities by following government's and school's policies on inclusion and complying with their coworker's practices and suggestions, although they hold less than favorable attitudes.

(p. 11)

The amount of perceived social pressure to perform a behavior is classified as a normative belief. As reflected in the quote above, educational policies were the impetus behind the teachers' execution of the intent to provide an inclusive teaching setting for a diverse group of students, namely students with disabilities. Hence, a person's probability of complying with social influences is determined by the perceived level of pressure to perform the intended behavior (Ajzen, 1991).

The third determinant of behavioral intention is the aspect that takes into account the concept of volitional control, or the extent to which one perceives to have control over a certain situation (Ajzen, 1991). Drawing strong correlations to the work on self-efficacy by Bandura (1977, 1982), perceived behavioral control describes the seeming factors that may preclude or assist in accomplishing an intended behavior (Ajzen, 2006). The level of perceived ease or

difficulty can be based on a number of factors associated with the intended behavior. For example, Qi and Ching Ha (2012) found that access to teaching equipment, allotment of class time, and support from students without disabilities, can impact control beliefs both negatively and positively. In particular, the presence of students without disabilities who were willing to support their peers with disabilities, made the intended teaching behavior attainable. Ajzen (1991) postulates that the combination of behavioral intention and perceived behavioral control can directly predict behavior, sans attitudes and subjective norms. Therefore, if a teacher intends to teach ELLs in physical education, and they perceive adequacy in class materials and support as well as fewer barriers to prohibit execution, then the behavior may likely be achieved.

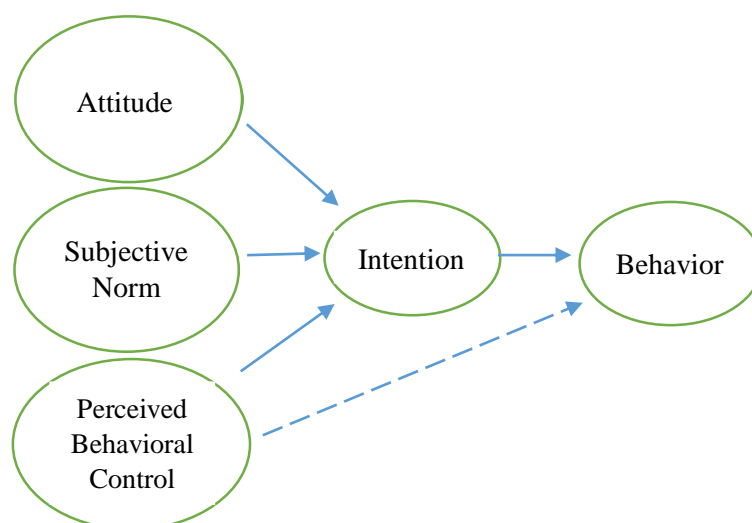


Figure 1. Graphical representation of the Theory of Planned Behavior

The scarcity of research on ELLs in physical education lends the opportunity to emphasize the utilization of this theoretical framework in other contexts within physical education research. The TPB has extensively served as the theoretical framework in research conducted in physical education (Casebolt & Hodge, 2010; Filho, Monteiro, da Silva, & Hodge, 2013 ; Hersman & Hodge, 2010; Hodge, Ammah, Casebolt, Lamaster, & O’Sullivan, 2004;

Kudláèek, Válková, Sherrill, Myers, & French, 2002; Martin & Kulinna, 2004, 2005; Qi & Ching Ha, 2012; Sato, Hodge, Murata, & Maeda, 2007; Shahbazi, Esmaeili, & Sokhango, 2013; Wang & Ha, 2013). Most notably, the TPB has been used to examine the teaching behavioral intentions of physical educators of students with disabilities in inclusive primary and secondary school settings (Casebolt & Hodge, 2010; Hersman & Hodge, 2010; Hodge et al., 2004; Qi & Ching Ha, 2012; Sato et al., 2007; Shahbazi et al., 2013). Several findings have been consistent among the studies: a) varying levels of teacher efficacy exist towards inclusive teaching, b) subjective norms such as school administrative support significantly affected teaching intentions, and c) perceived behavioral control often affected teaching behaviors, sans the other tenets.

Physical education teachers from California, Ohio, and Pennsylvania participated in a study which examined their behaviors and beliefs as it pertained to inclusive practices for students with disabilities in secondary general physical education classes (Hodge et al., 2004). Guided by the TPB the researchers utilized qualitative research methods to conduct interviews and field notes to delve into the participants teaching experiences with students with disabilities. Three recurrent themes evolved from the data: a) teachers were positively disposed to inclusion, b) teachers had differential efficacy in achieving successful inclusion, and c) teachers encountered challenges to establishing inclusive practices. Based within the tenets of the theoretical framework, the teachers had positive beliefs about teaching students with disabilities—specifically those with mild disabilities. Teachers often experienced the most difficulty when teaching students with severe disabilities. This was attributed to inadequate teacher preparation programs in regard to students with disabilities. However, teachers that perceived volitional control of the teaching environment were successful in inclusive physical education.

Along similar lines, Casebolt and Hodge (2010) examined five Pennsylvania general physical education teachers' beliefs about teaching students with disabilities who were mainstreamed into general physical education classes. The researchers used demographic surveys and in-depth interviews which resulted in four themes:

- a) Teaching practices troubled—denoting the perceived difficulty in teaching students with severe disabilities.
- b) Dependent self-efficacy—denoting the extent to which teachers felt they were able to effectively teach students with disabilities in inclusive settings.
- c) Contradictions—denoting the dichotomy of positive and negative effects which inclusive classrooms have on the learning experiences on both students with and without disabilities.
- d) Intrinsic motivates—denoting how teachers' desire to teach students with disabilities was inspired internally.

The study further supported the case for Physical Education Teacher Education programs to purposefully provide meaningful adaptive physical education experiences for teacher candidates. Additionally, the teachers' intrinsic efficacy is also impacted by external factors such as administrative expectations and prioritized policies (subjective normative), as well as the physical supports such as equipment, class time, and facility space (perceived behavioral control). The participants' intention to create an inclusive experience for students with disabilities and their subsequent behaviors was heavily influenced by the tenets of the Theory of Planned Behavior—attitudes, subjective norms, and perceived behavioral control (Ajzen, 1985).

In their study of Hong Kong teachers' beliefs about teaching students with disabilities, Qi and Ching Ha (2012) situated their research data in the TPB. The researchers found that physical

education teachers' intentions to teach students with disabilities is heavily influenced by subjective norms and perceived behavioral control. Previous research had highlighted the overwhelming effect of attitudes on intentions (Casebolt & Hodge, 2010; Hodge et al., 2004). However, the findings from Qi and Ching Ha (2012) suggested that the less than favorable attitudes towards inclusion do not disrupt the intended behavior. Plausibly, it purports the need for strong support from administrators, social workers, and colleagues (subjective norms), and the implementation of policies that motivate teachers to facilitate an inclusive classroom. Additionally, the favorable behavioral control, which namely is attributed to class size, peer interaction, pedagogical knowledge and severity of disability, supports the intention to teach students with disabilities. In fact, the impact of perceived behavioral control on intentions was found to be significant and a direct predictor of behavior for Tehranian teachers' inclusive teaching intentions (Shahbazi et al., 2013). The application of the TPB to physical education teachers' teaching behaviors with diverse populations, makes its utility to the current research most appropriate.

English Language Learners: Care or Subtraction

Prevalence of ELLs

Within the past decade, there has been a steady increase in the number of English Language Learners in United States classrooms (National Center for Education Statistics, 2014). Specifically, in 2012 there were 4.4 million ELLs in schools compared to 4.1 million in 2002. In Alabama alone, 2.6%, or roughly 19,468 of the students were classified as English as a Second Language (ESL) during the 2011-2012 academic term (ALSDE, 2012). Spanish was the most common language spoken by ELLs. Eighty percent of ELLs spoke Spanish, while speakers of Arabic, Korean, Chinese, and Vietnamese nearly equally accounted for eight percent of students,

while the remaining twelve percent were identified as other. According to the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA, 2011), there are counties in Alabama where the increase in the number of English Learners (ELs) was in the 100%–200% range within the last decade. Although the total number of ELLs is lower than most states, the exponential increase in this population of students clearly indicates a shift in the demographics of American classrooms and the need to develop a culturally diverse pedagogical approach—one that is both infused with care and additive.

Table 1

Alabama State Department of Education: Language Distribution of English as a Second Language Students (2011–2012)

Most common Languages Spoken	Number of Students	Percent Relative to Statewide Total Student Enrollment
Spanish	15,520	
Arabic	475	
Korean	473	
Chinese	400	
Vietnamese	378	
Other (unidentified)	2222	
Total number of ESL Students	19,468	2.5 %

Source: (ALSDE, 2012)

Issues that Plague ELLs: Care and Acculturation

Care. Nel Noddings’ (1984) seminal work, *Caring, a Feminine Approach to Ethics and Moral Education*, illustrates the dyad, which is caring, as a reality that is more intricate than the

simplistic goal to: “Be charged with the protection, welfare, or maintenance of something or someone” (p. 9). Taking into account the concept of caring, Angela Valenzuela (1999) examined the culture, or rather the acculturation of a predominantly Mexican-descendant high school in her study, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. The overarching theme from these two perspectives is that teachers should establish care for their students and they should acquire an understanding of the things that are important to them. The latter, more accurately, can be developed by teachers who are culturally responsive and competent. The implementation of the concepts of care and cultural responsiveness in the classrooms can combat subtractive schooling and additional detriments in the academic success of all students, but specifically English Language Learners (Valenzuela, 1999).

Based on a feministic perspective, the ethic of care is driven by one’s desire to align with a moral ideal that must be nurtured in “all of our educational encounters” (Noddings, 1984, p. 6). According to Noddings (1984), to care means to have “a regard for or inclination toward that something or someone” (p. 9). Relationships are essentially the driving force behind the extent to which a person cares. The act of caring involves two participating parties: the one-caring and the cared-for (Noddings, 1984, p. 4). Engrossment is the initial element of caring; it requires the one-caring to gain an understanding of the one being cared-for. The model relationship is one that the one-caring is enthralled to the extent where they too “take pleasure or pain in what he recounts” (Noddings, 1984, p. 19). Gordon (2002) conducted a study aimed to understand the perspectives of education stakeholders (students, parents, teachers and principals) on ideal instructional traits that teachers possess. The response nearly echoed the concept of engrossment according to Noddings (1984): “Caring teachers convey warmth, friendliness and personal concern for their students. Caring encompasses concern for a student’s personal worth and

development. These same descriptors also emerge when asking students, parents, teachers or principals to describe great teachers” (Gordon, 2002).

Coupled with the concept of engrossment is motivational displacement. This imperative of the caring paradigm requires the one-caring to shift their motive energy towards the cared-one’s endeavors, needs and wants (Noddings, 2002). Motivational displacement, as just described, may be perceived as a full-scale commitment to the cared-for; however, the degree to the displacement is contingent upon the vested interest of the cared-for’s needs, and whether it is ethical or aesthetical caring (Noddings, 1984). When examining this paradoxical aspect of care, it is more simplistic to describe ethics as the study of morality, hence, ethical care strives to enhance the life of the cared-for; creating a fair and maintained caring environment (Noddings, 1984, p. 5). Aesthetical care, by contrast, is “caring about things and ideas” (Noddings, 1984, p. 21). As a teacher, the focus should be the student and secondly the content and structure. Noddings (1984) supports the teacher who understands that “the student is infinitely more important than the subject” (p. 20).

When a student responds to the caring efforts of a teacher, such as attempting a math problem on their own, following their participation in tutorial sessions, or giving a simple smile or head nod, it provides the teacher a way to recognize, to some extent, their investment in the student. This exemplifies the final component of a caring relationship. When the cared-for recognizes the caring efforts of the one-caring, this is said to be the complete cycle of care (Noddings, 1984). According to Noddings (1984), a classroom with an emphasis on care is heavily reliant on the student:

The student has his greatest effect on the relationship as the one cared-for. If he perceived the teacher’s caring and responds to it, he is giving the teacher what she needs

most to continue to care. As the infant rewards his caring mother with smiles and wriggles, the student rewards his teacher with responsiveness: with question, effort, comment, and cooperation. (p. 181)

The caring relationship of the teacher should mirror that of any relationship; one that is void of pretension, includes genuine support, and takes into account each of the participating members. The exclusion of the last element, from the previous statement, may lead to disconnection between what is pertinent to the student's needs, and the tasks and culture of the school; which in turn could be perceived as not caring.

Subtractive schooling. Berry, Poortinga, Segall, and Dasen (1992) defined acculturation as the “cultural and psychological change brought about by contact with other peoples belonging to different cultures and exhibiting different behaviors” (p. 19). This change of culture in Mexican-Americans and immigrant students was evident, and greatly impacted the lives of the youth at a school with an extreme dropout rate, in a study conducted by Angela Valenzuela (1999). Acculturation was the beginning of a system that essentially minimized the original culture and language of these youth. Subtractive schooling, as she classified this process, is better exemplified in her description: “Whenever Mexican youth emerge from the schooling process as monolingual individuals who neither identified with Mexico nor were equipped to function competently in the mainstream of the United States, subtraction can be said to have occurred” (Valenzuela, 2005, p. 88). The minimization of culture increased the ambiguity of trust and intention between teachers and the dichotomous group of Latino students.

When referring to the dichotomy of the student make up, Mexican Americans and immigrants are the focal point. Their origins of birth were not the only differences among these groups. Teachers' views about the two groups were on extreme ends. The immigrant students

were considered manageable and driven to learn and adopt the new culture, language, and content while the Mexican-Americans were perceived as uncaring, lazy, and defiant. During a time of frustration due to students' apathy, one teacher made an egregious prediction of the students' academic trajectory: "I can tell you right now, a full quarter of these students will drop out of school come May" (Valenzuela, 1999, p. 64). The aforementioned contentious view about the students could be the reason for the students' continuous lack of care about the teachers. Student achievement has been shown to be impacted by teacher engagement and the quality of those relationships (Hughes, Luo, Kwok, & Loyd, 2008); therefore, it would be in the best interests of the teachers and students to build ethical caring relationships.

An aspect of care is expressing general regard for a person. Included within this regard may include an understanding of one's background, their strengths, areas needed for improvement, etcetera. The order in which these factors are prioritized in the lives of the students should be considered by teachers. Valenzuela (1999) found that students desire "to be cared for before they care about" (p. 24). A more in-depth understanding of the students' culture would help achieve the aforementioned desire. What does education mean to these students? The term *educación* describes education that transcends the prospective content, and includes building the entire person within a family orientation (Valenzuela, 1999, p. 23). The Mexican youth's definition of education includes remnants of an English interpretation, but there are major distinctions that make the language *sui generis*. These differences in philosophy can be connected through conversation, a sense of care for the student. However, teachers must show real attention. A component of care is recognition. If the student feels the care, then they could, more than likely, enact care for the teacher. The cycle of care will be both distributive and receptive.

For English Language Learners to thrive the school environment must be additive, inclusive of cultural uniqueness, and one that is caring. Subtractive schooling strips students of the many attributes that were once instrumental to the success in their lives. The continued derogation of Mexican culture, and the opposition to fully assimilate into America's way of life, could leave the students in academic limbo. Some students have claimed to have previously flourished, in their home countries, at the very subject in which they currently seem to never ascend to success (Valenzuela, 1999). Adding to and supporting the current strengths of culturally diverse students through culturally relevant education may be the link to both academic and social gains. Additionally, self-assessing the effects of student teacher interactions, curriculum relevancy, and content delivery can be beneficial in assisting a teacher to adapt their teaching to meet the needs of all of their students (Standal & Moe, 2013). Moreover, reflective teaching can assist teachers in seeing how their actions in the classroom affect their students, and how those practices may either catapult or hinder the academic success of learners. The extent of care, if at all reached, should be one that is secondarily aesthetic—the student should initially feel cared for and not simply just cared for by proxy of the love for the job of teaching.

Embracing concepts such as cultural pluralism exemplifies care and a more inviting class experience for students' diverse needs. Cultural pluralism is grounded in the belief that the maintenance of a group's culture could actually enhance experiences in a novel culture (Banks, 2006). Just as strength in a first language enhances the attainment of a second language, a strong sense of self and culture could lead to enhanced adjustment in differing cultures. The attitudes of teachers toward cultural pluralism was examined to understand to what extent teachers and pre-service teachers valued cultural pluralism, and if it could be implemented (Columna, Foley, & Lytle, 2010). Surveys were distributed to the participants and the results were rather in favor for

cultural pluralism; however, the knowledge to espouse and implement culturally responsive pedagogy was not as esteemed. Additional training for teachers to implement a culturally diverse curriculum was once again recommended. A reflective teacher is aware of his or her weaknesses, therefore the desire to improve in needed areas may occur.

