

**Pre-Service Counselors, Pre-Service Special Education, and Pre-Service Regular Education
Teachers' Perceptions of Students Who Are English Language Learners**

by

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Abstract

Continued research in the area of Linguistically Diverse Students (LDS) suggests that educators' perceptions and attitudes significantly impacts the students they teach. Research has identified predictors of these attitudes, which may serve to guide educational evaluation and development of teacher education programs, as well as student academic and emotional outcomes.

This study examined the attitudes, feelings, and beliefs of pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards English Language Learners (ELLs) and the possible relationships among these groups by using a multiple analysis of variance (MANOVA). This study also replicated previous research by attempting to identify factors that may predict pre-educator feelings and beliefs, in addition to possibly identifying additional predictors of these beliefs. This was achieved by multivariate regression analysis.

An adapted version of the *Pre-Service Inclusion Survey (PSIS)*, and the *English Language Learner Perception Survey*, in conjunction with a researched based demographic questionnaire, and two open-ended questions were used to measure pre-educator attitudes and beliefs towards English language learners.

The quantitative analyses indicated no significant differences among educator groups, however the participant responses to the questions revealed an overwhelmingly

favorable attitude towards the inclusion of English Language Learners. Further analyses identified several common themes among respondents. These themes were: need for more teacher support, need for more ELL support, ELLs introduce beneficial culture in the classroom, English language acquisition must be a priority for ELLs, concern for ELL well-being during transition and adjustment, and bilingualism is beneficial. The study results were discussed in relation to the research questions, as well as the implications, limitations, and recommendations for future studies.

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I. Introduction

Public schools, like other institutions, are experiencing a rapidly changing shift in cultural demographics. While the increase in diversity is prevalent, it is most evident among school-aged children (Benner & Graham, 2011; Kent, Pollard, Haaga, & Mather, 2001). Because of this, schools are increasingly experiencing pressure to recognize the needs of a culturally diverse population and to address the realities of educating an ethnically and racially diverse student population (Cook, Perusse, & Rojas, 2012; Suh & Suh, 2008).

Schools in the United States are facing the ever-increasing challenge of educating students who do not speak English as their first language (Kohli & Solorzano, 2012; Koskinen, Blum, Bisson, Phillips, Creamer, & Baker, 2000). More minority students are currently enrolled in U.S. public schools than ever before, and this growth trend will continue in the next few decades as a result of increasing immigration and birth rates among minority groups (U. S Census Bureau, 2010). Many of these minority students are nonnative English speakers, a large percentage of whom experience difficulty with the English language. According to the 2006 American Community Survey (ACS), of the 53 million school children aged 5-17, 11 million spoke a language other than English at home and three million of school-aged children had difficulty speaking English. At least 10% of the U.S. population speaks a primary language other than English, with the percentage approaching 50% in several states and regions such as Texas, Florida, California, Illinois and New York (U.S.

Census Bureau, 2010). The U.S. student population served under English Language Learner (ELL) services has grown at least 160% over the past decade (National Clearinghouse for English Language Acquisition [NCELA], 2006), with about 10.5% of the total school population now speaking a primary language other than English (Seo & Hoover, 2009). Estimates indicate that as many as 45% of the nation's teachers currently have ELLs in their classrooms (Walker, Shafer, & Iiams, 2004) and by the year 2020, culturally and linguistically diverse students will constitute approximately half of the public school population in the United States (Cho & DeCastro-Ambroseti, 2005; Hussar & Bailey, 2011).

Previous research has indicated that English Language Learners are struggling to achieve in our schools and are lagging behind as compared to their native English-speaking peers (McCardle, Mele-McCarthy, Cutting, Leos, & D'Emilio, 2005; U.S. Department of Education, 2012). English Language Learners score significantly lower than their English-speaking counterparts on tests of reading and mathematics proficiency and are at an increased risk for dropouts as they progress through school. These higher dropout rates suggest that these students may experience greater risk for a host of social maladjustments, including criminal justice contacts (Greenberg, Dunleavy, Kutner, & White, 2007).

Traditionally, the United States has made little allowance for cultural and linguistic diversity in educational practice (Vela, Lu, Gonzalez, Smith, & Azadi-Setayesh, 2015) and although the student population is becoming increasingly diverse, the majority of teachers and those in teacher education programs continue to be predominately non-minority (Nieto, 2000b; Sleeter, 1994). Tettegah (1996) refers to this notion as the *cultural mismatch*

between educator and student and has been closely tied to the quality of education that a child is likely to receive as well as his opportunity for learning (Sirota & Bailey, 2009).

In addition, commonly held misperceptions and bias about cultural and ethnic diversity have contributed to new challenges experienced by educators in meeting the needs of this student population (Karathanos, 2009). Researchers have discovered that racist attitudes historically noted among the general population of the United States are just as common within its teacher populations (Ladson-Billings, 2000b; Nieto, 2000a; Ukpokodu, 2003). The potential presence of these negative attitudes is concerning since research has demonstrated that an individual's beliefs are often good indicators of the decisions he/she makes (Bandura, 1986) and the beliefs educators' hold directly influence their educational practices (Nespor, 1987). Therefore, children's academic outcomes may be strongly influenced by teacher's attitudes, beliefs and perceptions (Sirota & Bailey, 2009), and teachers who hold negative, ethnocentric, or racist attitudes about ELL students often fail to meet their students' social and academic needs (Tse, 2001; Valdés, 2001; Youngs & Youngs, 2001).