Culturally Responsive Pedagogy

Gay (2000) defines Culturally Responsive Teaching as “using the cultural knowledge, prior experience, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p. 29). One would assume to achieve this level of responsiveness a teacher would have to engross themselves in the lives of their students as Noddings (1984) explained:

The one-caring is engrossed in the cared-for and undergoes a motivational displacement toward the projects of the cared-for. This does not, as we have seen, imply romantic love or the sort of pervasive and compulsive “thinking of the other” that characterizes infatuation. It means, rather, that one-caring receives the other, for the interval of caring. (p. 176)

Bartolome’s (1994) review of cultural congruence further supports a teacher indulging in the culture of their students. A lack of familiarization with the culture of students could create an impasse in learning and prohibit building nurturing teacher-student relationships. Gaining cultural congruency could be as simple as learning the students’ non-academic language, but as complex as connecting the students’ classroom interactions to their homing environment. The latter could require an in-depth lesson on familial expectations of education, and the matriarchal and patriarchal dynamics within the household. Building that trust through a relationship has to be earned as Noddings (1984) described:

When the relation has not been established, or when it may properly be refused (when no formal chain or natural circle is present), the imperative is more like that of the hypothetical: I must if I wish to (or am able to) move into relation. (p. 86)

From a pluralistic stance, cultural-specific pedagogy can enhance the overall learning experience for students with diverse backgrounds (Banks, 2006). This concept of pluralism purports that diversity in culture and ethnic identities are an important make-up in the fiber of a society—which contributes to its richness (Banks, 2006). There are critics to pluralism who assert that the effects of cultural assimilation has greatly diminished the distinctiveness that some cultures used to have (Banks, 2006), and thus has no need for its emphasis. Contrarily, it is imperative that teachers appreciate the differences among their students, strive to draw bridges between culture and curriculum (cultural-relevant pedagogy), and avoid the contribution to subtractive schooling (Valenzuela, 2005). Garcia (1982) poignantly describes his ideal in teaching pluralistically:

To teach in a pluralistic society, in my view, one must take the position that all cultures and ethnic groups should be examined relatively; that is, looked at from the vantage point of the group under consideration. Rather than viewing the value of a certain culture or ethnic group from the perspective of one's own culture, a teacher in a pluralistic society should develop the ability to see how other cultural and ethnic groups perceive their social reality. (p. 9)

In the seminal work on culturally relevant teaching, Gloria Ladson-Billings (1994) described the educational approach as, “a pedagogy that empowers student intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes” (pp. 17–18). Similar to Noddings’ (1984) Ethic of Care and Valenzuela’s (1999) plan

in combating the subtraction of Mexican student identity, Ladson-Billings (1995), too, posited recommendations as to how teachers should embrace students from diverse backgrounds: “Not only must teachers encourage academic success and cultural competency, they must help student to recognize, understand, and critique current social inequities. This notion presumes that teachers themselves recognize social inequity and their causes” (p. 476). Attitudes about cultural pluralism have been studied in physical education settings and shows that teachers are valuing cultural diversity, yet there is still difficulty in implementing culturally relevant lessons (Columna, et al., 2010). Specifically, in his assessment of knowledge and practice of culturally diverse students in physical education, Choi (2011) found that in-service physical education teachers: 1) showed knowledge and practices that are appropriate for teaching culturally diverse students, yet 2) curriculum showed lack of multicultural content in their curriculum, and 3) the curriculum guides used had physical education standards that disregarded multiculturalism. The findings indicate a move towards pluralistic teaching practices; however, stagnation in the development of the standards and lessons which guide these programs still exist. Standardization of curriculum engrossed in pluralistic pedagogy has the potential to make this approach a common practice within physical education and not an outlier of the ideal class setting.

Hamzeh and Oliver (2012) studied the restrictions that religious attire causes girls in physical education classes. Their study on Muslim girls explored the dichotomy of religion and girls’ clothing expectations during physical activity. The stipulations of their religion hampered physical activity involvement, especially swimming, but the efforts of the researchers granted the girls an environment where many of the causes for these restrictions were postponed during physical activity involvement. Under desirable conditions, the girls would swim without their

headscarves. Hamzeh and Oliver (2012) concluded that communication with parents and cultural-competency could result in higher physical activity among students.

Hastie, Martin, and Buchanan (2006) examined the effects of the implementation of a culturally-relevant dance program into physical education. Two White researchers presented a stepping unit to an entirely African American sixth-grade class of students. Stepping, a widely known and performed dance form within the African American community, was a novel concept to the researchers in both praxis and teaching. However, the effect of the culturally-relevant pedagogy permeated beyond the targeted class. The community was able to experience the work going on in the class, as the students were requested to perform at both the sixth-grade graduation as well as the local high-school basketball halftime show. Team camaraderie, enthusiasm, and dedication were a few of the affective benefits found in this particular study. The teaching approach was not without issues, as the researchers expressed apprehension in presenting the content, questioned their legitimacy in teaching these lessons and “whether they [we] could ethically claim some ownership over the content” (Hastie et al., 2006, p. 301). As with the expectation of learners to step outside of their own comfort zones to adopt and participate in activities that may not relate to their own cultures, physical education teacher education programs, as implicated by the authors, must “nudge, push, or cajole our pre-service teachers (given that we work in a predominately White setting) to step out of their comfort zones and develop some form of post-colonial sensibility” (Hastie et al., 2006, p. 305).

Multicultural education has the potential to provide freedom from misconceptions, misinformation, the devaluation of cultures (Banks, 2008). Tantamount to the curriculum and the information being presented are the teachers who instruct students. Studies show the importance of a diverse workforce, the benefits that teachers from diverse backgrounds have on

U.S. classrooms, and the need for these teachers (Bone & Slate, 2011; Collins, 2011; Harrison, Carson, & Burden, 2010). In an effort to study the cultural competency of White physical education teachers as compared with teachers of color (TOC), Harrison, et al. (2010) used the Multicultural Teaching Competency Scale (MTCS) to assess this commonly determined topic. They found that TOC scored higher than their White counterparts on both subsets of the MTCS; however, White teachers that taught in urban settings scored higher in terms of multicultural teaching knowledge than White teachers in rural setting. Findings suggest that TOC can have an advanced ability in cultural competent pedagogy, which have strong implications on effective teaching in diverse settings. Also, the findings point to the importance of teacher exposure to a diverse student population. White educators in rural settings had fewer opportunities to teach in multicultural settings, thus limiting their multicultural teaching knowledge. The researchers argued that teacher recruitment must become more diverse in an effort to reflect the diversifying classroom. Additionally, the implementation of in-service training can assist teachers who may lack exposure to a diverse population of students. Furthermore, Bone and Slate's (2011) literature review on student achievement as it relates to teacher and student ethnicity compiled three arguments for the espousal of a diverse teaching workforce: a) minority teachers serve as role models for minority students, b) minority teachers may have greater opportunity to improve the academic success and positive school experiences of minority students, and c) the ethnicity of the workforce should be reflective of the population served.

Beliefs about ELLs

The study of teacher beliefs has been a staple in educational research for decades (Munby, 1982; Pajares, 1992, 1993). Pajares' (1992) seminal work on teacher beliefs was a catalyst to encourage the exclusive examination of the construct. Through clearly defining

beliefs, presenting its distinction from that of teaching knowledge and introducing research methodology to examine beliefs; Pajeres (1992) solidified a nebulous concept that is being utilized in research in an array of teaching settings. Several researchers have examined the effects of teacher beliefs about ELLs in mainstream classrooms (Pettit, 2011). The extant literature on teacher's beliefs about mainstreamed ELLs abounds with examples of inadequate preparation (Clair, 1995; Gandara, Maxwell-Jolly, & Driscoll, 2005; Lee & Oxelson, 2006; Reeves, 2004), misconceptions about second language acquisition (Clair, 1995; Reeves, 2004, 2006), and factors that influence beliefs (Garcia-Navarez, Stafford, & Arias, 2005; Mantero & McVicker, 2006; Youngs & Youngs, 2001). It is well-documented that teachers' beliefs and attitudes have an overwhelming effect on teaching practices (Gitlin, Buendia, Crosland, & Doumbia, 2003; Reeves, 2006; Yoon, 2008).

Clair (1995) conducted a qualitative analysis to understand mainstream classroom teachers' professional development needs concerning ELLs. It derived from a larger study which examined beliefs, teaching practices and professional development needs for the same population of students. At the time of the study, select states began to mandate ESL training for both practicing and prospective teachers; therefore, the effectiveness and usage of these professional development trainings were also explored. Interviews, classroom observations, and journals were used to collect data on three veteran teachers. Her findings concluded that "inadequate teacher preparation and nonexistent or inappropriate professional development," are the impetuses behind ill-prepared teachers of ELLs. She suggests that teachers should form study groups which can encourage critical problem solving—a skill that is not cultivated in teacher preparation programs. Unfortunately, the issues that teachers face, as found in the study, are prevalent nearly a decade later (Gandara, et al., 2005; Lee & Oxelson, 2006). The

consistency of these findings suggest that minuscule development has occurred; however, there are findings which show a positive shift in the impact of teacher professional development.

Téllez and Waxman (2005) highlighted four professional development programs that proved to be effective with teaching ELLs. Additionally, Hutchinson's (2013) examination of a teacher-education foundations course for teaching English Language Learners showed increased tolerance and knowledge of ELLs. These implementations of programs which strengthen efficacy and change negative perceptions of ELLs can serve as programs that can be emulated. Conversely, misinformation about ELLs' ability to acquire a language plague the perceptions of teachers and may combat effective in-service professional development efforts.

Misconceptions regarding student learning and ability can lead to marginalization and teaching approaches that lack construction and progress. In an effort to examine teacher attitudes toward including ELL in mainstream classrooms, Reeves (2006) distributed a questionnaire to secondary teachers to assess the following: a) ELL inclusion, b) coursework modification for ELLs, c) Professional development for working with ELLs, and d) perceptions of language and language learning. There were four major findings from the study:

- 1) a discrepancy exists between teachers' general attitudes toward ELL inclusion and their attitudes toward specific aspects of ELL inclusion;
- 2) teachers expressed concern about the equitability of coursework modifications for ELLs;
- 3) teachers demonstrated an ambivalence toward participating in professional development for working with ELLs; and
- 4) teachers are working under misconceptions about how second languages are learned.

The participating teachers' misconceptions about second language acquisition (SLA) led them to believe that it can be achieved in only two years, and that students should avoid using their native language during this process (Reeves, 2006). In instructional approaches such as the Sheltered Instruction (Echevarría, Vogt, & Short, 2012), it is encouraged that ELLs utilize their primary language (L1) to assist in creating a bridge between the L1 and the target language—this can assist in comprehending text, speech, and subsequent coursework. Specifically, Feature 7 of the SIOP model encourages teachers to provide “concepts explicitly linked to students’ background experiences” (Echevarría, Vogt, & Short, 2008, pp. 54). Thrower (2009) compiled the components and protocols of the SIOP model into four tenets that highlight the specific domains:

- 1) Building Background: a) link concepts to students’ background experiences, b) bridge past learning to new concepts, and c) emphasize key vocabulary.
- 2) Metacognitive Strategies: predicting/infering, self-questioning, evaluating, visualizing.
- 3) Cognitive Strategies: Previewing/Rereading, reading aloud, highlighting, taking notes, finding key vocabulary, and mnemonics.
- 4) Social/Affective Strategies: Interaction/questioning, cooperative learning, and group discussion/self-talk.

Every student does not learn in the same manner nor the same pace (Harper & de Jong, 2004). Consequently, English Language Learners do not all acquire language at the same rate; in fact, the level of literacy in L1 has an impact on learning a second language; therefore the misconception of expedited language acquisition must be eradicated in order for teachers to realistically provide purposeful and appropriate course materials for ELLs. As Harper and de

Jong (2004) warned, “misperception of universal development also affects the ways that teachers interpret L2 learners’ errors as they develop and practice their new language” (p. 155). Hence, teacher knowledge of the developmental process of SLA is instrumental to the curtailment of misinformation and subsequent misdiagnoses of cognitive disorders (Selinker, 1972, as cited in Harper & de Jong, 2004).

As within the framework of Theory of Planned Behavior, attitudes are a part of a construct that links intentions to behaviors (Ajzen, 1985). Preceding those attitudes are the behavioral beliefs. Behavioral beliefs are essentially a preconceived evaluation of the behavioral outcome; these ultimately are influenced by prior experiences. As a result of this paradigm, beliefs and subsequent attitudes will inevitably affect behavior. Mantero and McVicker (2006) distributed 160 questionnaires to investigate the differences in the perceptions between mainstream middle school teachers and ESL teachers. The data showed a significant difference between the two groups. The data aligned with previous studies which found ESL teachers to have a more positive perception of ELLs than mainstream teachers. The study also suggests that classroom instructional behaviors to assist ELLs in acquiring a L2 are negatively or positively affected by perceptions. Moreover, the influence of training and prior experience was deemed to be a contributing factor that influenced the beliefs and attitudes toward ELLs. Teachers who had more years of teaching experiences with ELLs, and who completed courses tailored towards teaching LEP students, were found to have more positive perceptions of ELLs. These findings posit the need for teacher education programs to incorporate courses that focus on effective teaching with LEP students. Additionally, the impact of prior influences is also evident, whereas teachers with more years of experience with ELLs were found to have positive perceptions, which in effect influenced teaching practices. This is an added indication for teacher education

programs to provide meaningful field experiences where students are able to teach a diverse population of students as suggested by the third standard (NCATE, 2008).

More recently, Karathanos (2010) conducted a mix-methods study which explored the extent to which L1 teaching practices were incorporated during instructional time by two groups of mainstream teachers with different degrees of ELL-oriented coursework completion. The dichotomous grouping was based on whether a participant had completed (C-ESL) at least three ESL-specific university course or not (No-ESL). Surveys, open-ended questions, and documents were utilized to: a) compare the level of promotion of the ELLs L1 during instruction, b) explore the ways mainstream teacher report students' use of L1, and c) explore the challenges these teachers face with implementing this teaching practice. The research revealed considerable similarities and differences in terms of the promotion of L1 during instruction:

- 1) both groups of teachers allowed their students to use their L1 at least some of the time during instruction,
- 2) No-ESL teachers were least likely to locate native language resources to support the topic of instruction,
- 3) ELLs were more likely to be encouraged to answer questions both verbally and in written form in their native languages by C-ESL teachers,
- 4) both groups paired their ELLs with a more proficient ELL of the same L1; however, the C-ESL group used the student-pairings more frequently, and
- 5) both groups utilize an array of services to assist in clarifying content. Parents, aides or volunteers who are fluent in the L1 of the ELLs are sought after by nearly half of each group almost all of the time. (Karathanos, 2010)

The results of the questionnaire showed that teachers are using techniques that can assist with the attainment of the L2, such as the prevalence of scaffolding (Echevarría, Vogt, & Short, 2012).

Albeit to a lesser extent in some instances, the No-ESL teachers' utilization of resources and teaching techniques has the potential to reach or exceed the levels of the C-ESL teachers, if coursework completion is taken into account. In addition, five themes evolved from the qualitative data analysis for promoting the use of L1 during instruction:

- 1) Translation—course content was translated to assist the ELLs in comprehending the assignments. Usage of the internet along with help from native L1 peers and other human resources assist with this promotion.
- 2) Peer grouping—students are grouped with a classmate who is at a higher proficiency level in a L1 that is native to both students. This person serves as a tutor as well as a translator.
- 3) Materials—flash cards in both the L1 and English, word walls, CDs, movies, and books in L1 are among the resources that assist in reinforcing content.
- 4) Learning Activities—to promote the students' L1, they participated in activities such as note-taking, singing, and reading aloud in their L1.
- 5) Status/value—the value of students' L1 was promoted by allowing them to both speak the language and teach it to peers. Parents also participated in an exhibition of their native language and culture. (Karathanos, 2010)

This promising outlook of teachers incorporating students' L1 in their acquisition of the target language, shows a better alignment with the goals of TESOL (Karathanos, 2010). The results of the study also demonstrate the effect of ESL courses in teacher preparation programs. It makes the case for an increase in competency, which in turn can diminish the feeling of ill-

preparedness. Also, teachers are better privy to ESL best practices and student needs, thus, equipping teachers with the ability of teaching students with researcher-based techniques as opposed to extemporaneous approaches.

Cultural Issues in Physical Education

For years, scholars have advocated for cultural competency in physical education (Chepyator-Thomson, 1994; Cothran & Ennis, 1999; DeSensi, 1995; Flory & McCaughtry, 2011; Harrison et al., 2010; Wonseok & Chepyator-Thomson, 2011), and the inclusion of girls (Azzarito & Katzew, 2010; Ennis, 1999; Hamzeh & Oliver, 2012; Oliver, Hamzeh & McCaughtry, 2009; Oliver, 2012; Vertinsky, 1992) and students with disabilities (Hodge et al., 2004; LaMaster, Gall, Kinchin, & Siedentop, 1998; Sato et al., 2007; Vogler, Koranda, & Romance, 2000) into the fabric of general physical education (GPE) class settings. In fact, the argument for gender equality in physical activity is nearly as old as the United States. In his historical recount of women in physical activity, Robert J. Parks (1982) highlights colonial papers that advocated for coeducational classrooms, and lamented the modicum of physical activity engagement of women and girls (p. 46). As the literature evolved through the years, it is evident that works about girls in physical education have progressed from overly opinionated recommendations about girls' decorum in gender segregated classes (Weiner, 1968), to theoretically-based research that considers girls' attitudes and their perceived barriers as well as ideal co-educational class settings (Hastie, 1998; Lirgg, 1993; McCaughtry, 2006; Olafson, 2002; Oliver et al., 2009; Osborne, Bauer, & Sutliff, 2002). However, the complexity of teaching yet another group of students persists. Unfortunately, there is minimal literature that addresses the issues regarding English Language Learners (ELLs) in physical education classes.