Brown (2006) reported that there is a significant correlation between teachers' views of culturally and linguistically diverse (CLD) children and how these children feel about themselves. This students' self-concept has garnered interest in the research community and appears to be significant in determining their academic success (Guay, Marsh, & Boivin, 2003; Marsh & Martin, 2011; Niehaus & Adelson, 2013; Valentine, DuBois, & Cooper, 2004). Teachers who held more positive views towards their students, impacted the success of these students by positively affecting their student's self-concept.

Since Rosenthal and Jacobson (1968) presented evidence that American teachers' expectations influence their subsequent evaluations of children, numerous researchers have attempted to identify the factors that influence expectations (Byrnes, Kiger, & Manning, 1996, 1997; García-Nevarez, Stafford, & Arias, 2005; Youngs & Youngs, 2001). Research indicates there may be a host of factors that influence teachers' attitudes, beliefs, and expectations and that uncovering these factors may contribute to developing positive teacher attitudes and may serve to guide educational evaluation and development of teacher education programs (Cavazos, 2009; McCombs & Gay, 2001). Additionally, researchers believe that teachers' attitudes predict practices, which in turn predict students' academic outcomes (Feiman-Nemser & Remillard, 1996; Pintrich & Schunk, 2002; Sirota & Bailey, 2009). A study supporting this notion was conducted by Kenealy, Frude, and Shaw (1990) and revealed that teachers' beliefs about students were effective predictors of how the students would perform on standardized tests.

Similarly, pre-service teachers hold perceptions regarding students based on their race, culture, and ethnicity (Cho & DeCastro-Ambrosetti, 2005; Tettegah, 1996) and these beliefs and feelings may have a positive or negative impact on their behaviors and performance in teacher education programs and in their future classrooms (Brookhart & Freeman, 1992; Enochs & Riggs, 1990; Hollingsworth, 1989). Preservice teachers enter into the teacher education program and teaching profession with different beliefs, motivations, experiential backgrounds, and concerns, and many enter the field of teaching with little understanding of culturally and linguistically diverse students' background and needs (Olson & Appleton, 2006).

Fortunately, previous research has shown that multicultural education components and experiences in teacher education programs can have an impact on these attitudes. Kiselica and Maben (1999) reviewed the research literature that examined the impact of multicultural training on prejudicial attitudes. They found that across studies, students consistently reported positive changes in their biases toward culturally different people as a result of multicultural training. Cho and DeCastro-Ambrosetti (2005) conducted a study to explore the effects of a multicultural education course on pre-service educators' attitudes and about the experiences, needs, and resources of diverse student populations. It was determined that through this coursework, pre-service teachers' attitudes improved as they developed an increased awareness of and appreciation for other cultures. Not all researchers however share this sentiment. Echevarría, Vogt, and Short (2008) reported that despite coursework, many pre-service teachers expressed a sense of being ill-equipped to teach students from multiculturally and linguistically diverse backgrounds and were not prepared to address the unique needs of these students.

Some research indicates that current teacher education programs in the United States are insufficient in preparing future educators for the ever-increasing influx of multiculturally and linguistically diverse learners in our schools (de Jong & Harper, 2005). "Currently, explicit attention to the linguistic and cultural needs of ELLs is lacking in most teacher preparation programs" (de Jong & Harper, 2005, p. 1). Only 20 states require all general education teachers to complete coursework on working with ELLs (Ballantyne, Sanderman, & Levy, 2008). Most teacher education programs have a limited number of substantive programs or courses that address issues of multicultural and linguistic diversity

(Gollnick, 1995; Studer & Quigney, 2005). Very few programs integrate these issues throughout the curriculum, but instead take a segregated approach, addressing these issues in just a few courses (Milsom & Akos, 2003; Zeichner & Hoeft, 1996).

Some researchers (Ambe, 2006; Chisolm, 1994; Larke, 1990) believe that coursework alone is not enough to change these negative attitudes, feelings, and perceptions. These researchers feel that pre-service teachers who engage in these multicultural classroom experiences must be given opportunities to practice and apply the learned theoretical concepts in order to increase their confidence and to solidify these concepts when working with diverse populations (Burnham, Mantero, & Hooper, 2009). Therefore, programs must implement clinical components within the courses, or identify separate co-requisite internship experiences to supplement students' coursework.

In addition to training programs with internship and clinical components, research suggests that pre-service educators may benefit from specific racial identity development training similar to that provided within the counseling psychology and counselor education disciplines (Bobo & Fox, 2003). Unlike the field of teacher education, the counseling psychology discipline has taken bold, definitive steps to explore, reveal, and assess counselors' racial attitudes and stereotypical belief structures (Suh & Suh, 2008). Prejudicial attitudes based on racism and ethnocentrism can affect the relationship between teachers and students in much the same way as it affects counselor and client relationships (Tettegah, 1996). The literature suggests that counselors may be better able to understand and appreciate their own and other racial and cultural groups when they are aware of their racial attitudes and perspectives (Cook, 1994; Parker, Moore & Neimeyer, 1998). In

addition, this increased training and sensitivity towards multicultural issues- irrespective of orientation (e.g., school, family, community)- often helps their clients to feel more understood and respected (Zhang & Dixon, 2001).

Just as they have been shown to affect the counseling process and outcome (Atkinson & Thompson, 1992), teachers' racial identity and attitudes may in turn affect their behavior toward students. The result can be either a negative or a positive effect on students' self-esteem, ability to learn, and subsequent academic achievement (Tettegah, 1996).

Similar to the counseling profession, the special education profession has taken steps to help address the needs of their population. As is the case with students who are English language learners, students with disabilities have experienced discrimination inside and outside of the schools (Andrews et al., 2013; Bogdan & Knoll, 1995). Researchers in special education have discovered the importance of pre-service training experiences that provides direct contact with students of disabilities. In fact, Barr and Bracchitta (2008) reported that this contact may be the most influential variable predicting teachers' perceptions of disabled populations. Considering their specialized coursework and experiences, it may be interesting to note whether this increased sensitivity training may impact their perceptions and comfort level when working with students who are English language learners, and whether a specific type of training (eg. clinical experiences, coursework, identity training) may affect their attitudes.

Purpose

The purpose of the present study was to investigate whether there is a difference among the perceptions of pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards English Language Learners and to determine factors (variables) that may influence these differences.

Previous research has identified several variables, which may factor into pre-service educators' perceptions of students who are English language learners (ELLs) (Byrnes et al., 1996, 1997; García-Nevarez et al., 2005; Youngs & Youngs, 2001). This study sought to affirm what previous research has suggested, in addition to determining other potentially significant variables. In order to measure these feelings, an adapted form of the *Pre-Service Inclusion Survey (PSIS)* (Shippen, Crites, Houchins, Ramsey, & Simon, 2005; Soodak, Podell, & Lehman, 1998; Thomas, Curtis, & Shippen, 2011) was used to empirically assess hostility/receptivity and anxiety/calmness among pre-service educators. Next, a modified version of the *English Language Learner Teacher Perception Survey* adapted by García-Nevarez et al. (2005) was incorporated to determine pre-educator attitudes and beliefs. Additionally, two open-ended questions were asked to further assess pre-service teachers' beliefs towards students who are multiculturally and linguistically diverse. Lastly, a research-based (García-Nevarez et al., 2005; Thomas et al., 2011; Youngs & Youngs, 2001) demographic questionnaire was included. This study used a multiple analysis of variance (MANOVA) to determine group differences as well as a multivariate regression analysis to determine possible factors affecting their perceptions.

Significance of Study

Because of the significant increase in the English Language learner (ELL) population (Cho & DeCastro-Ambroseti, 2005; Roseberry-McKibbin & Brice, 2013) and the need to adequately service this population, it is imperative that researchers continue to examine potential factors that may impact the educators of English language learners. Research has identified the significant impact of educators' perceptions and attitudes toward students in general, yet relatively little research exists on the nature of these attitudes towards English language learner students (ELLs), nor much is known about the predictors of these attitudes (Byrnes et al., 1996, 1997; García-Nevarez et al., 2005; Greenfield, 2013; Sirota & Bailey, 2009; Youngs & Youngs, 2001). Additionally, this study sought to identify perception differences within three educator groups (pre-service regular education students, pre-service special education students, and pre-service school counselors) towards ELLs in order to determine significant group differences and factors that may affect these differences. This study attempted to expound on previous research and to gain more insight in this area so that the unique needs of all multiculturally and linguistically diverse learners are met, as well as to guide the development and improvement of teacher education programs.

Research Questions

In order to examine the attitudes, and beliefs among pre-service educators in relation to ELL students the following questions were investigated:

1. What are the beliefs towards inclusion of English Language Learner (ELL) students among pre-service school counselors, special education, and regular education teachers?

2. What are the attitudes of pre-service school counselors, special education, and regular education teachers towards educating English Language Learner students?
3. What is the relationship between attitudes towards inclusion and attitudes toward English Language Learner students among pre-service school counselors, special education, and regular education teachers?
4. What is the relationship between the pre-service educators' demographics, level of contact, type of degree, training experiences, experience level, and beliefs of using a second language in the classroom on the perceptions of these educators towards students who are English Language Learners?

Definition of Terms

In order to facilitate general comprehension, the specific terminology used within this study was defined. These terms are consistent with generally accepted definitions within the scholarly literature available.

1. *Limited English Proficiency (LEP)*: As defined in Title IX of the No Child Left Behind Act of 2001 (NCLB, Public Law No. 107-110, the term refers to a student:

- who is between age 3-21 years of age;
- who was not born in the United States or whose native language is a language other than English;
- who is a native American or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than

English has had significant impact on such individual's level of English language proficiency; or

- who is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the opportunity to meet the state's proficient level of achievement on state assessments to learn successfully in classrooms where the language of instruction is English, or to participate fully in the society.

2. *English Language Learner (ELL)*: English Language Learner terminology may be used as an alternative to *Limited English Proficiency* and may be used as a more positive alternative to "LEP", which some regard as having a negative connotation (Abedi, 2004, August & Hakuta, 1998). According to the 2000-2001 survey of State Education Agencies (Kindler, 2002), most states operationalized the federal definition and used multiple methods, qualitative or quantitative, to identify ELL students. The most frequently used methods reported by Kindler (2002) were language proficiency test, home language, parent information, and teacher observation. The different methods used to identify and place ELL students indicate that at the state level there was variation in the operationalization of the federal definition of ELL students. However, it is generally agreed that an ELL student is one who comes from a language background other than English, whose level of proficiency in English impairs his or her ability to learn successfully in an all-English

classroom, and that the identification of ELL students generally involves home-language surveys and English-language assessment instruments (Sheng, Sheng, and Anderson, 2011).

3. *Culturally and Linguistically Diverse (CLD): Culturally and Linguistically diverse* students are those who are learning English in the United States educational system. These students speak a language other than English and may possess some literacy skills in their native languages (Greenfield, 2011). These students are often referred to as *English Language Learners (ELLs), English as a Second Language (ESL), Bilingual Learners (BLs), Language Minority (LM) students and/or Limited English Proficiency (LEP)*.