Prior to the few recent articles centered on physical education and ESL students, Barbara Glaskas (1993) published a paper urging physical educators to implement effective classroom practices with ELLs into their repertoire of teaching in physical education. The topic was so novel that she was granted permission to republish the article in another journal based in Canada (Glakas, 1995). Glaskas's innovative techniques took into account that ESLs wanted to be included into the class, but faced possible cultural and language barriers. The paper enlightened the physical education community about a group of students unrecognized by many districts. A moderate number of ESL students existed in classrooms at the time, therefore physical educators have had some contact with this group; however this was one of the first times a bridge was drawn between physical education and the English Speakers of Other Languages (ESOL) world via literature. ESL language proficiency levels were introduced, general communication tips were given, conducting a lesson with ELLs was described, and ways to distribute tests and assessments was highlighted. What currently seems as common sense, such as modifying rate of speech, was finally inscribed in a national journal for others to take heed. The article did not generate a snowball effect in terms of research interests; it did, however, lay a foundation on a topic that is extremely vital. Currently, the work of Glaskas (1993, 1995) is garnering the attention of researchers in physical education, as the linguistic diversity in physical education classes continue to evolve (Clancy & Hruska, 2005; Sato & Burge-Hall, 2010). More recently, Toscano and Rizopoulos (2013) presented strategies to assist in teaching ELLs. The extensive list of techniques encompasses multiple dimensions of a typical physical education class: a) the total physical education response model, b) predictable routines, c) visual aids, d) cognates, e) graphic organizers, f) modeling, g) modified speech, h) technology, i) signals, j) cooperative learning, and k) cultural responsiveness.

In an effort to promote the utilization of culturally relevant pedagogy and linguistics, Burden et al. (2013) urged PETE candidates to implement relevant ethnolinguistics into physical education for students from diverse backgrounds. Barnhart and Barnhart (1990, as cited in Burden et al., 2013) describes ethnolinguistics as “a branch of linguistics that deals with the relationship between language and culture, especially the effect of social, economic, and similar factors on language” (p. 181). In an effort to adopt and implement this pedagogical approach into physical education, the authors suggest: a) reflexivity in beliefs and practices with ELLs; b) increased pedagogical knowledge of the diversity, culture, and language of students; and c) understanding of ethnolinguistic pedagogical skills and strategies. The authors assert that PETE candidates trained in ethnolinguistic pedagogy have the ability to “advance cultural responsiveness and physical activity success among ELLs in physical education settings” (Burden et al., 2013, p. 173). Specifically, the infusion of Spanish in physical education has benefits that extend beyond ELLs wherein native English speakers gain familiarity of a new language and key words associated with an array of sports and fitness activities (Columna & Lieberman, 2011; Lieberman, Columna, Mansilla, & Taylor, 2010). Teachers have been found to use several strategies to communicate class expectations to ELLs. For example, some teachers use demonstrations to enact what they want their students to perform (Flory & McCaughtry, 2011). They also use the assistance of bilingual student peers as translators. But where teachers have been shown to be most diligent is the incorporation of bilingual word walls and bulletins as well as utilization of the language in class. The latter resulted in greater participation and effort from ELLs.

The need for diversity training in PETE programs are as ever important presently (Burden, Hodge, O’Bryant, & Harrison, 2004) as it had been in the past (Glaskas, 1993). The

implications from a recent study on physical educators' experiences with teaching ELLs asserted the need for both in-service and PETE candidates to participate in professional development which will increase their ethnolinguistic acumen, and cultural sensitivity and understanding (Sato & Hodge, 2014). The researchers used interviews to collect data from six physical education teachers who had varying years of teaching experience in addition to varying numbers of ELLs. The finding suggested that the teachers faced difficulty in teaching ELLs (pedagogical challenges), taught students whose previous traumatic life experiences impacted their class participation (traumatized), exuded frustration due to ELLs inability to meet expectation (irritation, frustrations and expectations), and experienced a continuous culture collisions based in knowledge gaps, gender misunderstanding and religious traditions (cultural dissonance). Until PETE programs instill alacrity and knowledge of effective pedagogical practices with ELLs in teacher candidates, the difficulties expressed by teachers will exacerbate as classrooms continue to increase in diversity. To abate this issue the researchers made seven suggestions:

- a) utilize the ELLs language in conjunction with English during academic discourse and labeling of images;
- b) implement district-wide professional development that will foster effective scaffolding and assessments techniques that support and not hinder the trajectory of ELLs;
- c) establish connections with parents and immigrant services which may inform educators about the condition of the students as it relates to their special needs, especially involving possible traumatic experiences;
- d) make conflicts involving ELLs teachable moments for all students;

- e) use peer tutoring to encourage communication and the implementation of a reward system to highlight correct language usage;
- f) create collaborations between schools, ELLs, Parents, and religious groups; and
- g) aggressively recruit culturally and linguistically diverse physical education teachers (Sato & Hodge, 2014).

Examining the literature offered a glimpse as to how the thoughts, assumptions and beliefs of teachers that educate ELLs can impact their attitudes towards this group of students. These attitudes, in turn, will have a major impact on their actions within the classroom, thus affecting the educational attainment, level and speed of progression, and self-efficacy. While the impact of negative beliefs and attitudes can affect students in a harmful manner, there is hope in the fact that teachers' positive attitudes, knowledge, and level of training can be the antithesis to the unfavorable labels that some give ELLs. Purposeful training and experiences that create cognitive dissonance—changes in perspective, particularly for the better, will create major gains for not only ELLs, but for all students. The route in which the research on English Language Learners in physical education is going shows promise as to what is yet to come in this line of work (Burden et al., 2013; Columna et al. 2010; Sato, & Hodge 2014). Studies in the past based in mainstream classes have built a foundation for a framework that examines a group of students that will no longer be an anomaly, but rather a burgeoning fixture into the fabric of American classrooms.

CHAPTER 3: METHODOLOGY

The purpose of this exploratory collective case study was three-fold: 1) to explore the experiences and teaching practices of elementary, middle and high school physical education teachers of English Language Learners; 2) to examine the factors that impact the teaching behaviors and goals of physical education teachers of ELLs; and 3) to explore the perceived needs for physical education teachers to effectively teach ELLs. The Theory of Planned Behavior (TPB) by Icek Ajzen (1985, 1991, and 2005) served as the theoretical framework for this study. The TPB is based on the premise that three determinants affect intentions to perform a behavior. According to the TPB, attitudes towards a behavior, subjective norms, and perceived behavioral control serve as predictors of intention. Therefore, the intention to perform (or not perform) a behavior is based on the conglomeration of antecedent factors. This study examined the impact of the three predictors as it pertained to physical education teachers' teaching goals and teaching practices with English Language Learners. The three predictors were:

- a) teachers' attitudes towards teaching ELLs,
- b) perception of social influence, and
- c) perceived ability to teach ELLs.

Four physical education teachers were observed teaching with a keen focus on their interactions with ELLs. Additionally, interviews, grounded in the tenets of the TPB, were conducted to examine beliefs that affect the attitudes, subjective norms and perceived behavioral control, as it had on the teachers' intentions to teach English Language Learners.

Research Questions

The research questions that guided this study were:

1. What are the experiences of physical education teachers with ELLs in schools?
2. What are the techniques, if any, physical education teachers use specifically to help instruct their students classified as English Language Learners?
3. What do physical education teachers perceive as needs in order to effectively teach ELLs?
4. What challenges do physical education teachers face when teaching ELLs?
5. How do the predictor factors, based on the TPB, influence the intended teaching behaviors of physical education teachers with ELLs?

Epistemological Stance

The nature of the world is often revealed through the likes of movies, books, poems and spoken word. Ontology, or the nature of the world, is relative to what is being observed and who is conducting the observations. My epistemological stance is that the world is best viewed through the experiences of the people that live it. I believe that interviews and observations, better known as fieldwork (Merriam, 1998), have the ability to delve into a specific topic of interest. Along similar lines, Merriam's (1998) advocacy for naturalistic inquiry is derived from a standpoint of achieving cohesion from varying entities. As she proclaims, "qualitative research can reveal how all parts work together to form a whole" (Merriam, 1998, p. 6). My interest in English Language Learners derived from my teaching experience abroad. Initially, I perceived teaching ELLs as a daunting task, albeit manageable and achievable. Ironically, this myopic presumption waned as I attempted to teach as though I regularly practiced in U.S. class settings. As such, I began to ponder about physical education teachers' ability to successfully work under

the condition of disconnectedness in language. I wanted to know how teachers instructed students who did not have a grasp of English, and were not privileged to have a translator as I had while overseas. I understand that this study has its unique implications, but the results are not universally conclusive. The personal experience I have within this phenomenon lends me a perspective that will be used during the design and analysis. However, trustworthiness is the pillar of this study. In conjunction with rich description of coding, inter-observer and inter-coder reliability were two of several techniques used to ensure that the methodological approach was sound, the data collection process was ethical, and the analysis and interpretation of the data were transparent and logical.

Research Approach

Case study research allows the examination of an issue within a bounded system; using either single or multiple cases (Creswell, 2007, p. 73). As Yin (2009) claims, a case study “investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18). Investigating physical education teachers’ experiences with ELLs from the case study design paradigm, provides clear steps to present the findings and analysis of individual cases as well as collective case analysis. Moreover, this collective case study afforded an array of perspectives on the same issue (Creswell, 2007). For instance, in the case of the current study, all participating teachers have experience teaching ELLs, however the varying educational experiences, professional development opportunities, and languages spoken by ELLs, for instance, yielded different viewpoints of the phenomenon.

Design of Study

Sampling and Participants

Patton (2002) describes purposeful sampling as the process of selecting participants who have experience and insight into a targeted phenomenon to be examined. This sampling approach is targeted and has the ability to expand extant literature about physical education teachers and English Language Learners. As Patton (2002) explains: “Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling” (p. 40). Within the context of qualitative research, when selecting participants, it is suggested that theoretical sampling be utilized for the selection. This type of purposeful sampling directs the researcher to acquire participants based on their ability to assist in creating the theory (Glaser & Strass, 1967). The specificity aspect of purposeful sampling also gives researchers the ability to reshape their desired participants based on newly analyzed data. As each interview or observation is conducted, a researcher may amend the stipulations that warrant participation. This study was conducted at four schools within one school district in the southeastern United States. This study utilized purposeful sampling to select four certified physical education teachers who have ELLs currently enrolled in their classes. School, district, and Institutional Review Board for Research Involving Human Subjects at Auburn University consent was acquired prior to the recruitment of the physical education teachers from the prospective school systems (see Appendix A). Three of the participants were recruited through face-to-face requests and one participant was recruited via telephone (see Appendix B).

Participant 1. Mr. Lakes (PS) is an eighteen-year veteran physical education teacher at one of the most diverse primary schools in his district. Crunkman Primary, a Title I classified

primary school, enrolls 382 students, the majority of whom are black. The United States Department of Education implemented the Title 1 program to assist schools with high percentages of students from disadvantage families to ensure their success on state educational standards (USDE, 2014). Eighty-eight percent of the students qualify for free or reduced lunch.

Physical education is a required course for all students each day for thirty minutes. A typical physical education lesson at Crunkman consists of two homeroom classes combining for a total of thirty-five to forty-three kindergarten to second grade students. Within each of these cohorts, ELLs account for roughly thirty percent, all of whom speak Spanish. Mrs. McCladdie is the assigned teacher aid for the class. She assists in both class organization and instruction, but is not involved in planning lessons. Physical education classes take place either outside on a grassy field, or in a medium-sized auditorium that is used for physical education and school assemblies.

Mr. Lakes completed his bachelor's degree in a teacher certifying physical education program at a public research land-grant institution in the southeast. During his undergraduate studies, his program did not require any courses on multicultural education. However, during his time at Crunkman Primary, he has participated in professional development workshops designed to assist teachers in developing techniques to instruct ELLs. He has no formal training in Spanish, but has learned phrases through his interactions with ELLs. Prior to his current position, Mr. Lakes taught elementary physical education at a linguistically/lingual homogenous school for ten years. Ms. Newton is the ELL teacher who supports all teachers in the entire district.

Participant 2. Mrs. Dennard (IS) has taught physical education for five years. The first four of these were at a private high school, with the fifth being at now at Ambrose Intermediate School where she currently teachers. Ambrose enrolls 301 students from the third through fifth

grades. Like Crunkman, Ambrose is a Title 1 school in which 90percent of children are eligible for free or reduced lunch.

Physical education is held daily and each session is comprised of two classes from the same grade level. Mr. Lurpool is serving his first year as Mrs. Dennard's teaching aide, and assists in daily instruction and organization. The thirty minute classes are held either on an outdoors field, or in a gym area which Mrs. Dennard feels is a restrictive space for classes of 36-40 students. Ten to fifteen percent of the students in each of her classes are Spanish speaking ELLs.

Mrs. Dennard completed her bachelor's degree in a teacher certifying physical education program at a public research land-grant institution in the southeast. She continued her advanced studies at the same university, receiving a master's in education with a concentration in physical education. While she completed a course on diverse learners, there was not a strong emphasis on teaching ELLs. Her master's program did not require any course on diverse learners, nor did she voluntarily enroll in a course. Mrs. Dennard studied Spanish for four years in high school, but given that a decade has passed since her graduation her level of fluency has waned. Mrs. Dennard has not participated in any professional development workshops highlighting best practices for ELLs, however, she and the school's other specialist teachers (e.g., music, art) have expressed a need for workshops. By consequence, the school has promised to support their requests by offering the professional development course during the summer.

Participant 3. Mr. Dansby (MS) has taught middle school physical education for four years, and serves as an assistant football coach for the feeder high school. Myrtle Middle School serves 938 students in grades six through eight. Fifty minutes of physical education is a daily

requirement for all students. He teaches an all-boys class along with two other certified physical education teachers. All three teachers collaborate on lesson planning and class operations.

Classes are held in the full-sized basketball gymnasium or outside on the football field. All forty-five to sixty students participate in the class routine warm-ups, thereafter those who desire to participate in weight training may choose that option. Overall, there were four ELLs among all three teachers. Spanish was the first language of the ELLs, a language in which Mr. Dansby lacks fluency due to nearly a decade since his last formal course.

Mr. Dansby completed his bachelor's degree in a teacher certifying physical education program at a public regional university in the southeast. He is in pursuit of a master's degree in physical education. He completed two courses on diverse learners, and both provided content on ELLs, but lacked detail on teaching techniques. Mr. Dansby has not participated in any professional development workshops on teaching ELLs. Prior to teaching at Myrtle Middle School, Mr. Dansby's taught for three years at a Title I middle school with a homogenous student population. One-hundred percent of the students were Black. He taught one ELL during his last year at the school, which he described as a shocking yet learning experience.

Participant 4. Ms. Williams (HS) a fifteen-year teaching veteran, serves Callier-Campbell High School in several capacities. These include physical education teacher, head girls' basketball coach, and assistant athletic director. CCHS enrolls 1255 students in grades nine through twelve. Students are required to complete a total of one physical education credit to fulfill graduation requirements.

Ms. Williams 90 minute girls-only physical education class enrolls seventeen students from all grades, but most students are in the ninth or tenth grade. The only ELL in the class

speaks Spanish. In college, Ms. Williams took an extensive amount of courses in Spanish, however, she is not fluent in the language.

Ms. Williams completed her bachelors in kinesiology at a private liberal-arts college in the southeast. She later fulfilled the requirements to obtain a teaching certificate in physical education, and is now completing a master's degree in education administration. She has completed a course that emphasized teaching ELLs during her master's program. She has also participated in professional development workshops on teaching ELLs. Ms. Williams' experience teaching is extensive as it has spanned all grade levels during her five years at a private faith-based school, and presented her first experiences with ELLs while at a small rural secondary school (7th-12th) for four years.

Instrumentation

Within qualitative research, the researcher is the instrument used for inquiry (Lincoln & Guba, 1985). Guided by the tenets of the Theory of Planned Behavior (Ajzen, 1985, 1991), this study used face-to-face, semi-structured in-depth interviews (see Appendix C) to gain insight about the participants' experiences teaching ELLs, as well as assess their attitudes, perceived social influence, perceived behavioral control, and intentions as it related to teaching English Language Learners. Additionally, observations of teachers' instructional practices were conducted. Secondary interviews, based on the field notes collected during the observations, were conducted to elucidate the responses from the initial interview as well as allow the participants to elaborate on their usage of certain pedagogical practices with ELLs. Moreover, the follow-up questions served as a confirmatory tool when considering the cohesiveness between the teachers' purported instructional practices and their actual observed practices. A survey was also administered to acquire demographic information of the participants.

Culp and Chepyator-Thomson (2011) administered the *Infusing Multicultural Physical Education Attitudes in Curriculum for Teachers (IMPACT)* survey during their examination of the culturally responsive practices of urban primary physical education teachers. For the purposes of this study, I modified the demographic survey to meet the specificity of inquiry for physical education teachers and ELLs. The *Infusing Multicultural Physical Education Attitudes in Curriculum for Teachers for English Language Learners (IMPACT-ELL)* (see Appendix D) survey was created to collect information on the participants' following experiences: 1) gender, 2) race/ethnic origin, 3) age, 4) highest education level attained, 5) type of university attended (public or private), 6) location of university attended, 7) number of courses taken that have an emphasis on teaching ELLs, 8) ELL professional development participation, 9) total number of years teaching, 10) total number of years teaching ELLs, 11) percent population of ELLs, and 12) most prevalent language spoken by ELLs. The *IMPACT-ELL* survey was completed by each of the participants solely for the purpose to collect demographic information. I chose to distribute this survey to avoid instances of opposition that may arise from participants that may feel uncomfortable revealing their age.