4. *Culture: Culture* refers to more than ethnic or racial heritage; culture also includes social and interpersonal relationships, institutions, language and communication, values, age, gender, religion, belief systems, occupations, sexual orientations, disabilities, and appearance (Baruth & Manning, 2003; Corey, 2005; Gopaul-McNicol & Thomas-Presswood, 1998).

5. *Special Education:* For the purpose of this study *Special Education* refers to the education of students with disabilities. Other special areas such as ELLs will not be included in this category.

Summary

This chapter included a summation of the current study. This study explored the relationship and perceptions among pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards students who are

English language learners. In addition, this study sought to identify factors which may influence their feeling, beliefs, and perceptions towards students who are English Language Learners in order to expound on previous research and seek to identify new information which may serve to benefit student educators and university faculty, and may help with the improvement and development of teacher education programs in order to better meet the needs of this important population.

II. Review of the Literature

English language learners (ELLs) represent a rapidly growing segment of students in the United States. Non-English-speaking students are the fastest growing subgroup of students among the public school population, with their numbers increasing by approximately 10% each year (Kindler, 2002; McCardle et al., 2005). This population of students has grown almost 105% compared to just 12% of the general school age population since the 1990-1991 school year (Brannon, 2013). An estimated 5.5 million students attending public schools in the United States speak a language other than English as their first language (McCardle, et al., 2005) and more than 400 different languages are spoken (Payán & Nettles, 2006). Projections estimate that by 2018, English language learners will make up at least 30% of the U.S. school population (National Clearing House for English Language Acquisition, 2006). According to Hussar & Bailey (2011), by the year 2020 Culturally and Linguistically diverse (CLD) students will comprise approximately half of the public school population in the United States.

Challenges for English Language Learners

Despite the significant increase in this population, many ELL students are not succeeding in U.S. classrooms. Nieto (2000a) asserts that English language learners are one of the most vulnerable, underserved students in U.S. public schools. ELL students typically have lower levels of academic achievement and higher rates of poverty, transience, and

high school non-completion than students proficient in English (McCardle et al., 2005; U.S. Department of Education, 2013).

Primary and Secondary Schools

Recent statistics show that only 30% of eighth-grade ELL students in the United States achieved at the “basic” level in reading, compared to 84% of their European American, non-ELL peers (National Assessment of Educational Progress, 2007). Similarly, Tienda and Mitchell (2006) compared the reading scores of a select group of fourth, eighth, and tenth grade students and found that there was a 25-point difference between English language learners and their English-speaking counterparts.

English language learners at the high school level are particularly at risk, because unlike the younger ELL students, these high-school learners have a much shorter time to develop their English language skills before graduating or leaving the secondary school (DeCapua & Marshall, 2010). Research shows that it generally takes these learners a minimum of five years to develop cognitive academic language proficiency at the same level as their native English-speaking peers, so these students may not have enough time in the secondary setting to acquire the level of language proficiency needed to be successful (Marinova-Todd & Uchikoshi, 2011). Additionally, research shows that adolescent English language learners have double the educational workload as compared to their native English speaking classmates (Short & Fitzsimmons, 2007). It is likely that this additional work may create even more stress as English language learners try to acclimate to a new academic and social culture.

Post-Secondary Education

Even if ELL students successfully graduate from high school, their transition to the post-secondary level is quite challenging to say the least. Many times these students lack the skills necessary to succeed at the post-secondary level. In fact, Radford, Berkner, Wheelless, and Shepherd (2010) found that after six years of post-secondary education only 49% of students studied had achieved postsecondary closure, such as the completion of a certificate, associate's degree, or bachelor's degree. At the six-year mark, 15% remained enrolled either part time or full time, with only 35% of English language learners exiting the postsecondary tract with a certificate or degree.

Overrepresentation Within Special Education Services

ELL students are more likely to attend underperforming schools, and are disproportionately represented in referrals for special education services relative to their English-proficient peers (Artiles & Trent, 2000; Artiles, Rueda, Salazar, & Higuera, 2005; Coutinho & Oswald, 2004; Orosco, 2010; Zehler, Fleischman, Hopstock, Pendzick, & Stephenson, 2003). Artiles et al. (2005) examined special education data for ELLs. They found that ELLs with limited language proficiency were between 1.42 and 2.43 times more likely than English speaking students to be placed in programs for students with mild intellectual and developmental disabilities (IDD), mild mental retardation (MMR), learning disabilities (LD), or speech and language impairments (SLI). Furthermore, ELLs receiving the least language support were more likely to be placed in special education resource rooms. Once these students have been identified for special education services, they are more likely to be placed in more segregated settings than their White peers identified with the

same disability (Cartledge, Singh, & Gibson, 2008). This discrepancy is disconcerting. The Special Education Elementary Longitudinal Study (SEELS) examined more than 11,000 school-aged students and the data suggested that students who spend less time in the general education classrooms tend to have more absences from school, are further from grade level, and have lower achievement test scores (Blackorby et al., 2005). There are a variety of factors believed to contribute to this disproportionality, including school structures, English language proficiency, and racial and socioeconomic segregation (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010).

Language Marginalization

A student's native language is a valuable asset for English language and literacy development as well as overall academic success, yet many schools across the country are requiring that language minority students speak only English and are restricted to English-only academic environments with limited language support (Cadiero-Kaplan & Rodriguez, 2008; de Valenzuela, Copeland, Qi, & Park, 2006; Zehler et al., 2003). As a result, there is a marginalization and silencing of students whose language and culture differs from the norm within the school context (Cadiero-Kaplan & Rodriguez, 2008). This marginalization may be harmful because an individual's culture, identity, and sense of self are tied to his/her language (Cummins, 1989; Mahadi & Jafari, 2012; Valdés, 1996, 2001).

There appears to be a lack of understanding about the importance of English language learners maintaining their native language as they transition to their new environment. Researchers believe that a student's native language is a valuable asset and tool for English language and literacy development. Cadiero-Kaplan and Rodriguez

asserted that, “there is a growing demand for educational responsiveness to the strengths and needs of English language learners that embrace ELLs’ linguistic and cultural background as vehicles for educational success” (p. 373, 2008). Often times, however, native language usage is restricted to the home environment and other contexts outside of school which may lead to “students and family members receiving conflicting signals regarding the value of the home language” (p.373, 2008), which may be detrimental to students’ social and academic development and diminishes the advantages and gifts afforded by the native language and of being bilingual (Macedo, Dendrinos, & Gounari, 2003).

Legislation

Historically, English language learners have not been provided the same treatment and opportunities as the general school population. Because of this, legislation has been implemented which recognizes the discrepancy in attaining a fair education between English language learner students and their mainstream counterparts.

During the early half of the 20th century, many students were segregated or excluded due to race, nationality, and mental or physical disability. In 1954 (Brown vs. Topeka Board of Education, 347 U.S. 483) the United States Supreme Court unanimously ruled that segregation in public schools was a violation of the equal protection clause of the 14th Amendment. This ruling provided the impetus for further legislation regarding students with disabilities.

In court cases such as *Mills v. the District of Columbia* and *PARC v. Commonwealth of Pennsylvania*, the federal court system ruled that students could not be denied an

education solely because of their disability (Blanchett, Mumford, & Beachum, 2005). On the basis of these significant cases, Congress passed Public Law 94-142, the Education for All Handicapped Children Act of 1975, which maintained that students with disabilities must be educated in the least restrictive environment offering the best opportunity to succeed. In 1990 this act was revised and renamed as Individuals with Disabilities Education Act (IDEA) in order to further improve special education and inclusive education.

The first landmark case regarding the education of ELLs was *Lau v. Nichols* in which the Supreme Court determined that an equitable education is not synonymous with an identical education. Effectively students could no longer be discriminated against due to their language. The Equal Education Opportunity Act of 1974 within the Civil Rights Act protects English language learners by ensuring that states take appropriate action to assist ELLs in overcoming language deficiencies in order to improve their academic performance.

More recently, the No Child Left Behind Act (NCLB)(U. S. Dept. of Education, 2001) has established certain educational standards such as placing high quality teachers in every classroom, holding schools accountable through standardized testing, as well as the academic achievement of their English Language Learners. This initiative has added more pressure on educators to educate all students regardless of their learning status, yet it fails to provide specific mandates or guidance for the preparation of educators to meet the needs of English language learners (Cadiero-Kaplan & Rodriguez, 2008). States, districts, and schools that are not able to demonstrate adequate yearly progress among their ELL students may face punitive consequences (Peterson & West, 2003). The reality is that teachers are being held accountable for students' academic performance, yet are not being

given the tools and resources to work effectively with these students. In fact, research shows that some teachers may view English language learners from a deficit perspective because they are afraid that their ELL students might negatively impact their combined students' classroom and grade level achievement scores (Walker, Shafer, & Iiams, 2004).

Systemic Problems Working with English Language Learners

States, districts, and schools with increased numbers of ELL students are likely to encounter problems inherent to working with their new population. Cadiero-Kaplan and Rodriguez (2008) suggest that curriculum, adjustments in pedagogy, training in ELL instructional methods, and the capacity to collaborate effectively are some of the issues that schools and districts face as the influx of culturally and linguistically diverse students continues. Problems such as these serve as major obstacles in providing effective programs for ELL students.

According to the National Center for Educational Statistics (2002), 42% of teachers in the United States had students with limited English proficiency in their classrooms, though surprisingly, statistics show that schools with higher concentrations of ELL students tend to have teachers who are less experienced, less qualified, and less prepared to teach linguistically diverse students (Byrnes et al., 1997; Crawford, 1997; Education Trust, 2005; Gollnick, 1995; Youngs & Youngs, 2001). This information is concerning and points to a potentially systemic problem where the ELL practices at the school, district, and state level need to be questioned. Progress has been made, but it is evident that more continuity and program development is necessary to meet the needs of English Language Learners.

Inadequate Teacher Preparation

Although there has been a significant increase in the number of English language learners attending our schools, decades of research suggest that few teachers have been prepared to address the linguistic challenges and cultural differences present in diverse classrooms (Clair, 1995; Constantino, 1994; Echevarría et al., 2008). An abundance of additional research suggests that teachers and other helping professionals must possess a solid awareness of students from different linguistic and cultural backgrounds in order to work effectively and to meet the needs of this population (Avery & Walker, 1993; Diaz, 1992; Harris, 1996; Lynch, 1992; Pappamihiel, 2007; Seo & Hoover, 2009; Sowers-Hoag & Sandau-Beckler, 1996). Yet historically, teachers have brought very little cross-cultural background, knowledge, or experience to their training (Hollins & Torres-Guzman, 2005; Ibarra, 1999). A study conducted by Hadaway, Florez, Larke, and Wiseman (1993) found that the majority of pre-service teachers had few personal experiences in culturally diverse settings and that this significantly limited interaction and impacted the effectiveness of the educator-student relationship.