Interviews allow researchers to acquire an understanding, and to “unfold the meaning” of the lived experiences of participants (Kvale & Brinkmann, 2009, p. 1). As such, this study utilized semi-structured interviews derived from the predictor factors of the Theory of Planned Behavior (Ajzen, 1985, 1991). Question one explored the participants' overall purpose for teaching and their perspective on good teaching. The sub-question addressed the teaching experiences and educational background. Question two strived to delve into the teachers' views and teaching experiences with ELLs; thus discovering their attitudes about teaching ELLs. Question three was centralized on normative beliefs—the beliefs about social pressure—and

examined the administrative, community and parental expectations for teachers of ELLs. Finally, questions four through five will assessed the control beliefs. Questions on educational preparation, classroom management skills and supports, and perceived barriers with ELLs, were situated in the perceived behavioral control predictor factor category.

Additionally, observations can serve studies in two distinct ways than that of interviews: a) they are performed in the natural setting, and b) a primary view and perspective of a phenomenon can be obtained (Merriam, 1989, p. 94). The English Language Learner Physical Education Teacher Practice Observation Guide (see Appendix E) was developed from literature that highlighted best practices with ELLs in general as well as physical education classroom settings (Columna & Lieberman, 2011; Echevarría, Vogt, & Short, 2012; Karathanos, 2010). As mentioned earlier, the observation tool served as a guide to help researchers recognize best practices for teaching ELLs. Therefore, if a practice listed is observed, then field notes describing the teacher's actions were recorded. There is also space allotted on the observation guide for extemporaneous field notes of non-listed behaviors. The following teaching practice are included on the protocol : a) Allows usage of first language, b) Infuses multiple languages in instruction, c) encourages ELL participation during questioning and answering, d) uses peer grouping with more proficient ELL, e) uses peer grouping with native English speaker, f) frequent interaction with ELLs, g) usage of visual aids such as: multilingual word wall, classroom signage, and additional resources, h) modeling instruction through demonstration, i) check for understanding, and j) ELLs are engaged during activities. The findings emerged from the descriptions of each observation, which served as the guide to the follow-up interviews.

Procedures

The pre-identified physical education teachers were contacted via phone call and face-to-face requests once I acquired informed consent from the Institutional Review Board on Research Involving Human Subjects at Auburn University. This collective case study examined teacher perspectives and teaching practices with teaching ELLs. Thus, individual interviews and observations during teaching lessons were conducted. The initial set of interviews were conducted within the first two weeks of the study (see Table 2). Digital audio recorders were used to collect the data from the interviews. During the first interview, participants also completed the *IMPACT-ELL* demographic survey (see Appendix D). Secondly, observations of teaching were conducted during weeks two, three and four. Each teacher was observed on three separate occasions, albeit during the same class period. The English Language Learner Physical Education Teacher Practice Observation protocol, along with field notes were used during each observation (see Appendix B). Finally, during week five, the participants were interviewed for a final time. The interview was guided by the initial interview responses and the observed teaching practices. Data analysis occurred concurrently with data collection. In an effort to develop a credible study, techniques such as member checking and peer debriefing aided in reaching this goal.

Table 2

Data Collection and Analysis Steps

Step	
1	Classroom visit: one class session per teacher
2	Initial interviews with teachers
3	Interview transcription

4	Data Analysis
5	First classroom observation
6	Second classroom observation
5	Data Analysis
6	Third classroom observation
7	Fourth classroom observation
8	Data Analysis
9	Follow-up interviews
10	Interview transcription
11	Member Checking
12	Data coding
13	Theme development
14	Case analysis
15	Between-case analysis

Schedule of Data Collection

Week 1: I contacted the potential participants and requested that they participate in my research study. I built a rapport with the teachers and secretaries, and conducted a preliminary observation to establish familiarity with the school. Once I received consent, I scheduled an interview timeslot for each participants. The initial interviews were conducted at each school. Concurrent data analysis: transcription and coding.

Week 2: First and Second observations

Week 3: Second and third observations

Week 4: Third and Fourth observations

Week 5: Follow-up Interviews

Week 6: Member checking

Data Analysis

Each audio recorded semi-structured interview was fully transcribed verbatim using the Microsoft Word word processing program. Each transcribed interview was be loaded into Atlas.ti 7 Qualitative Data Analysis and Research software pack for data coding and analysis. The notes from each observation was transcribed and loaded into the data analysis software program. The components of each case were encapsulated within its own “bounded system” (Creswell, 2007, p. 73) to be analyzed and interpreted; in addition, cross-case analysis occurred to strengthen findings and inadvertently discover similarities among the teachers. Thus, the constant comparative method of analysis (Glaser & Strauss, 1967) will be employed throughout data analysis to assist with developing and refining codes, and the subsequent themes and subthemes.

The findings of the cases were situated in the framework of TPB. The aforementioned tenets of the theory served as the grouping stipulation. Data coded in the perspective tenets was applied to the framework to examine its relativity in regard to intentions to teach ELLs, and consequently the teaching behavior. During this data analysis phase of the research process, each case was assigned a pseudonym to ensure confidentiality of the participants, and assist in the organizational process.

Credibility and Trustworthiness

In their classic work on validity in qualitative inquiry, Lincoln and Guba (1985) described the tenets of trustworthiness—establishment of findings which consist of four

components: “Truth value”, applicability, consistency, and neutrality (p. 290). Credibility, which was compared to the positivist view of external validity, seeks to accurately interpret the responses of research participants. Several techniques were suggested to ensure that interpretations of data were not misconstrued. For instance, persistent observation requires a researcher to spend considerable time in the field to understand the phenomena, but the focal point is on aspects of the observation that are most pertinent to the study. In regard to this study, I spent a considerable amount of time in each school to achieve data saturation, or the discontinuation of new findings (Glaser & Strauss, 1967).

Triangulation is the incorporation of several sources to check for credibility, such as a variety of methods, theories, analyses, and data (Patton, 2002). Reviewing the interpretation of data with participants is known as member checking. The impetus behind this technique is to make sure the participants’ reality is aligned with what the investigator is reporting. The goal is accuracy and not a platform for retractions. Transferability is related to the generalizability of the study. In other words, I provided vivid accounts of the experiences of the physical education teacher and their practices. Therefore, the methodology and techniques used in this study were transparent, descriptive, and forthright. A rich description of the total process, chiefly methodology and analysis, provided a framework for other researchers to follow if a similar study were to be conducted. Doubters of the scientific nature of qualitative inquiry often speak of a lack of reliability and transparency. The usage of an audit trail documented the steps I completed in the research process. The purpose of the tenet dependability espouses to ensure logical, transparent and documented research—this answers the question of authenticity. Conformability, through reflective journaling, was gained to described the rigorous research process and dispel notions of fabricated data. The reflective journal described the thoughts of the

research throughout the entire process. Thoughts, such as biases, preconceived notions, and motivations, are all reflected in the journal.

For the purpose of this study, triangulation, member checking, rich description, and peer debriefing were employed throughout the research process to minimize participant misrepresentation derived from inaccurate interpretation of interview and observational data; encourage continued evaluation of perspective and introspective review; and sustain credible methodology and analysis.

Triangulation. To achieve credibility, this qualitative study employed triangulation—the utilization of multiple sources of data, methodology, or even researchers as a means to minimize bias, and to provide complimentary angles that support the argument being made (Denzin, 1989). One source of methodology or data has the ability to help support the claims of the researcher, however, qualitative researches suggest that exhaustive clarity is the result of triangulation. Schwandt (1997) makes the claim that triangulation is a way “to examine a single social phenomenon from more than one vantage point” (p. 163). Member check, peer observers, and peer briefers were employed during data collection to obtain credibility.

Member checks. There is a risk to misinterpret the responses of participants during interview analysis. Therefore, member checks were used to ensure that each participant’s responses are accurately presented. Member checking occurs when “conclusions are tested with members of those stakeholder groups from whom the data were originally collected” (Lincoln & Guba, 1985, p. 314). In the case of this study, the participating physical education teachers were the members to assist in the development of a credible study. As Lincoln and Guba (1985) claim, “member checking is the most crucial technique for establishing credibility” (p. 314). This concept draws a distinct correlation to a consumer who is receiving a portrait from an

artist—the consumer, just as the checking member, wants to ensure that the picture being painted is accurately representative of the participants. The completed transcripts and field notes of the class observations were emailed to the participants in order to give them the opportunity to clarify any misconstrued interpretations or faulty transcripts. Additionally, field notes of the observation will also be return to each participant.

Peer Debriefing /Inter-rater reliability/Inter-observer reliability

One PETE doctoral candidate, along with an educational psychology doctoral candidate familiar with ELL curriculum served as peer debriefers for this study. Their understanding of the targeted educational content made them ideal individuals to provide constructive feedback, challenge my assertions, and give support through the process. Specifically, Lincoln and Guba (1985) list four purposes for peer debriefing: 1) to add credibility to a study, 2) to test the working hypothesis, 3) to challenge the “emerging methodological design”, and 4) an opportunity for the researcher to personally debrief and realignment—which the authors coin as *catharsis* (p. 308). I employed this credibility procedure with the intent to reach a relative level agreement with each debriefer and gain insight into their perception of the development of the research study.

I developed a codebook (see Appendix F) to help define my codes and justify using them for particular data. Each peer debriefer received a list of the codes developed from my analysis of the interview transcripts and the additional transcribed data. The goal was to achieve a 75% to 85% inter-coder agreement among codes. If this is was not achieved, discussions with peers would be conducted to understand the discrepancy among interpretation, and thus make necessary changes and descriptions of codes to achieve inter-coder agreement. However, we achieved the 85% agreement among our interpretations of the data. Additionally, the debriefers

also served in the capacity of peer observers to help establish credibility of the observations I made and the descriptions of the participants' teaching practices. We achieved 93% of the observed practices, along with very similar descriptions.

CHAPTER 4: FINDINGS

Overview

The purpose of this exploratory collective case study was three-fold: 1) to explore the experiences and teaching practices of elementary, middle and high school physical education teachers of English Language Learners; 2) to examine the factors that impact the teaching behaviors and goals of physical education teachers of ELLs; and 3) to explore the perceived needs for physical education teachers to effectively teach ELLs. The following research questions guided this study:

1. What are the experiences of physical education teachers with ELLs in schools?
2. What are the techniques, if any, physical education teachers use specifically to help instruct students classified as English Language Learners?
3. What do physical education teachers perceive as needs in order to effectively teach ELLs?
4. What challenges do physical education teachers face when teaching ELLs?
5. How do the predictor factors, based on the TPB, influence the intended teaching behaviors of physical education teachers with ELLs?

Findings

The purpose of this chapter was to present the findings from my exploration of physical education teachers' teaching practices, intended student outcomes, and perceived needs as it pertains to the instruction of ELLs enrolled in their classes. Four major themes emerged from the cross-case analysis of the participants' interview responses and observed teaching practices.

They were a) strategies, b) essential needs, c) challenges, and d) goals. Accompanied with direct quotes from the participants to elucidate findings, the themes and sub-themes will be discussed below.

Strategies

This theme places emphasis on the instructional strategies the participants classified as best practices used to teach ELLs in physical education. It was mentioned that these strategies were learned either at a professional development workshop or extemporaneously on the job through trial and error.

Peer helpers. Receiving the assistance of a bilingual student to help translate instructions delivered to ELLs was by far the most utilized strategies mentioned by each of the participants. The limited Spanish fluency of the participants hindered the lines of communication with the ELLs. However, the ability to use the assistance of a students who could help translate information, diminished the impact that the direct communication barrier had on verbal content delivery. Moreover, bi-lingual students were not the only students who assisted in helping deliver the content. Native English speakers were also lauded for assisting their classmates who were not fluent in English. The following presents the participants' experiences with the utilization of peer helpers during instruction.

Mr. Lakes excitedly spoke on how he frequently uses peer helpers, and described a time in which a more English-proficient ELL assisted him during a throwing lesson.

Yeah, yeah I do. I say all the time. Especially earlier in my eight years of being here. If I had someone speak languages, or peer teach. "You go over there, you know how to step with your left foot when you throw; you go over there and talk to them to make sure they

know how to do it. Speak to them so they understand you”. They’ll understand. Peer teaching is big time. (Mr. Lakes, Interview).

For Mrs. Dennard, she “think[s] it’s great” that she has students who are willing to help convey her instructions to ELLs, however, her usage of the strategy comes secondary to her traditional teaching approach. She explained:

But I always do a demonstration; making sure that I demonstrate what is being done. If it doesn’t look as it meets the requirements as I’ve told the other kids, then I pull them aside with the English Learning student that can translate, or show them again. (Mrs. Dennard, Interview)

Similarly, Mr. Dansby definitely uses peer grouping with ELLs. He and his colleagues rely on peer helpers most often when they reach an impasse in the delivery of their lesson to the ELLs. He enthusiastically explained the role of peer helpers in his classes:

I guess the main thing would be the peer tutoring aspect. If they are struggling we get someone that can be side by side with them, face to face to help them. That’s one thing that I definitely highlight when planning a lesson. That peer tutoring aspect is on my lesson plan. I make sure I check that off. Every time I need assistance that we, from the teacher standpoint, can’t get across to the student, we pull over students that can help us assist and that’s always great. (Mr. Dansby, Interview).

The alternating schedule at the high school often left Ms. Williams without a bi-lingual in her class to help communicate information to the one ELL in her class. She described how she overcomes this seemingly insurmountable barrier.

The kids are great. We alternate classes. Using the same student who was new. One class had someone in there that could help me, and then the alternating day there was no one in

there that could speak good Spanish, so that day, even those (native speaking) students were helpful in making sure she felt okay and knew what was going on. (Ms. Williams, Interview).

According to the teachers, the peer helpers receive intangible benefits from fulfilling the much-needed role. Mr. Lakes said, “The helpers like it because they feel like ‘Hey I got it going on. Coach is asking me to help’”. Likewise, Ms. Williams felt that being a peer helper positively impacts students, but recruiting the helper must be done in a way that is discrete, and doesn’t embarrass any of the students involved. She explains:

I think that it makes them feel more comfortable. If I felt like it called them out or embarrassed them in anyway, which I can tell from body language and facial expressions, I wouldn’t say it in front of everybody “Hey stop and tell Maria what we’re doing here”. I’d pull them aside and say, “Make sure she knows what’s going on”. I never have had a student that’s felt embarrassed. I always try to smile and let them know that I care, and that I know what’s going on. (Ms. Williams, Interview).

For Mrs. Dennard, the assistance that the students provide creates an environment that fosters the students’ leadership qualities, but does not diminish her own capacity, as a teacher, in any way. She explained:

But they’re pretty accepting of helping, especially when an adult’s not able to do it. They think it’s a really big deal for them to do it. So it’s not embarrassing to me, but you know I don’t know Spanish. Like I said, they step in and help, but I think that they’re used to that. And I know at home they don’t speak English very much. So when they come here they get excited and can switch it. (Mrs. Dennard, Interview)

Conversely, Mr. Dansby believed fulfilling the role of peer helper was not that impactful—it simply allows a particular student the leverage to speak Spanish in an English-dominated environment. He asserted:

Well I don't exactly know how it's affecting his PE experience, but I know it kind of keeps him in touch with his culture—having to speak Spanish here at school when he usually wouldn't have to, so I don't think it affects PE positively or negatively. (Mr. Dansby, Interview).

The recruitment of a peer helper was the result of consultation with the ELL teacher, a plea of assistance made to bi-lingual students, or simply happenstance. In the case of Mr. Dansby, Jacques has been a coincidental benefit to his all-boys physical education class. He described:

He was one of the few bi-lingual students we had who was confident enough to help us out with anything we needed from day one. I actually asked if a student can be placed in that class so that he could help us get information across to him. He does a great job. The kids take to him very well. I don't know if we chose him or he chose us. He just offered to help. (Mr. Dansby, Interview).

On the other, Mrs. Dennard's recruitment process was more calculated, and influenced by the experiences of the people that spend the most time with ELLs—the classroom teachers. She explains:

By observations and talking with classroom teachers, because they interact with them in the classroom before they come to me. Some of them may be family or close friends when they come in; they may live in the same neighborhood, but we really interact with

their classroom teacher to see what they experience. They tell us, “You might want to use him”. (Mrs. Dennard, Interview).

Coincidentally, the recruitment practices of Mr. Lakes and Ms. Williams were akin to selecting teammates during recess. For Mr. Lakes, “I’ll ask ‘Who in here speaks English or Spanish and English’. They raise their hand and they’re picked”. Similarly, Ms. Williams stated:

I’ll call them over and say “hey, you know, have you talked to her, have you met her?”

And sometimes be blunt and ask “Can you help me, sometimes communicate if I can’t?”

And they are like “Oh yeah, oh yeah we can help”. (Ms. Williams, Interview).

Furthermore, selecting the best students to fulfill the role of peer helper did not come without its warnings. Concern derived mainly from pairings that result in classroom distractions that are typical when friends are paired together in classes. The peer helper needs to be a student who can effectively do the skill and communicate the tasks to the ELL. As exemplified in Mr. Lakes’s comment, “They got to be someone that behaves too. It’s got to be someone, a leader that can behave and then be able to do the skill we’re doing”.

Mrs. Dennard also believed that the pairings of student helpers and ELLs had to be one that did not exacerbate mischievous behaviors that could possibly stifle the flow of class. If so, she would put an end to the unproductive behaviors or minimally rely on the help of a peer. For example, Mrs. Dennard said, “And if there is an issue, I might pull one back to help translate just within the class”. She continued to emphasize that the need for the peer helper paled when considering the structure associated with selecting a student who is responsible. She explained:

Check your pairing, just because you need someone that can speak English, or can speak English and Spanish. Don’t just put them together because they might be bad for each other. They might start fooling around because they’re best friends, or speak Spanish the

whole time, and that's not what you want. You want to make sure they understand the game and then move on. I just say be observant and don't assume. (Mrs. Dennard, Interview).

Moreover, the pairing of responsible peer helpers not only created a conducive learning environment, but it also fostered an atmosphere where students could voice their comprehension of tasks, and were able to express and confirm their level of understanding. Field notes showed that the teachers often asked peer helpers to confirm an ELL's comprehension of task instructions. This happened most often in Mrs. Dennard's class. Particularly, one lesson seemed to emphasize math and fitness concepts. In order for a student to advance through the lesson, they had to complete a math question. After delivering the instructions to the whole class, Mrs. Dennard caught the eye of the peer helper and waited for her to translate the instructions to her classmate. After a confirmatory nod, the class began the activity. In the event she notices that an ELL is confused, she will get the attention of a peer helper, "pull them aside with the English learning student and translate, or show them again".

Efficient demonstrations. Demonstrating skills and tasks is vital to physical education. Instinctively, this teaching strategy is what illuminates the verbal instructions a teacher delivers. Demonstrating efficiently provides students with a visual guide to perform a skill. This strategy was a chief component of every lesson for each of the participants.

"As far as teaching goes, it's mostly showing and demonstrations", declared Mr. Lakes in his response to how he teaches students whose first language is not English. Using hand signals and demonstrations coincided with most of his instruction; to him it was of the uttermost importance, especially when coupled with classroom management. He said, "Being able to demonstrate most of what you're trying to teach is very important. Being able to demonstrate and

classroom management with the discipline and behavior issues, because you have so many kids at one time”. During a dribbling lesson, Mr. Lakes was observed delivering instructions while visually performing the task. When several of the students dribbled the ball too high during practice time, he got the attention of all the students and began to demonstrate the correct way to dribble (waist high), and followed it by an over-exaggerated example of how the students incorrectly dribbled. The latter demonstration invoked laughter from the students, but he once again reiterated the differences between improper and proper dribbling through his demonstrations.

Mrs. Dennard prefers teaching through demonstrations. She stated, “Definitely do demonstrations; physically show the activity you’re doing, or have a student show, because they are very visual from what I’ve experienced”. To her, this strategy is the most useful and pragmatic as oppose to even attempting to deliver verbal instructions in Spanish due to her lack of fluency. She explained:

But with me, a lot of times, if I verbally and individually show them how to do it, most likely they catch on. So there’s very rare situations that they don’t catch on from visual. Speaking, I’m very uncomfortable, but showing and teaching, I don’t have a problem with it. (Mrs. Dennard, Interview)

In fact, the effectiveness of proper demonstrations can be as impactful as translated instructions. While delivering the directions to Flicker Ball, Ms. Williams made sure to use the help of a student to demonstrate passing and scoring. Even throughout the game, she would suspend play to reemphasize rules. Her verbal instructions were accompanied with demonstrations. Ms. Williams mentioned why demonstrations are an essential component to her teaching:

Like I said earlier, having someone there that can translate for me helps. But in this case I didn't have anyone in the class. But usually just visual aids. Of course for PE, the goal is to keep them moving and giving them skills they can use throughout life. I feel like with them watching us perform the different things we do, and just maybe observing before she jumps into a game has helped if she were just to come in and not know the routine. (Ms. Williams, Interview).

To ensure that all students understand tasks and become acclimated with the structure of his class, Mr. Dansby and his colleagues rely heavily on persistent and repetitive demonstrations. He explained the collaborative approach:

Just collaboration of all three teachers coming together trying to get something in place. Eventually, the students can do it on their own; become independent with it; just hammer it in everyday. What we do, as far as the ELLs being involved, is just constant demonstration for the first couple of weeks. After that, they fall in line with it. (Mr. Dansby, Interview).

Infusion of Spanish in instruction. Spanish was the first language of the participants' students who were classified as ELLs. However, the participants' minimal fluency in Spanish yielded few instances where they used the language to relay instructions to the ELLs. Each teacher knows that the strategy is beneficial to the ELLs, and when they do infuse the language in the curriculum, they feel that it positively affects the students.

Mr. Lakes makes an attempt to use Spanish in all of his classes. During one observation, he gave a student performance feedback by saying, "*Muy Bien*". In that same lesson, he told the students, "If you're on *rojo*, red, come lay down. Girls, *niñas* come walk under the parachute".

According to him, that would be considered a high frequency of Spanish infusion on his behalf.

Most often he uses technology to speak Spanish for him. As he explains:

Like I use Google Translate. At first I have it up every day; the first part of the year. I may not put up a whole lesson on it, but just simple verbal cues like, “Step with the opposite foot”, when you throw or something like that. Just short little phrases, and especially with the rules too. I put the rules on there and just shorten them up. I don’t say two sentences and stop and hit Google Translator. I try to keep it as short as possible.

(Mr. Lakes, Interview).

His reason for using Google Translator is not solely because he doesn’t know the language, but his accent, when attempting to speak, is so foreign to the students that they still have difficulty understanding him. He explained:

Oh Yeah. Yeah I had to use it today. I talk different from how some of their teachers talk. I have a different accent; I’m kind of country. Some of them are real proper speaking. If I think that I will have a communication barrier, I take ten seconds to type it in there, and Boom, didn’t have that problem the rest of the day. In kindergarten, if I see I need it (Google Translator), it’s always there I’ll go up there, hit it, and carry on. And then I’ll say it again in English after I do that. I say it in English just to reinforce what I’m saying.

(Mr. Lakes, Interview).

Moreover, when Mr. Lakes incorporates Spanish in his class, he feels that it creates a more inclusive environment for the ELLs. Moreover, the students enjoy when he does it. He explains:

Aww man, they actually get a kick out of me saying Spanish words. I mean even today, after they hear me say it all year, they love it. I guess I say it funny, I don’t know, but

they smile every time I do it. They feel like I'm including them; not as if I exclude them. If I say a word in Spanish it makes them know, "Hey, this guy, we're different, but he's accepting me. He's trying to talk to me like I'm used to being talked to". You know, it kind of makes them feel welcome. (Mr. Lakes, Interview).

Similarly, Mr. Dansby has noticed that ELLs appreciate his attempt to incorporate their language in his speech:

I do try to infuse it in lessons when these students are present in class. I think it helps build a bond between the instructor and the student when, although I don't speak much of their language, but when I do, you can kind of tell that they're shocked and get excited a little bit that I can speak to them on their level. (Mr. Dansby, Interview).

Even though Mr. Dansby does not classify his attempt at using Spanish as infusion, he was observed utilizing the technique to provide motivational feedback to a student who recently completed their make-up fitness test. Using phrases like *muy bien* are a rarity in his instructional practices, according to him. However, the beginning of the semester is when he uses Spanish to help ELLs understand his directions. "We walk or run a mile on Mondays, so at the beginning of the semester I would usually tell the ELLs, *una milla*", he explained.

Ms. Williams does not infuse Spanish regularly in her class, however, she shares the same sentiments as Mr. Dansby and Mr. Lakes in regard to the positive impact that Spanish infusion can have on the self-esteem of ELLs, and the need for it to be a regular teaching practice. As she explains, "We've done counting before with stretches and things like that. I think it makes them feel good when we did that, so maybe that's something I should look to do a little bit more".

Develop a consistent routine. Establishing a consistent and a structured learning environment was considered to be a key in helping all students, including ELLs, be successful in physical education. Purposeful planning, with ELLs in mind, shapes the manner in which content is delivered and how the class is structured. My observations of the participants' classes supported their assertions that the implemented class routines were followed on a daily basis.

Each day, the students in Mr. Lakes's class would enter the class and move directly to the designated areas for their homeroom class. The class usually is structured around stations, therefore students knew which direction to travel during station transitions, and they understood the commands given to attract their attention when instructions need to be delivered. Equipment management was simple for his students to understand and was administered in a way to relieve congestion when retrieving and cleaning up. He developed lessons in a way that he feels is consistent and objective. He synchronizes his lessons with the scope and sequence of the state requirements. He explained:

The way I get the lessons is by the Alabama instructional guide. It goes week-by-week of what you should be teaching, and skill by skill. That's where I get my stations from.

Whatever day it is, whether we do the stations or I let them practice on their own, it all comes from the instructional guide and the pacing guide. (Mr. Lakes, Interview)

Mrs. Dennard, too, has a very structured routine in which all of her students follow such as classroom arrival and departure procedures, and warm-up exercises. Because her classes are huge, and she has a rather small teaching area, the routine promotes uniformity, consistency, and safety. In terms of the daily activities, she considers the impact that inconsistency lesson content may have on ELLs. This has resulted in her exhibiting caution when considering to veer away from the original lesson plan. She explained:

I guess for the most part, when planning and designing a lesson, I try as best as to include them into the basic activities we're going to do. We try not to stray outside, because if we separate them too much, it may develop a level of them being uncomfortable. We don't want to do that. We want everybody to be on the same page and same level in everything that we do. I mean, we think about them when we're planning, but we try not to exclude them in anything that we do. (Mrs. Dennard, Interview).

The purpose of implementing a routine according to Mr. Dansby is that, "We do our fitness stuff every day and that becomes sort of habitual". In addition, to ensure students make it a part of their daily routines, the consistency in the class dress procedure exercises warm-ups create a model that all students can learn from and achieve levels of success; regardless of when they enroll in the class, or their ability levels. He explains:

What's tradition here are our exercises, jumping jacks and that sort. Some of those students may not know how to do them, or have never seen them. So it's kind of like having to teach an elementary student from the beginning, the basics, or what not. I mean it's kind of tough working with them, but once I get them going and once they look around and see their peers doing it on a daily basis, that's one of the main things that helps—establishing a routine every day that they can see and that they can practice. I'm big on routine, we're big on not steering away from our daily preparation as far as warm-ups; just getting them in; acclimating them to the environment by doing that.. Just hammering that routine, and eventually they're comfortable. (Mr. Dansby, Interview).

Ms. Williams' class structure is similar to Mr. Dansby's, whereas there is a daily exercise routine the student complete, followed by a one-mile walk. In addition to the daily warm-up activities and mile walk/run, are team games that the girls play. Although the games change

daily, once the rules are established, they are rarely amended throughout the class period. She explains:

But every day we play a different game. So, as I'm picking, I'm thinking, "Okay, how am I gonna explain this to her". Because we don't play just traditional games, so sometimes the rules change each time we play it. So we'll play a game to ten this time, and the next time the rules will change. So I'll think about when I have her in there, maybe we'll just play one game with one set of rules that day. Instead of having to explain it to her again in a different way, because that takes up some time. (Ms. Williams, Interview).

Essential Needs

This section brings to light the requests in which the educators feel will increase their knowledge, enhance their teaching practices, and allow them to become better advocates as it relates to ELLs and consequently all students.

Knowledge of second language acquisition. Mr. Lakes, Mrs. Dennard and Mr. Dansby expressed that they needed more knowledge of the process of learning a second language, and the techniques they could incorporate into their instruction to assist their ELLs in achieving this goal.

Mr. Lakes's eight years in a school with a high population of ELLs gave him insight into a few better practices to utilize in his teaching. However, new challenges developed each year with the arrival of new students. Inevitably, the novel issues were always coupled with familiar problems. "They don't know what I'm saying and you have to come up with ways to let them know what you're saying," he said. Even though he was not privy to many of the best practices on helping students develop a second language, he knew a commonly used approach could pose as a detriment to their development. He explained:

I mentioned this before, don't say the same thing over and over in English and get louder each time thinking that they are going to understand it. If you can't communicate it, just keep your voice the same, it's going to scare them, they're gonna think you're mad. If you talk loud, you look mad whether you are or not. Just be patient; it will happen. They will get it. Just repetition, repetition, repetition. Don't raise your voice, but just be very patient. They want to do what they're supposed to do, it's just the language barrier. Just be patient. (Mr. Lakes, Interview).

Mrs. Dennard wants to help her students become better speakers of English, but she admits that she does not know how to make it happen. She poignantly explained what she needs to help her students:

I guess how much I should be accepting of them speaking their own language. Does that make sense? How much, I want to know, am I expected. Do I encourage them to speak English? Tell me what I am supposed to do and I'll do my best, but if I don't know what's expected of me then I don't know what's okay for him to do this, or is he capable of doing this and I don't know if he's tricking me. (Mrs. Dennard, Interview).

While Mr. Dansby is currently comfortable teaching ELLs, his first experience was one of confusion, uncertainty, and eventually perseverance. He was not only unaware of how ELLs develop a second language, but the teaching strategy he now relies on was not an option. He explained:

If I can think back, it might have been my first or second year teaching ELLs. I didn't have a clue at that particular time. I had a student who didn't speak any English at all. And I don't think I had any other bi-lingual student in my class setting, so once again I was pretty much lost. I always had to call in the ELL teacher and outside sources to try to

assist me with just the simple things—teaching them where the locker room was, where we dressed out. I just kind of struggled a little bit. I feel like I’ve come a long way from there as far as just being able to communicate the basics with those students. (Mr. Dansby, Interview).

Increased ELL teacher support. Each of the participants were appreciative of the support that the district’s one ELL teacher gave, however there was a desire for more support and information they felt she could provide.

Mr. Lakes believed that the persistent support of the ELL teacher for the first several weeks of each semester would assist him in acclimating ELLs to the class routine, and provide instant support whenever confusion or issues arise. As Mr. Lakes explained:

The first two to four weeks, I would like the wonderful ELL teacher who can speak Spanish really well, to just give some help with just rules and procedures. Just the first two or so weeks of school. Not so much actual PE class itself as far as how to dribble, but getting from point A to point B safely. The safety. Where you sit on the floor, and when it’s time to line up where do you go? You know, just the basics; class management help. I would like to have somebody in there to help me, not just for an hour, but for the whole day during the first two weeks of class. Just someone that can help me better communicate what I’m trying to say. (Mr. Lakes, Interview).

“For me, great,” stated Mrs. Dennard when describing her relationship with Ms. Newton. “I know she switches between three schools, so she bounces a couple of different kids,” she continued. Her satisfaction with Ms. Newton was evident, but there was a specific opportunity she would like to experience in order to observe best practice and gain more insight into the ELL teaching culture. Mrs. Dennard stated:

Maybe observing their class one time. Maybe so I can see how they interact with them, so I can pick on what they use with the students. That maybe I could use as well. Like I said, maybe at the beginning, getting information on them. Even though those these two are ELL students, what are the differences between these two, I don't want to pair them as being the same just because they speak the same language. There are differences, and what are they. (Mrs. Dennard, Interview).

Mr. Dansby also understands that Ms. Newton is not readily available as a teacher whose permanent location is at his middle school, but it would be desired. Albeit, his ideal situation is not the reality, he recommends what would make teaching ELLs more manageable:

Having someone I can call on right down the hall, who works with them daily. Having a student who has been assigned before they have even placed them in class. Like I said that goes back to the scheduling deal. We can let the front office know this student may need to be placed in this class so they can communicate with other students that speak their language. (Mr. Dansby, Interview)

Similarly, For Ms. Williams, assistance with scheduling and class placement of ELLs is an area where she felt Ms. Newton would be valued the most. She is aware that Ms. Newton is called in every direction throughout the district, therefore, Ms. Williams would simply like for bi-lingual students to be placed in her classes to help translate and relay vital information.

More professional development opportunities. Each of the teachers have participated in professional development workshops, however, the information provided at many of the sessions were limited to information that were mostly practical for general classroom teachers. They all expressed interest in gaining more information and ideas on effectively teaching ELLs.

The high population of ELLs in Mr. Lakes's school has afforded him more professional development experiences as compared to most of his colleagues at surrounding schools. "It's mostly just us because we have the most", he stated in response to district-wide ELL professional development workshops. Even though his school has access to a significant amount of information on teaching ELLs, the broad focus of the content does little for specific strategies in physical education. He explains:

To be honest with you, it's geared more towards the classroom, and it's not geared towards having a bunch of numbers at one time. Because you know they can do centers and have only four or five kids at a time. I can't do that. I got 55 at a time. It was very beneficial to the classroom teacher. (Mr. Lakes).

Similar to Mr. Lakes's experiences, Mrs. Dennard's participation in professional development workshops were not as useful for her as they were for her general classroom colleagues, nor were they design to address concerns about ELLs as general diversity was the major focus. She Explained:

But I have never taken a professional development class on ELL specifically. I might be included in some things. I have taken like a diversity class where we were, it was last year, we were spoken to about what their standards were. So we were made aware of standards and adjustments to make. You know, I'm not a classroom teacher, so it's a little different for me. (Mrs. Dennard, Interview).

Moreover, professional development opportunities for specials teachers (e.g., art, music, foreign language, etc.) have been scarce at Mrs. Dennard's school. Most of the classroom teachers have completed professional development sessions that are aimed to provide them with

skills to effectively teach ELLs. Fortunately for Mrs. Dennard, her school is finally extending those opportunities to more teachers. She explained:

I know, since you've been here, the classroom teachers have had special training for ELLs dealing with vocabulary and talking with our faculty, so I think their building one for specials, if not this year, but at the beginning of next year, because we've all expressed, since we have a high number this year, just a little extra. So I know there's some to come, and I'm excited. (Mrs. Dennard, Interview).