An overwhelming number of teachers report that they are not confident with their abilities to teach this population. For example, a mixed-method study by Batt (2008) revealed that the majority of teachers felt inadequately trained to address the needs of students from diverse cultural and linguistic backgrounds. These statistics are concerning and indicate that more needs to be done to prepare our teachers to work effectively with students who are culturally and linguistically different. Teachers who are not adequately prepared to work with English language learners often times feel ill-equipped and become

frustrated, lose confidence, have increased stress and anxiety, and are more likely to quit the teaching profession all together (Lee-Tarver, 2006). Lack of teacher preparation may directly or indirectly affect the students they teach and may serve to sustain negative attitudes towards their students, potentially causing emotional and psychological impairment, as well as lower academic achievement (García-Nevarez et al., 2005).

Many teachers do not feel their educational coursework sufficiently prepares them to teach this unique population (O'Neal, Ringler, & Rodriguez, 2008). In fact, it has been reported that only 12% of K-12 teachers nationwide have training in working with English language learners (McCloskey, 2002). In another study, 87% of teachers surveyed have never received any professional development or training to work with linguistically diverse students and 51% of respondents reported not being interested in training if it became available (Walker, Shafer, and liams, 2004). Even when teachers do attend professional development activities, many report that this preparation is inadequate. Research suggests that often times professional development addresses theoretical concepts, without providing concrete examples of instructional strategies (Desimone, Porter, Garet, Yoon, & Birman, 2002). Teachers want specific examples and tools for teaching that can be put to use immediately, rather than being bogged down with broad, generalized information (Clair,1995).

Social and Psychological Factors Affecting Student Outcomes

Researchers have traditionally underemphasized the social and psychological factors that impact students' learning, while focusing instead upon instructional factors that affect students' academic progress (Caroll, 1963; Glaser, 1982; Masten et al., 2005; Wang &

Walberg, 1985). However, a review of the school learning literature showed that social and emotional variables were equivalent to traditional instructional and cognitive measures on their impact on a student's educational progress (Wang, Haertel, & Walberg, 1990). These relationships may be even more significant with regard to English language learners as they strive to fit in with their English-speaking counterparts.

Research has shown that supportive classroom environments, characterized by positive and collaborative interactions with peers and teachers, are very important to ELL students' academic performance (LeClair, Doll, Osborn, & Jones, 2009). Researchers suggest that positive emotional experiences play an important role in academic achievement and have a considerable impact on students' ultimate academic success (Pekrun, Elliot, & Maier, 2009). Students' enjoyment, hope, and pride relate positively to academic achievement (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011), which has been shown to close the learning gap for these students (Hamre & Pianta, 2005). These results demonstrate the critical role of emotions in academic settings and provide evidence suggesting that emotions have a predictive power in explaining students' performance (Mega, Ronconi, & De Beni, 2014).

In addition, these supportive environments may help to foster student academic engagement, which has been shown to correlate positively with student' academic success (Doll, Spies, LeClair, Kurien, & Foley, 2010; Fredricks, Blumenfeld, & Paris, 2004; National Research Council and the Institute of Medicine, 2004; Reschly & Christenson, 2006). Increasing this engagement in the classroom has been found to have a significant impact on students' lives. Research has also shown that those students who are engaged demonstrate

high levels of on-task behavior such as completing assignments, complying with teacher requests, working independently, seeking help when appropriate, volunteering to answer questions, and engaging in assigned tasks during instructions (Liaupsin, Umbreit, Ferro, Urso, & Upreti, 2006). In addition, these students are more likely to have significantly higher grades, higher academic test scores, increased performance on standards assessments, and are more likely to complete school and transition into successful and satisfying adult lives (Doll, Spies, LeClair, Kurien, & Foley, 2010). Conversely, early problems with engagement show long-lasting and detrimental effects on students' achievement. Students who are chronically disengaged are significantly more likely to drop out of school without graduating (Reschly & Christenson, 2006).

The above section points to the importance of social and emotional variables and their impact on student academic performance and overall well-being. A continued examination of the relevant research may uncover further significant information pointing to the influence of these variables.

Teacher Attitudes

Among the social and psychological factors, attitude is a major variable affecting behavior. It influences our perception of objects and people, and the exposure to and comprehension of information (Trejan & Paul, 2014). In fact Nespor (1987), over 30 years ago, proposed that beliefs and attitudes are so strong that they are more influential in determining actions and behaviors than is learned knowledge.

It is no surprise that teachers' attitudes are important in determining their classroom effectiveness and behaviors (Jain, 2007) and may play an important part in the

overall learning process of their students (Diaz-Rico & Weed, 2002). Cummins (2000a) and Nieto (2000a) report that teachers' attitudes have a direct effect on student motivation, self-esteem, and educational outcomes.

Love and Kruger (2005) asserted that teacher attitudes may have the most serious impact when working with students who are minority, disabled, come from low SES backgrounds, and are ELLs. Brisk (1998) stated that a teacher's attitude about working with ELLs is just as important as a teacher's skill and competency, and past research suggests that teachers with affirming attitudes toward their students, their cultures, and their languages enhance the engagement, achievement, and overall well-being of their students (Brisk, 1998; Lucas & Villegas, 2011; Nieto, 2000a; Valdés, 2001).

Despite the importance of teacher attitudes toward their students, many teachers and teacher education students hold negative attitudes about students from racial, ethnic, and linguistic groups different from their own (Gay, 2003; Valli, 1996), and these attitudes are negatively impacting the students they teach. Nieto (2000a) notes that, "teaching language minority students successfully means above all challenging one's attitudes toward the students, their languages and cultures, and their communities. Anything short of this will result in repeating the pattern of failure that currently exists" (p.196).