Speaking about the outcomes from his professional development experiences, Mr. Dansby, stated, "I've had at least one professional development on communication and how to present things. And that's kind of where I got the idea to get on the web and find things that will help me communicate with them". However, the scope of the workshops was limited to general information about ELLs and not specific to physical education. He further explained:

Yeah, well it didn't get into detail as far as how to work with that type of student, like you said, it basically described different categories of ELLs, ESL, and just kind of gave a basic type of deal in each of those classes I took. (Mr. Dansby, Interview).

Because of her teaching, coaching, and athletic administrative obligations, and the consequential time restriction Ms. Williams usually does not seek out many additional duties. However, she has attended one workshop on teaching ELLs, and she recognizes the general benefits. According to Ms. Williams, the professional development sessions she has attended are predominately catered to the general classroom teacher. Albeit a good introduction to teaching ELLs, it would be to her advantage if she received more information pertaining to physical education. She explained:

Just really talking to us about ideas of what we can do in the classroom. I know that PE is a little bit different for us. I know they probably are geared that towards classroom, core classes kind of thing. But they just gave us some general information. And one thing that they told us that really helped was using a peer. (Ms. Williams, Interview).

Challenges.

This theme presents the barriers in which participants expressed as hindrances to instructing ELLs in physical education.

Limited knowledge of student background. Although Spanish was the predominant language of the ELLs in the schools of each of the participants, the diverse backgrounds in which their students derived from created a barrier for teaching due to limited cultural knowledge of the ELLs.

It was not until Mr. Lakes's latter years in teaching ELLs where he sought background information on the ELLs in his classes. In fact, the advice given by Ms. Newton has compartmentalized some of the actions of his students, which initially, to him, were unusual and confusing characteristics. With each new ELL enrolled, the challenges reemerge, hence the imperativeness of student background knowledge. He explains:

See I talked with the ELL teacher, and I don't know their backgrounds. I just know they come here, and are supposed to do our work. Make friends with the ELL teacher. We have conversations, a lot about what their backgrounds are and what their customs are. (Mr. Lakes, Interview).

Cultural norms among the many ELLs in Mr. Lakes's classes vary greatly. Therefore, it becomes a convoluted process during grouping and comprehending his students' actions. Mr.

Lakes explained the importance of gaining an understanding of students' backgrounds, and a particular cultural norm that has given him clarity about certain student interactions:

I didn't know this two or three years ago; you know the women are kind of looked down upon in Guatemala in Mexico, is different. Try to learn where they come from; their heritage, their culture, their customs. Not knowing where they come from. I ask questions now. Because you see the boys being mean to the girls, or females in general. And that's just what they're used to seeing, from what I understand. (Mr. Lakes, Interview).

Mrs. Dennard questioned the divulgence of excessive information into the backgrounds of ELLs, however, she felt that obtaining certain details of their past experiences would surely improve her planning for the students. She commented:

I know it's borderline, but maybe having a little background as to what the situation is. Where they come from. Not necessarily, why they're here, but having a little understanding as to what situation they're in. It might help me to understand more, knowing their education status, where they stand coming in. I'm quick to figure out how much English they know, but if I have a little background on it, maybe I'll be better at setting a goal for them. I want to challenge them, but at the same time, I don't want to push them so hard that he gives up on the skill. (Mrs. Dennard, Interview).

Because of his consistent routine, Mr. Dansby felt that the ELLs in his classes, "usually do a pretty good job of just falling in place after seeing it on a daily basis and doing it on a daily basis". But the retrieval of background information about his students encourages adjustments in his planning. Of a particular student, he stated, "Well when they come in and let me know that he didn't speak any English; first of all I knew I had to be able to interpret". Additionally, the

influence of background information helps him recognize the reasons behind participation patterns of his students. He explained:

Like I said, it all depends to what they're accustom to prior to coming here. If we're playing basketball, they could care less about it in their native country, they will be engaged minimally. But if we're outside doing something that they've done prior to moving into the states or moving to Alabama or what not, then engagement is the same as being a kid. (Mr. Dansby, Interview).

As for Ms. Williams, acquiring the background information of her students is the initial step she takes in planning for ELLs—minimalizing the effect of cultural and situational obliviousness. She explained:

I would say first find out about the student. That's first thing, find out where they are as far as how much English that they know. Find that out. Find out what their situation is because it always helps you too. (Ms. Williams, Interview).

Inability to speak Spanish. Although each teacher felt demonstrations were a very effective pedagogical tool, there are instances when demonstrations alone could not ascend the language barrier; that without the assistance from an ELL, relaying information to ELLs would be practically impossible. Albeit, the teachers were able to infuse short Spanish phrases in their teaching, they all expressed that not being fluent in the language was the greatest barrier.

After nearly a decade of teaching a high population of ELLs, Mr. Lakes has overcome many obstacles when teaching ELLs—making strides inconceivable to him as compared to his first few years. However, not knowing Spanish is the barrier that has persisted throughout his tenure. He explained:

What makes it difficult, the language barrier; obviously. That's it. That is the one and only thing; communication break-down. They don't know what I'm saying and you have to come up with ways to let them know what you're saying. (Mr. Lakes, Interview).

"Obviously the lack of knowledge of Spanish, and explaining," responded Mrs. Dennard when addressing her biggest barrier when teaching ELLs. Even with the years of training during high school, her fluency level was, "Oh, zero. I can count 1 through 10, and 'Good', 'How was your Day', but very minimum". She further explained:

It's a challenge in reaching it, I think it's that way because I haven't taken a Spanish class, or any non-English speaking language since I was in high school, so anything that's different to you is going to give you a little curveball. (Mrs. Dennard, Interview).

Because of his inability to speak Spanish, Mr. Dansby expressed the need for certain curriculum information to be translated permanently in print or audio because detailed instructions, for example, could not be simply demonstrated. He explained:

Number one, with the fitness testing, maybe some text or some audio of the fitness test translated into the other languages our students speak. Also, some signage around the locker room and gymnasium of information we need to post. Evacuation plans and things like that, need to be translated. Other than that everything is fine. (Mr. Dansby, Interview).

In alignment with the other participants, Ms. Williams, too, said that not knowing Spanish was her biggest obstacle. It is manageable only when a bi-lingual student is also enrolled in a class. Unfortunately, the problem is exacerbated when peer helpers are not enrolled in her classes. She explained:

Just having a student I know doesn't understand anything I am saying and I don't have anyone right there to help. That'll probably be the biggest time, not frustrating, but I know I need something different for this student to be able to understand. (Ms. Williams, Interview).

Goals

Situated in the TPB, this theme presents the participants' attitudes, perceived social pressures and support, and perceived control as it pertains to their intended goals for the ELLs enrolled in their physical education classes.

ELL teaching goals. Creating an inclusive environment, acclimating students to the class and school culture, and developing physically active persons were the goals for the participants' ELL students. These goals were the driving forces behind the teachers' desire to effectively teach ELLs, regardless of their level of English fluency.

Mr. Lakes strives to acclimate his ELLs to the school's unique culture, however, his goal is the same for all of his students—to become physically active individuals. He candidly explains:

Their goals aren't any different, well the short-term goal is to get our procedures in place, and that's why I get the translator; to get them going. Of course I'm doing that with all of the kids; rules and what we're supposed to be doing in PE, but as far as their goals go, as far as PE goals, they are the same; I want them to be good catchers, throwers. I want them to be physically educated. But their goals aren't really different. (Mr. Lakes, Interview).

Mrs. Dennard aspires to provide her ELLs an environment that allows them to flourish academically and socially. She also wants all of her students to enjoy physical education, "Even

though English is a barrier, and they might feel overwhelmed”. She explained her optimistic outlook:

Just make sure that they understand; that they don’t feel left out. Make them feel included just like everybody else. PE is supposed to be the time for them to get out and enjoy, still structured but to be themselves, but to be able to show and shine. And I want them to be able to do that...I want them to feel happy and be just the same as everybody else, because sports are mostly universal. When it comes to athletics I want them to know that they are always welcome and not different. (Mrs. Dennard, Interview).

An inclusive, participatory, physically active, and additive classroom is the type of environment Mr. Dansby strives to create for all of his students. In the case of ELLs, he hopes that the welcoming environment he creates will encourage them to participate in all activities, and motivate them to lead games and activities that they really enjoy. He excitedly explained:

My goal would be to have them fully included in every activity that we do on a daily basis; having them included in every aspect of our physical education. I don’t want them to be separated or feel that they’re left out at any part of what we do. That’s what I feel is important, that we try to figure out the things that they like when they come in; especially if they come in and this is their first time in the states. I feel it’s important to get a feel for their culture; what they’ve done previously before our classroom, because that makes a big difference. I know soccer is one of the things that helps them transition in, and feel more comfortable. That’s the goal; just making those students feel comfortable and having those students included in everything that we do; not singling them out, not excluding the, from anything. (Mr. Dansby, Interview).

Ms. Williams is aware that ELLs often get frustrated during their time in core classes (e.g., math, English, and science), therefore she hopes that physical education serves as an oasis from those overwhelming experience. Ms. Williams described her goal to make physical education a learning, but a vastly enjoyable experience for the ELLs in her classes.

My plan or goals— I want them to have a positive experience in PE. I want them to be able to take away, just like any other student, take away things they can use for the rest of their lives, and every class to move; to get their steps in and get a lot of activity in when they're here. I know for those particular students, classes have to be hard for them, like their core classes have to be tough, so I want for them to have an outlet with me; to have a relaxing experience and get away from that for a moment. (Ms. Williams, Interview).

Attitudes towards teaching ELLs. All of the teachers expressed generally positive attitudes towards teaching ELLs. Besides a few expressed caveats, each of the participants enjoyed teaching ELLs, and welcomed the challenge.

“I have really good experiences with them,” Mr. Lakes commented unwavering. However, Mrs. Dennard revealed an appreciation for the ELLs in her classes coupled with trepidation. She knows that teaching ELLs is not her niche, but anticipates the opportunity to grow as a teacher and become the best teacher for all of her students. She explained:

It's a challenge for sure, but a challenge that I'm always happy to have because a lot of these kids are the ones that are most accepting and eager to learn... So I think that it's fine, adds a twist to your class, but it's challenging at the same time. It's definitely not something that I dislike; it's not an inconvenience. It's something that I look forward to. (Mrs. Dennard, Interview)

Similarly, Mr. Dansby exudes a positive attitude towards teaching ELLs. In fact, those experiences will help him develop as a teacher and provide him with a skill set to fulfill an array of roles in education. He enthusiastically explained:

I actually take it as an experience where I can learn and teach myself some things that may help me down the line, especially having aspirations on going to another level as far as becoming a collegiate professor. This might be an experience that could definitely help in the long run when I get ready to transition into something different. It's always a help in athletics. You'll never know if you'll have an athlete who will come along and not speak any English. (Mr. Dansby, Interview).

Regardless of what unique traits or qualities her students bring to class, her outlook of them is the same. Ms. Williams feels that ELLs, just like all other students, are a joy to have in her classes. Also in concert with perspectives of the other participants, she feels that their presence brings a much welcomed challenge. She explained:

Just like the whole reason you're teaching, is to make an impact on the kids. If you meet those goals, I feel you'll feel good about what you've done. So I like to have the students in my class. It makes me enjoy what I do, it's also sort of a challenge; something different than you regularly see. (Ms. Williams, Interview).

Perceived social pressure and support. Generally, the stakeholders (e.g., administrators, parents, and colleagues) of each of the participants' school expected them, in essence, to help ELLs make the same academic gains as any other student. Albeit, an expectation, the level of oversight from administration in achieving this standard was nominal. However, the teachers did feel that if they made requests for items to help enhance their instruction, they believe they would receive it. Additionally, parental expectations and

involvement was minimal to non-existent at Mrs. Dennard, Mr. Dansby, and Ms. William's schools. Conversely, the parent of an ELL is actually the Parent Teacher Organization (PTO) president-elect at Mr. Lakes's school. However, beyond assisting with field day, there are few interactions with the parents in regard to physical education.

The assistance of Ms. Newton has been overwhelmingly beneficial for Mr. Lakes, so much so that it has been the catalyst behind him adjusting his teaching strategies to meet the goals and objectives of his ELLs. The access to workshops and the human resources available to teachers clearly indicated his principal's high expectation for ELLs to be engaged and successful. Fortunately, the support he and his colleagues receive will be enhanced within the upcoming semester. He explained:

They support, especially this school. If I ever really need anything Ms. Newton the ELL teacher, she'd be more than happy. We're actually hiring a new lady to help her. But if I ever needed anything, she would bend over backwards to help me. Obviously they're giving all of these workshops. There's a lot of support. If I need anything, they would make it happen. (Mr. Lakes, Interview).

In regard to teaching ELLs, the expectations for physical education and other specials classes is essentially up to the discretion of the individual teacher at Mrs. Dennard's school. Besides the mandates from the state standards, the unique needs and goals for ELLs indirectly comes from the plans developed by the classroom teachers. She explained:

...they have their guidelines. But when it comes to PE there are none. There are no restrictions. You know they are sent to their classes just like they are sent to any specials class, so when they come to us the only reference that I have is whenever the ELL teacher tells me or the classroom teacher tells me. But administratively, outside of the ELL

teacher, I don't know what they provide for them. As for me I just have the ELL teacher. (Mrs. Dennard, Interview).

The physical education department at Mr. Dansby's school self-sufficient and self-contained. Consequently, he is not readily confronted by administration in regard to much at all. He rarely appeals for administrative support, but he believes that if he did, the result would be favorable. He explains:

I really haven't reached out for much, but I do think that the school support would be great. I think they'll give us anything we need here as far as getting those students anything they would need to excel here in physical education. The school support; I would give them an A plus on that. They'll pretty much give us anything we need, anything we'd ask for. Not just for ELLs, but for all students. Like I said, I haven't reached out for much, but if I did, I think anything I needed would be provided in a timely manner. (Mr. Dansby, Interview).

Along similar lines, Ms. Williams feels that if she requested more, she would receive it. But the support of Ms. Newton is sufficient in helping students achieve the goals of the class. She explained:

Like I said, Ms. Newton will come in and help. I guess that would be the biggest support that they give me. And if I ask, they would do more. They are very involved in the lives of these students; like beyond these walls, they know what's going on at home and things like that. (Ms. Williams, Interview).

Perceived control. All of the participants believed in their ability to have positive educational experiences with ELLs regardless of the challenges they are faced with on a daily

basis. The goals that they have established for all of their students, regardless of the language barrier, are believed to be attainable.

Mr. Lakes felt as though he was more than capable of teaching ELLs, especially after eight years of instructing this population of students. He admits that, “It’s obviously more difficult...because of the language barrier”. However, the gains he made over the past eight years were not inhibited by the obvious barrier. He felt that the instructional methods he uses, albeit learned on the job through trial and error, still have beneficial effects on the students. It takes time for his students to get acclimated to his class, “But once they get it, they roll with it like everybody else”. He elaborated:

Oh yeah, definitely attainable. I attained it the last eight years I’ve been here. They seem to like PE. They love it. They get out there and just get after it, just sweating like crazy! You can tell that they do stuff at home because most of them get here and have just got soccer skills, not just soccer, but they can kick and throw, and play...attainable, definitely attainable. (Mr. Lakes, Interview)

Contrarily, teaching ELLs is currently difficult for Mrs. Dennard. These novel experiences are imbedded with inconsistencies, uncertainties, and barriers. Fortunately, she believes that her current apprehensions to teaching ELLs will surely wane because of more opportunities to teach and learn through professional development. She explained:

Right now it’ll be difficult—just starting off really. In past experiences, not having any of these situations, any of these students, when they come in and don’t speak any English; it’s new to me; it’ll be difficult but doing it every year and preparing myself a little better when school is out, and trying to get professional development and all; I think it will

eventually will become easier as the years go on. Right now difficult, but as the years go on, it won't be a problem at all. (Mr. Dansby, Interview).

For Mrs. Dennard, the students' positive responses to her teaching and her continued development as a teacher is what motivates her to teach ELLs. She also attributes reflexivity to the consistent redevelopment of practices that ultimately help her students become competent individuals. She explained:

Every day you see growth and if you don't then you need to change your ways. But I can just tell by the smile on the kid's face that I am doing something right. If they are playing a game and are not standing out, then I know that I am doing something right. (Mrs. Dennard, Interview).

Furthermore, her positive attitude about the ELLs contributes exceedingly to her confidence in her ability to teaching all students, irrespective of the unique characteristics they bring to the class. She asserts:

I feel like it would be easy. Pretty easy to achieve if I have a positive attitude about it. I think sometimes teachers might get irritated with the fact that it's something different, and you have to do extra work. I don't feel like that at all. I believe that having a positive attitude is definitely the key. (Mrs. Dennard, Interview).

One of Ms. Williams's goals is to ensure that they incorporate physical activity throughout their lives. When comparing that objective to what was expect from her colleagues in the classroom, she felt the goal to surely be attainable. As an accomplished coach, reaching that goal would be rather simple. She explained:

Well I think it's easy sometimes just because, you know, just wanting to get them moving. Compared to a classroom, it's a lot harder to get them to understand concepts

and formulas. But with PE you want to get them moving, and you want to get them to understand the rules of the game. To me, it's not that hard at all to me. (Ms. Williams, Interview).