Elmore and Fuhrman (2001) further note that teachers' judgments are powerfully influenced by their preconceptions of ELLs. Stereotypical attitudes and preconceived beliefs towards their students, communities, and cultures may influence and shape the quality of the learning experience the ELL student has. Some teachers believe that these students cannot learn and hold lower expectations for them (Alderman, 2004; Goodland, 1990).

They may reduce their ELL's opportunities by diluting course content, providing fewer modifications, and may ignore or exclude these students from classroom activities (Byrnes et al., 1998).

Researchers (Platt, Harper, & Mendoza, 2003; Reeves, 2004; Schmidt, 2000) suggest a host of factors could be influential in determining the welcoming or unwelcoming nature of teacher attitudes toward students who are English language learners (ELLs). These factors fall into three categories: (a) teacher perceptions of the impact of ELL inclusion on themselves, (b) impact of inclusion on the learning environment, and (c) teacher attitudes/perceptions of ELLs.

An examination of these teacher attitudes/perceptions towards ELL students reveal that these perceptions towards them are likely to affect what they learn and play a major role in the expectations of their students (Gollnick & Chinn, 1986; Hernandez, 1989; Rosenthal & Jacobsen, 2000). Research shows that negative teacher attitudes towards ELLs may be damaging (García-Nevarez et al., 2005), and that these negative attitudes and beliefs towards these students, and towards their native language, may lead to, and may also sustain teachers' negative attitudes towards the students themselves. This often leads to the expected behavior, even when teachers are unaware that they are communicating different expectations for different students (August & Hakuta, 1997; Cummins, 2000b; Gonzalez & Darling-Hammond, 2000; Youngs & Youngs, 2001). This notion has been termed *self-fulfilling prophecy* (Jussim, 1986, 1989, 1992; Tsiplakides & Keramida, 2010; Weinstein, 1998) and may be significant in explaining the impact that teachers' attitudes and beliefs have on their students. Jussim and Harber (2005) suggest that, "self-fulfilling prophecies

may occur because teachers behave differently toward high- and low- expectancy students. Teachers are typically emotionally warmer and more supportive of their high expectancy students, provide them clearer and more positive feedback, teach them more difficult material, and give them more opportunities to demonstrate mastery” (p. 142). Essentially, teachers teach more when they believe the student is more capable of learning (Tauber, 1998).

An additional supporting hypothesis proposed by the same authors suggest that people may be more susceptible to self-fulfilling prophecies when they enter new situations, as is the case with many English language learners who are acclimating to new social and cultural environments in their schools and beyond. This unfamiliarity may increase the vulnerability that social influences may have on them (Jussim, Eccles, & Madon, 1996).

Some researchers (Roth, 1995; Rowe, 1995, 2006) however question the importance and impact of self-fulfilling prophecies. One popular argument suggests that teacher expectations predict student achievement because those expectations are accurate in the first place, rather than actually being impacted by their teachers’ attitudes (Trouilloud, Sarrazin, Martinek, & Guillet, 2002). Recent research may help to quell some of the controversy about self-fulfilling prophecy. As reported in their meta-analysis of a variety of related studies over the past 35 years, Jussim, and Harber (2005) conclude that despite the often oversimplification of research data in the social sciences, teacher expectations clearly do influence students-at least sometimes.

Predicting Attitudes of Teachers Towards ELL Students

Relatively little research exists on the nature of teachers' attitudes toward ELL students, or about the predictors of these attitudes (Youngs & Youngs, 2001). Within this limited body of research, similar studies have revealed less than consistent results regarding teachers' attitudes towards ELL students. In a study conducted by Walker, Shafer, and Iiams (2004) it was determined that teacher attitudes towards ELL students ranged from neutral to strongly negative. However, in a similar study, Youngs and Youngs (2001) found that teacher attitudes were neutral to slightly positive in response to the following two questions: (a) "If you were told that you could expect two to three ESL students in one of your classes next year, how would you describe your reaction?" and (b) "How would you describe your overall reaction to working with ESL students in your classroom?" (p. 108). Considering the incongruent results obtained by these researchers, additional research in this area may be beneficial in order to better understand teachers' attitudes and perceptions towards ELL students and the impact these attitudes have.

Greenfield (2013) noted, "If teachers' perceptions of and attitudes toward students have historically been linked to student achievement, it is essential to examine these attitudes" (p. 3). Further research in this area may help to illuminate the impact of educators' feelings toward their students and the affect these feelings have on them. Youngs and Youngs (2001) suggest that, "If administrators, ESL practitioners, and mainstream teachers wish to promote attitudes that encourage learning among ELL students in regular content area classrooms, then they need a systematic, cumulative body

of research that both identifies significant predictors and provides a sense of their relative importance” (p. 98).

These authors propose a model based on past ELL-related research, which offers six categories of possible predictors of teacher attitudes toward ELL students. These categories are: (a) general education experiences, (b) specific English as a Second Language (ESL) professional training, (c) amount of personal contact with diverse cultures, (d) prior contact with ELL students, (e) demographic characteristics, and (f) personality.

In previous research, Villeme and Hall (1980) indicated that pre-service teacher attitudes toward education in general varies by gender, anticipated teaching grade level, and selected major within education. This appears to be the case when examining their attitudes towards English language learners as well. For example, Byrnes, Kiger, and Manning (1996) found that teachers with graduate degrees held more positive attitudes toward language diversity students than did teachers without this advanced training. Similarly, a study by García-Nevarez et al. (2005) asserted that there was a significant relationship between the degree level attained by the educator and his/her attitude toward the use of an ELL student’s native language in the classroom.