Summary

In summary, physical education teachers are able to create learning environments that are somewhat adapted to the needs of ELL. Although the teachers have participated in nominal professional development opportunities on teaching student from diverse populations, the minimal emphasis on ELLs, neglects an area where there teachers need the most guidance. Coincidentally, trial and error has fared well for these teachers, as they have developed a set of best practices to teach ELLS. The expressed needs of the teachers nearly compliment the barriers which make teaching rather difficulty. For example, the teachers want to know more about the language acquisition process, but the time that has lapsed between their own attempts at learning a second language puts them at a disadvantage at contextualizing the struggles in which the ELLs combat. Fortunately, the teachers possess positive attitudes about the ELLs in their classes, and are positive about their ability to teach these students. Overall, the teachers hope that the experiences of ELLs are equally as beneficial as it would be for any other student in class. The implications from the findings will be discussed in the subsequent chapter.

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS, AND IMPLICATIONS

The purpose of this exploratory collective case study was three-fold: 1) to explore the experiences and teaching practices of elementary, middle, and high school physical education teachers of English Language Learners; 2) to examine the factors that impact the teaching behaviors and goals of physical education teachers of ELLs; and 3) to explore the perceived needs for physical education teachers to effectively teach ELLs. This chapter will discuss the findings and implications. Furthermore, I will discuss recommendations for future research based upon the findings and implications.

Discussion

The findings from this study indicate that the physical education teachers exhibit commitment when teaching ELLs. Their limited background knowledge on teaching these particular students has forced the educators to circumvent traditional barriers, develop unconventional practices, and implement a variety of pedagogical approaches to ensure that all students learn, including ELLs. Furthermore, their circumstances, that is, administrative support, limited social pressure, and minimally perceived barriers—positions them to achieve their intended goals for the ELLs in their classes. Albeit, a complex situation, these four teachers do not let the complexity of teaching ELLs deter them from ensuring an inclusive and exciting physical education experience. Unfortunately, the narratives of the participants are not uncommon for teachers who have had little training with ELLs. However, enhancing PETE programs with more culturally-relevant opportunities can prepare students for an array of

opportunities and can help minimize the adaptation period in unfamiliar settings. The following section addresses the findings based upon each research question.

Research question one. The first research question asked about the experiences of physical education teachers with ELLs in schools. The participants each taught students from distinctly different grade levels, yet there were similarities between their individual teaching experiences. In particular, each of their first encounters with an ELL were met with a feeling of uncertainty—they did not know how to help the students; especially if there was no one around to translate. However, through trial and error, they managed to develop a skill set that has resulted in some success with teaching ELLs. The participants all exhibited a general care and concern for their students, including the ELLs. Nel Noddings (1984) mentioned a complete cycle of care. In the world of education, the cycle of care is developed once a student feels that a teacher actually cares about them. The participants were eager to mention how students took to them after Spanish was infused in the lesson. They mentioned that the students were not only impressed by the teachers' attempt, but excited to establish a level of trust and improved communication.

Their teaching approaches and commitment was the result of their educational background and training. Each of the teachers noted that their previous teaching locations were in schools where the student population was essentially homogenous. For example, Mr. Lakes's former students were majority Black at the Tittle I middle school, while Mrs. Dennard taught majority White students at a private K-12 school. These environments did not foster the teachers' abilities to work with linguistically diverse groups of students. As all the teachers mentioned, they had "no clue" how to teach ELLs. Moreover, the shock effect, which each of the teachers experienced when they taught their first ELL, could be curtailed by diverse field experiences. As

the participants taught more ELLs, their levels of confidence evolved as well. Yet, this confidence was fraught with questions about successful ELL inclusion and teaching. The experiences of the participants gave a vivid picture of the strategies, needs, barriers and goals as it related to the effective teaching of ELLs in physical education.

Research question two. The second research question inquired about the specific techniques used by the participants to effectively teach ELLs. According to the participants' experiences with ELLs, their teaching practices with ELLs did not differ vastly from their traditionally used practices, however, they did make adjustments to aspects of their approaches to suit the needs of the ELLs. As evident in the findings, the assistance from peer helpers was the strategy of choice for all of the participants. The ideal peer helper was one who was bilingual. Their ability to speak both English and Spanish helped the teachers ascend the seemingly insurmountable language barrier. Even though the participants admitted that they were habitual users of this strategy, they were reticent to say that they relied heavily on their students who served the role of peer helper. Conclusively, there was an obvious reliance on the support of bilingual students. The hesitance in accepting the idea of reliance, more-than-ever, was abated by their belief that the peer helpers received intangible benefits from fulfilling the role—leadership experience for example. Additionally, the participants felt that serving in that role did not interfere with the peer helpers' academic learning time in physical education. However, my observations of one teacher delaying the start of a class activity to wait on the bilingual student to deliver the instruction in Spanish; and another teacher relying on a peer helper to translate instructions on a fitness assessment, allows me to refute the assertion that peer helpers are not missing out on activity participation.

There were instances when the teachers used Spanish while instructing ELLs to perform task. However, it generally was not a consistently used strategy. When I observed a teacher incorporating Spanish, it was usually to give motivational feedback, for example, *muy bien or excelente*. Consequently, the students were elated when the teachers used Spanish during their instruction. Although the usage was minimal, it seemed to have an enormous impact on the students' disposition to the class, but most importantly, it helped shape the relationship between that of the pupil and student. Mr. Lakes claimed to always incorporate Spanish in to his lessons, however, he would allow technology to communicate for him. Toscano and Rizopoulos (2013) encouraged the usage of both technology in class to enhance learning, supplement verbal instructions, and provide visual reinforcements. Mr. Lakes was the only teacher observed incorporating technology, but each of the teachers reported that they use it while teaching.

Efficient demonstrations were also found to be a strategy that all the teachers used to assist in teaching ELLs different skills. This is a basic practice in the context of physical education, but for ELLs, it connected the verbal instructions to the expected action. During a dribbling lesson Mr. Lakes over-exaggerated his demonstrations to help reinforce the skill and the vocabulary that accompanied it. Coined as modeling, Toscano and Rizopoulos (2013) suggests that it “also involves the teacher using the academic vocabulary required for students to know for both social and academic success” (p. 102). This practice was observed in every class setting, but during secondary instructions the teachers minimized the usage of demonstrations during warmups because they developed a consistent routine. This strategy was aimed to help the ELLs become familiar with class expectations and to improve upon their ability to complete activities transferable to an array of physical activity settings. This technique—leaving classroom automaticity to routines—has been found to create access to class concepts for ELLs (Toscano &

Rizopoulos, 2013). Thus allowing teachers to implement additional strategies to facilitate the learning experience.

The participants' teaching strategies are aligned to practices that have previously been recommended to utilize in general classes for ELLs (Echevarría, Vogt, & Short, 2012; Karathanos, 2010) as well as in the context of physical education (Flory & McCaughtry, 2011; Glaskas, 1995, 1993; Toscano & Rizopoulos, 2013). With regard to using a peer helper, Flory and McCaughtry's (2011) study found that their participants, too, expressed how they use peers to help translate information, especially if an ELL is struggling. Interestingly, they also found that students appreciated teachers who attempted to use their language or vernacular. This helps contextualize Mr. Lakes' comfort with attempting to speak Spanish, even though he sounds "country". Although the students laugh at him, he stills believes that he is fostering a relationship with the students; one that lets them know that it's acceptable to attempt at difficult feats—such as speaking a second language—and not be perfect at it. This level of responsiveness to the cultural needs of his students, as well as the development of ethnolinguistic acumen is supported in the literature (Burden et al., 2013).

Research question three. Research question three wanted to explore the participants' expressed needs that would support effective teaching of ELLs. Based upon the responses from the interviews, three major needs were expressed to have an effect on teaching: knowledge of second language acquisition, increased ELL teacher support, and more professional development opportunities.

Mrs. Dennard and Mr. Danbsy explicitly expressed their desire to understand the process in which a student acquires a new language. They also wanted to learn and develop best practices to assist their students in that feat. For instance, Mrs. Dennard did not know how often or how

much she should allow her ELLs to speak in Spanish. Although the participants did not express any preconceived knowledge about language acquisition, it has been discovered that teachers have several misconceptions when it comes to a student developing a second language (Harper & de Jong, 2004) and are practicing under misguided information (Reeves, 2006). Luckily, Karathanos (2010) found that teachers who acquire an understanding of the connection between L1 and second language acquisition, fare better at implementing instructional practices recommended specifically for ELLs. However, their knowledge is the result of teacher preparation programs that require courses on ELL pedagogy.

Ms. Newton was the only ELL teacher who served the entire school district. The participants noted that they have had interactions with her, and that she does a wonderful job. However, they do desire more access to her, especially during specific times of the year. The beginning of the school year seemed to be ideal—it served as the acclimation period where students were introduced to class rules, expectations and objectives. Most importantly, the participants needed assistance to help convey the classroom rules. Unfortunately, that perfect scenario would be challenging to bring into fruition because of the singular ELL teacher. Batt (2008) also found that the understaffing of ESL teachers posed a challenge for educators of ELLs. This is an obvious indication for school districts to invest in additional staff. Mr. Lakes mentioned that another ELL teacher had been hired for the district, but the question still lingers as to the effectiveness of a small workforce aimed to address a growing population.

Lastly, the participants felt that access to more professional development opportunities would enhance their pedagogical instructional techniques and provide vital information about many facets of teaching ELLs. They made mention of the impact of previous workshops—displaying a fervor to learn more about ELLs. They were appreciative of the previous

opportunities, but the broad scope about generally teaching diverse students left a void. This created the impetus for the teachers' desire to attend workshops solely focused on teaching ELLs. This yearning for professional development involvement seemed to not fit conventional thinking. Whereas the participants for the present study were enthused, Reeves (2006) discovered that some teachers are actually apathetic to the thought of participating in additional workshops. While some dread the seemingly sporadic offerings of workshops, there are those who avail themselves and seek more to ensure that they have a developed skill set. The latter must be supported in their request for further knowledge and expertise.

Research question four. The fourth research question was concerned with the challenges the participants faced when teaching ELLs. Overwhelmingly, they expressed communication strains and an unawareness of ELLs' background information as barriers. None of the participants were fluent in Spanish, thus information was difficult to deliver in a comprehensible manner. However, that barrier was often circumvented by the strategies they developed and eventually incorporated. The communication barrier is not an anomaly or just experienced by the participants of this study. Sato and Hodge (2014) also found that the breakdown in communication made it difficult to convey information, and led to disinterest in physical education. Transcending this barrier will require educators to familiarize themselves with the ELLs' language. The effect of implementing the language of the ELLs was observed in this study; showing that the participants are attempting to include this recommended best practice (Burden et al., 2013; Columna & Lieberman, 2011; Flory & McCaughtry, 2011; Sato & Hodge, 2014; Toscano & Rizopoulos, 2013).

Additionally, the teachers thought it was important to know the background information of their ELLs. As it was mentioned, when they were informed about the varying cultural norms

of their students, it gave them a better understanding of their students' actions, and influenced classroom grouping and course development. In the case of Sato and Hodge (2014) the teachers' cognizance of the students' past experiences conceptualized why some students who formally lived in war zones were not comfortable during loud noises, ball throwing or echoes. It affected their classroom involvement patterns and peer interactions. More importantly, the teachers sought out information on post-traumatic stress disorder—essentially developing understanding. This illustrates the benefit of knowing your students and considering their needs when developing the scope, sequence, and classroom structure.

Research Question five. The fifth research question, situated in the tenets of the TPB (Ajzen, 1985, 1991, 2005), was concerned with the participants' attitudes, perceived social pressures and support, and perceived control as it pertains to their intended goals for the ELLs enrolled in their physical education classes. The overwhelming goal for all of the instructors was to create a learning environment that was inclusive for the ELLs. They particularly did not want them to feel excluded from any aspect of class. As Mr. Lakes stated, "They are no different from any other student". This led to them expressing their secondary goal which was for the ELLs to become physically educated individuals. Within the framework of the TPB, those goals would be considered the intended behavior—to develop an inclusive learning environment that promotes the development of physically educated individuals.

In regards to the participants' attitude towards developing the aforementioned learning environment for ELLs, they all expressed positive attitudes towards the students in their classes as well as establishing the classroom environment which supports their goal of inclusion and skill development. The presentation of this attitude structurally fits within the framework of the TPB.

When examining the perceived social support and pressures to achieve the intended goal, the participants felt that administration was not overbearing—yet supportive— and the minimal interactions with the parents of ELLs did not have a significant impact on their teaching or the intended goal for the students. Subjective norms is the tenet of the TPB which addresses this topic. It examines how society—parents and administration in the case of this study—has an influence on the intention to perform a behavior. The influence of those societal factors minimally affected the participants' daily routine and activities. In the case of Mr. Dansby, for instance, his administration did not bother him nor his colleagues throughout the year. In fact, they extended assistance only when he requested. Mr. Dansby asserted:

They'll pretty much give us anything we need, anything we'd ask for. Not just ELL, but for all students. Like I said, I haven't reached out for much, but if I were, I think anything I need would be provided in a timely manner. (Mr. Dansby, Interview)

Revisiting the framework, this type of relationship with the societal pressures, i.e., parents and administration—which at best promotes teaching autonomy—has little impact on the influence of the intention to achieve a particular behavior. In the instance of this particular study, the pressures and support from parents has no impact; and that of administration seems to only have a positive effect if ever requested.

The participants expressed that teaching ELLs was difficult due to a couple of reasons, e.g., language barrier and limited knowledge of students' backgrounds—but they did feel as though that feeling would subside with more experience, knowledge, and continued support. They were all optimistic that achieving the goal to create an inclusive environment that promotes skill development was attainable, even when they considered that teaching ELLs was difficult at times. The teachers expressed a high level of perceived control of their ability to ensure that they

achieved their goal to create the ideal learning environment for not only ELLs, but for all of the students enrolled in their classes. Similarly, Hodge et al., (2004) found that the teachers in their study also faced difficulty in achieving their goal to provide inclusive environments for students with disabilities, however, their teachers, who perceived to have more volitional control—a high level of perceived control— were more successful than those teachers who were not as confident. These examples support Ajzen's (1991) assertion that perceived behavioral control can directly influence the execution of a behavior.

Situating the findings of this study in the model of the TPB, the following is the structure of the design:

1. Intended behavior- the participants intend to develop a physical education class that is inclusive of all students; which allows for the success of instilling the values of a physically active individual
2. Attitude- The teachers all had positive attitudes about teaching ELLs, and fulfilling their intended goals
3. Subjective norms- The social pressures received from the parents and administrators was miniscule. In the event that there were interactions, it would be in a way to support the endeavors of the participant.
4. Perceived Behavioral control- Each of the participants exhibited some level of apprehension in their ability to effectively teach ELLs, however, they all felt it to be attainable

From my observations the teachers were successful in developing ways to make ELLs' experiences in physical education similar to the students whose first language was English. In fact, the participation levels of the ELLs was equal to those of all students—they were fully

engaged in the learning. The bouts of lethargy exhibited by the ELLs in the secondary schools were consistent with the behavior of the non-ELL students. Conclusive from this research question, we can assert that positive attitudes and a high level of perceived behavioral control can result in achieving an intended goal. In other words, physical education teachers can effectively teach and provide an inclusive learning environment for ELLs when they exhibit positive attitudes and strongly believe in their ability to bring it into fruition. The impact of subjective norms seemed to have a minor contribution to the overall intended goal. However, the minimal pressures and expectations from parents and administrators may have fostered the feeling of autonomy, thus having the ability to adjust and amend classes as needed to achieve the goal. Subjective norms have been found to significantly impact teaching intentions. Specifically, Qi and Ching Ha (2012) found that the support from the subjective norms, students, made teaching students with disabilities more attainable. However, for the instances of this study, the subjective norms did not significantly influence the intention to teach ELLs.

Implications for PETE programs

As expressed by the participants, they learned little, if any, information about ELLs during their training in their respective PETE programs. This is a clear indication that the topic of ELLs, not only needs to be introduced, but explored on both from a theoretical perspective, as well as an experiential one, e.g., practicum, summer internships, and student teaching. This omission in teacher training is not exclusive to physical education—it is nearly omnipresent across all teaching disciplines. Ballantyne, Sanderman, and Levy (2008) reported that “less than one-sixth of colleges offering pre-service teacher preparation include training on working with ELLs” (p. 9). These findings clearly indicate, at worst, abject disregard, or at best, missteps taken in regard to fulfilling the diversity standard of NCATE. There must be a paradigm shift where

ELLs are consistently reflected in the curriculum on diverse learners. Inevitably the catalyst behind this shift is contingent upon the efforts of PETE faculty to inject ELL content into their courses. Therefore, PETE faculty, too, must be educated and trained to prepare teacher candidates for teaching ELLs. Fortunately, professional development programs and teaching recommendations have been developed to address these critical needs of faculty (Costa, McPhail, Smith, & Brisk, 2005; Lucas, Villegas, & Freedson-Gonzalez, 2008; Meskill, 2005). In particular, O'Hara and Pritchard (2008) studied the impact of implementing a professional development program for teacher education faculty aimed to provide foundational information about linguistics and language acquisition, and provide a database of techniques that could be used to instruct teacher candidates. The researchers found that—after the year-long training—faculty augmented courses and began to include mandatory field experience opportunities with ELLs, assignments revolving around ELLs, and student evaluations of teaching using SIOP (O'Hara & Pritchard, 2008).

Implications

The following recommendations are in response to the findings from this research study in light of the existing literature.

1. Physical education teacher education (PETE) programs must enhance curriculum to reflect the growing diversity of today's U.S. classroom—most notably, the increase in ELLs. Therefore, PETE programs must be assessed, amended, and infused with a curriculum from a multicultural perspective. Additionally, teacher candidates would enhance their ability to communicate in an array of languages, and develop an understanding of the language acquisition process if they were required to complete foreign language courses.

2. PETE faculty must immerse themselves in opportunities to learn about linguistics, second language acquisition, teaching and learning theories, and curriculum development for ELLs. This will provide them the skill set and background knowledge to develop teacher candidates who are also well-versed and experienced in the area of educating ELLs.
3. To fulfill the NCATE/CAEP standard on diversity, PETE programs should take deliberate measures to provide field experience opportunities where teacher candidates have the chance to work with ELLs and other diverse learners.
4. School boards should provide professional development workshops about ELLs for all teachers, especially those teaching exploratory or specials classes, e.g., physical education, art, music, band.

Recommendations for Future Research

The paucity of research on physical education teachers with English Language Learners lends the opportunity to make great strides into this very important area scholarship. As mentioned throughout this study, there is an increase in linguistic diversity among K-12 learners in the U.S. The following suggestion should be considered to explore an issue that has been rarely studied, yet consistently experienced. This study used only four participants to understand the experiences of physical education teachers. I believe that this current study can be adapted to quantitatively understand the general perspectives of physical education teacher of ELLs. This study offered a snapshot among teachers from all grade levels. Hence, further investigation should be conducted to explore several teachers among a singular grade cluster. Additionally, the diversity among ELLs should also be explored. An examination should be made of physical education teachers and their experiences of ELLs with varying first languages, social economic statuses, immigrant status, and etcetera.

This study did not consider the experiences of the ELLs that compose the student body, therefore, research must be conducted to examine the perspective of ELLs in several contexts. Their attitudes, experiences, needs, and barriers in physical education settings should be studied and subsequently addressed. This would develop a perspective from the viewpoint of both the pupil and the teacher—in essence, complimentary research. Moreover, the impact of professional development workshops should not only be assessed in its ability to expand the knowledge base of the participants, but it should also assess its ability to produce subsequent effective teaching practices derived from the information acquired during the workshops. Conclusively, the results of the recommended research endeavors will ultimately assist in the development of strategies, practices, and skills to effectively teach ELLs.

Limitations

The limitations of this study included the selection of the participants, the sample size and diversity of the participants, and the homogenous geographical origin of the participants. The purposeful selection of the participants limited the possibility to generalize, however the goal is transferability. Additionally, the small selection of participants taught on exclusively different grade levels. This may have broadened the scope of focus, and prevented grade level focus. Lastly, the self-reported data from the participants was limited in that it lends the opportunity for one to under-report or embellish their experiences.

Conclusion

This study provided insight into the experiences of physical education teachers of ELLs. We found that the teachers use an array of strategies to assist instructing students whose first language is Spanish. Although the means of developing these practices were mainly from trial and error, the instructional strategies they utilize are present throughout the literature on teaching

ELLs. Additionally, the participants are faced with barriers that occasionally create difficulty in teaching the ELLs, however the incorporation of an arsenal of best practices has assisted them in overcoming these obstacles. The request for professional development seems to be one way to combat the presented barriers, and address the needs the participants expressed that would improve their experiences with teaching ELLs. Moreover, the positive attitudes towards ELLs and the perceived belief that providing them quality physical education experiences is attainable, affirms the positive trajectory for ELLs in physical education. This optimistic outlook will be contingent on the continued skill set development of practitioners and most importantly, the PETE programs that develop our future physical education teachers.

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APPENDIX A



(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMED CONSENT for a Research Study entitled

"An Examination of Physical Education Teachers' Experiences and Teaching Practices with English Language Learners."

You are invited to participate in a research study to examine the teaching practices and experiences of physical education teachers with English Language Learners. The study is being conducted by Desmond W. Delk, Doctoral student, under the direction of Dr. Jared Russell, Associate Professor in the Auburn University School of Kinesiology. You were selected as a possible participant because you are currently a physical education teacher, and English Language Learners are enrolled in your classes. You are also 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 five-minute survey, and to participate in pre- and post-interviews using audiotape recording. Each interview may last for 30 minutes. Additionally, three classroom observations of your teaching will be conducted using only field notes to record the findings. The entire study will take place over a span of six (6) days. The total time commitment is roughly eight (8) hours.

Are there any risks or discomforts? The risks associated with participating in this study are minimal beyond what you may experience in regularly scheduled teaching. In order to keep your information confidential, you will be assigned a pseudonym for your surveys, interviews and observations.

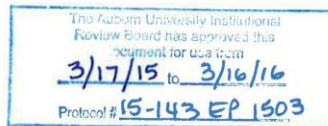
Are there any benefits to yourself or others? No personal benefits are expected as a part of participating in this study. However, the study will serve as an evaluative resource for the School of Kinesiology as it relates to improving the Physical Education Teacher Education program, and enhancing the services they provide to the student population here at Auburn University. I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? Although no compensation is provided for participating in this study, we thank you for your time.

Are there any costs? You will not incur any cost as a participant in this study.

If you change your mind about participating, you can withdraw at any time during the study. 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 or the School of Kinesiology.

Participant's initials _____



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APPENDIX B

RECRUITMENT SCRIPT

(Verbal, in person/phone)

Hi,

I am Desmond W. Delk, a *graduate student* in the School of *Kinesiology* at Auburn University. I would like to invite you to participate in my research study to *investigate physical education teachers and their experiences and practices with English Language Learners*. You may participate if you are *currently a physical education teacher and ELLs are enrolled in your classes* and age 19 or older. Please do not participate if you are *age 18 or younger and/or you don't teach English Language Learners*.

As a participant, you will be asked to *complete a 5-minute survey, participate in classroom observations (three class periods over three days), and participate in two interviews that may last up to thirty minutes (pre- and post)*.

The risks associated with participating in this study are minimal beyond what you may experience in regularly scheduled teaching. In order to keep your information confidential, you will be assigned a pseudonym for your surveys, interviews and observations. No personal benefits are expected as a part of participating in this study. However, the study will serve as an evaluative resource for the School of Kinesiology as it relates to improving the Physical Education Teacher Education program, and enhancing the services they provide to the student population here at Auburn University. I cannot promise you that you will receive any or all of the benefits described. Although no compensation is provided for participating in this study, we thank you for considering your time. You will not incur any cost as a participant in this study. If you would like to participate in this research study, please provide me with your contact information so I can provide you with more information.

Do you have any questions now? If you have questions later, please contact me at dwd0009@auburn.edu or you may contact my advisor, Dr. Jared Russell, at russej3@auburn.edu.

APPENDIX C

INTERVIEW QUESTIONS

Pre

1. Can you tell me a little about your teaching experience? What is good teaching?

Sub questions: How long have you taught, level of education

2. What can you tell me about the English Language Learners in your classes? What are some of your experiences with teaching ELLs
3. Can you tell me about the school and the district level support and expectations for teaching ELLs?

Sub questions: Describe some the expectations and involvement of parents of ELLs.

4. How do you think about ELLs when designing lessons? What skills do you incorporate into your lessons that you think directly benefit ELLs.

Sub questions: How do you incorporate the assistance of native English speakers or more advanced ELLs?

5. Can you describe the training you've had on teaching students from diverse backgrounds?

Sub questions: What specific training have you completed involving ELLs—during college, currently? What do you need in order to teach ELLs (equipment, training, Teacher aid, etc.)? What is your confidence level with teaching ELLs?

Post

1. (*Participant*) during my observations of your teaching and based upon your interview responses, it seems you rely heavily in (*the observed teaching practice*). How is that approached developed and how do you get the ELLs in follow the routine; especially if they arrive to the school in the middle of the semester?
2. In regard to the peer helper in your class, (*described the student and some of their interaction*). Can you describe how they became your point-of –contact and reference?

Sub questions: How do you think this affects their experience in physical education?

3. If the principal came to you and said “Tell me every anything you need and want which would help you teach ELLs,” what would that be?

4. If you had to explain your teaching approach to a new physical education teacher, how would you describe your best-practices for ELLs?

Sub questions: Where did you learn these techniques?

5. What is your overall goals and intentions for the ELLs in your class

Sub question: What are your overall feelings or attitudes about teaching ELLs?

Sub question: From a human resource standpoint, how does the school support you in reaching these goals?

Sub question: What are your thoughts about achieving these goals? Will it be difficult or easy to achieve, why?

APPENDIX D

IMPACT-ELL SURVEY DEMOGRAPHIC QUESTION

Please answer the following questions

1. (Select only one response) What is your gender?
 - a. Male
 - b. Female
2. Please indicate your race/ ethnicity?
 - a. White/ Caucasian
 - b. Black/ African American
 - c. Hispanic
 - d. Asian
 - e. Native American
 - f. Other (Please indicate)_____
3. Please indicate your age. _____
4. Please indicate your highest education level attained.
 - a. Bachelor's
 - b. Master's
 - c. Educational Specialist
 - d. Doctorate

5. What type (public/private) of college/university/ institution did you obtain your initial certification? _____
6. Please indicate the area of the United States that this institution is located.
 - a. Southeast
 - b. East Coast
 - c. North
 - d. Midwest
 - e. West Coast
7. How many courses have you taken that emphasized teaching ELLs?
Undegrad? _____ Graduate? _____
8. Have you participated in professional development opportunities which emphasized teaching ELLs. (Yes/No) How many sessions? _____
9. How many years have you taught public school physical education? _____
10. How many years have you taught English Language Learners? _____
11. What percentage (%) of the student population is comprised of ELLs during your classes? _____
12. What language is spoken most often by the English Language Learners in your school? _____ . Would you consider yourself as fluent in this language? _____

APPENDIX E

OBSERVATION PROTOCOL

English Language Learner Physical Education Teacher Practice Observation Guide			
	Evident		<i>Description</i>
	<i>Yes</i>	<i>No</i>	
<i>Observed Practice</i>			
Allows Usage of L1			
Infuses multiple languages in instruction			
Encourages ELL participation during Q & A			
Uses peer grouping with more proficient ELL			
Uses peer grouping with native English speaker			
Frequent Interaction with ELLs			
Usage of visual aids such as: multilingual word wall, classroom signage, and resources.			
Modeling instruction through demonstration			
Check for understanding			
ELL engaged during activities			

APPENDIX F

CODE BOOK

Administration support & expectations

Situated in the framework of the Theory of Planned Behavior (Ajzen, 1985), this code was used when the participants described how school administration supported physical education instruction of English Language Learners (ELLs), and provided expected outcomes of student learning.

“Like I said, Ms. Souza will come in and help. I guess that would be the biggest support that they give me. And if I ask, they would do more. They are very involved in the lives of these students; like beyond these walls, they know what’s going on at home and things like that. They also support me by letting me know what’s going on at home. That also supports my class.”

Allows L1 usage

This code was used when the participants described whether or not they allowed ELLs to use their first language in physical education class.

“It’s allowed. But like said, usually it’s just either the very basics because we have one of our ELL students who comes in and teaches us stuff that we may can use. Either communicate with him or another student that may be a Spanish speaker or whatever.”

Attitude

Situated in the framework of the Theory of Planned Behavior (Ajzen, 1985), this code was used when the participants shared their attitudes and feelings about teaching ELLs.

“They’re kids, I like teaching kids whether they know what I’m saying or not. I actually get a more accomplished feeling when I reach somebody that doesn’t know what I’m saying all the time, and they finally get it. It means that I’ve done something, beyond what I’ve thought I’d have to do to reach those children. I love it.”

Checking for understanding

This code was used when teachers explained how they ensured their students understood the instructions that were delivered.

“Well like I said, I make eye contact with them. I read their body language if they can understand or not. I will ask another student if they will ask them if they understand. I am not sure if you’re supposed to do that. I’m not sure if any of these things are what we’re supposed to

do, but this is what we do. And just watching them and seeing if they're doing it right and getting it."

Defined goals and objectives

This code was used when the participants stated the intended goals they wanted to accomplish as educators of ELLs, and what they expected their students to achieve.

"Just become a physically educated person like anybody else in there. To learn how to be active, just like anybody else. To play fair, to share, to be able to do all the things the instructional guide says we're supposed to study. Their goals are the same as everybody else's."

Demonstrations

This code was used when a participants mentioned the utilization of demonstrations during instruction in order to assist in helping deliver content to English Language Learners.

"But I always do a demonstration; making sure that I demonstrate what is being done. If it doesn't look as it meet the requirements as I've told the other kids, then I pull them aside with the English Learning student that can translate, or show them again checking for understanding."

ELL Characteristics

This code was used when the participants described background information and general characteristics of the ELLs in their classes.

"I just know it's Spanish. I know some of them are from Guatemala and they have a different dialect, after talking to the ELL teacher. There are several different dialects, and I don't know what dialect is what; I just know it's Spanish."

ESOL teacher support

This code was used when the participants described their interactions, needs, and expectations as it related to the ESOL resource teacher.

"They come in anytime you need. They are always very helpful if there is anything that we need. They do a good job, in my opinion. They go out to the kids houses; they know what going on. They provide them with any support that they need between the classroom and home."

Infuse Spanish in Instruction: Strategy

This code was used when the participants mentioned using simple Spanish phrases to deliver instructions to ELLs during their lessons.

“Numbers. I try to say the English, and then the Spanish after. That’s all I know is numbers. And I can always say the English version, and if I get a blank stare, I’ll say the Spanish version, then followed by the English.”

Knowledge of ELL background

This code was used when the participants expressed their need to know more about the background information of the ELLs in their classes.

“I would say first find out about the student. That’s first thing, find out where they are as far as how much English that they know. Find that out. Find out what their situation is because it always helps you too.”

L2 Acquisition Knowledge: Need

This code was used when the participants expressed a desire to acquire more knowledge about the process in which a second language is learned.

“Assuming that they know. I can’t think of a specific situation. Maybe a mistake is trying to speak Spanish. Maybe they don’t want that. Maybe they don’t want to be different. Whether they’ve told me that, no, but maybe that is the mistake; just assuming that they understand, or ignoring; not that I’ve ever done. Like if I explain the activity and then I don’t address that right away, and maybe they’ll need that; that checking right away.”

Lack of Spanish Fluency: Barrier

This code was used when the participants expressed the inability to speak Spanish as a hindrance to teaching ELLs.

“It’s a challenge in reaching it, I think it’s that way because I haven’t taken a Spanish class, or any non-English speaking language since I was in high school, so anything that’s different to you is going to give you a little curveball.”

Learn Spanish: Need

This code was used when the participants expressed their desire to learn Spanish in order to effectively teach ELLs.

“Well, learning the language a little bit better would help, and patience. You sure need patience. But I think I’m pretty patient with them. What I would need right now to serve them would be just a little bit more knowledge in speaking Spanish than I do right now.”

Parental Involvement

Situated in the framework of the Theory of Planned Behavior (Ajzen, 1985), this code was used when the participants explained the level of ELL parental participation. It also was

used when the participants described the parents' expectations for their child in physical education.

"I don't think I've ever had any issues when I've had to call home. I think one time a parent needed to know something about the clothes they needed, and Ms. Souza stepped in and translated for me to the parent that day. That's the only contact, besides saying hey if I see them at the mall, that I've had with the parents."

Peer Helper Recruitment: Strategy/Caveats

This code was used when the participants mentioned using a peer helper to assist them with delivering information to ELLs. This was also used when they described the recruitment process of selecting a peer helper as well as the impact they perceived being a peer helper had on the students that fulfilled that role. Additionally, this code was used if the teachers expressed any reservations about using peer helpers.

"No, I've talked to them before. I pull them out and say, "You might be one of mine that I refer to help. Are you okay with it?" That's my first thing. Or I'll ask the classroom teacher about who has been a good helper in their class with your ELL students today or this week. But I always check with them before, and if there's a problem, you know, you can tell of those who volunteer quickly might not be the best pair for that student. So you always talk to them first. You just don't assume and match them up."

Planning

This code was used when the participants described how they prepare their lessons, and how they incorporated particular subject matter or teaching approaches specifically for ELLs.

"The way I get the lessons is by the Alabama instructional guide. It goes week-by-week of what you should be teaching, and skill by skill. That's where I get my stations from. Whatever day it is, whether we do the stations or I let them practice on their own, it all comes from the instructional guide and the pacing guide."

Routine: Strategy

This code was used to highlight when a participant mentioned developing a consistent class routine as a strategy to meet the needs of the ELLs.

"My normal practice is to keep everything routine. Hammering things in on a daily basis. You can see how they come in and shy away from everything that we're doing, but after they see it every day and do it every day, it becomes simple to them. Basically trial and error is how I learned."

Teacher Background Information

This code was used when the participants provided information about their teaching experiences, educational background, professional development involvement, and Spanish fluency level.

“I’ve done my internship at middle school and primary level which primarily is kindergarten through 2nd. Teaching-wise I have taught four years at a high school, so I have high school background, and I’m working on my second year in intermediate, which is third through fifth grade.”

Visual Aids

This code was used when the participants described the utilization of teaching supports that visually represented their delivered instructions.

“When we do circuits, we have posters that we put at each station to demonstrate what they’re supposed to do there. But we didn’t do it for that purpose, but that does help sometimes. But we haven’t used those a lot.”