Based on a study conducted by Avery and Walker (1993) regarding pre-service teachers’ explanations of gender and ethnic differences in educational outcomes, Youngs and Youngs (2001) hypothesized that teachers with a general background in the social sciences would be more likely than others to have a positive attitude towards ELL students.

The geographic region of the educator appears to be significant as well. Byrnes et al. (1996) indicated that language attitudes differed across regions within the U.S. with more

positive attitudes coming from areas with a greater prominence of linguistically diverse students. These researchers concluded that increased exposure to these students contribute to more positive educator attitudes.

Teachers' attitudes have been shown to differ significantly among teacher/educator groups as well. For example, a study conducted by Pigge and Marso (1987) investigated the attitudes of four groups of educators: elementary, secondary, special education, and special areas (eg. speech language pathologist). Results indicated that preservice teachers in special area majors reported less desirable attitudes, more anxiety, and concerns about teaching following their student teaching experience as compared to the other areas. One likely hypothesis may be that these differences are related to the preservice students' teaching experiences within their respective programs. The researchers suggest that more research is needed in this area in order to better determine possible reasons for these group differences.

The Impact of Educator-Student Relationships

Doll and colleagues (2010) have identified eight variables from the research on developmental risk and resilience that are significant components of the learning environment with the potential to alter students' classroom success (Doll, Zucker, & Brehm, 2004; Doll, LeClair, & Kurien, 2009). These eight variables include five relational factors: 1) teacher-student relationship, 2) peer friendships, 3) peer conflict, 4) concerns about bullying, and 5) the home-school connection. Each of these factors has been demonstrated to affect at least one of the following important outcomes: school completion rates, student

engagement within and outside of school, student vocational and prevocational success, and academic performance.

Among these variables, it may not be surprising that the relationship between teachers and students appears to be a crucial factor in determining engagement and student success. Decades of research point to the importance of positive student-teacher relationships and the impact teachers have on student success (Hamre & Pianta, 2001; Midgley, Feldlaufer, & Eccles, 1989; Rudasill, Reio, Stipanovic, & Taylor, 2010). Close teacher-student relationships may have both short-term and long-term social and academic benefits for students (Hughes, Luo, Kwok, & Loyd, 2008; Roorda, Koomen, Spilt, & Oort, 2011; Wentzel, 2002; Wu, Hughes, & Kwok, 2010). Recently a meta-analysis of 99 studies revealed associations between these close relationships and higher levels of school engagement and achievement in students from preschool through 12th grade (Roorda et al., 2011). In another study, closer relationships between high school students and teachers have been associated with gains in students' grade point average (Murray & Malmgren, 2005).

Conversely, students with less positive relationships with their teachers had more behavior problems and poorer academic performance (Hamre & Pianta, 2001; Hughes et al., 2008; McCombs, 2004; Rudasill et al., 2010; Wentzel, 2002; Wu et al., 2010). For example, children who had problematic student-teacher relationships in kindergarten were more likely to have more behavior problems and lower grades in mathematics and language arts through the eighth grade (Hamre & Pianta, 2001).

This phenomenon appears to be significant with ELL students as well. Gillanders (2007) conducted a case study of a classroom composed of ELL and non-ELL students and determined that the teacher's strong relationship with his or her students enhanced the ELL student's social status and vocabulary skills. White and Kistner (1992) found that positive teacher feedback resulted in higher social preference and more positive peer descriptions.

Researchers have also established that positive student-teacher relationships may be significant with regards to students' mental health. This relationship appears to help students to feel respected, valued, and supported (Doll et al., 2004) and students who perceive their teachers as warm, caring, and emotionally supportive are less likely to become depressed or suffer declines in self-esteem (DeWit, Karioja, Rye, & Shain, 2011).

Additionally, some researchers have found that a student's physical health may be impacted by these relationships. McNeely and Falci (2004) report that teacher support protects students against the initiation of health-risk behaviors such as drug and alcohol use and weapon related violence. Conner, Mason, and Mennis (2012) also found that greater dissatisfaction with these teacher relationships were related to higher rates of substance use and abuse. Just as teachers' attitudes may impact students' attitudes, students' attitudes may affect teachers' attitudes. These student' attitudes are important because they in turn affect teachers' motivation to engage with their students, which in turn may translate into higher student motivation and performance (Karabenick & Clemens-Noda, 2004).

Student Self-Concept

A student's self-concept appears to be a significant factor in determining student success. Research has identified a significant link between a student's self-concept and his or her academic performance. Shavelson, Hubner, and Stanton (1976) defined self-concept as an individual's perception of himself or herself based on interactions with the environment and personal interpretation of experiences. In recent decades, there has been much interest among researchers regarding the meaning and importance of an individual's self-concept, particularly as it applies to the development of children in educational contexts (Valentine et al., 2004). Previous research indicates that children's academic self-beliefs and self-perceptions contribute to their school performance (Guay et al., 2003; Marsh & Martin, 2011; Niehaus & Adelson, 2013; Valentine et al., 2004). Examinations among the general school-age population support a reciprocal-effects model proposed by Marsh and colleagues (Marsh, 1990a; Marsh, Byrne, & Yeung, 1999; Marsh & Craven, 2006; Marsh & Martin, 2011); that is, students' academic self-concept and achievement share a reciprocal relationship in which more positive self-concept enhances achievement, and higher achievement fosters self-concept (Guay et al., 2003). Considering this relationship, it is plausible that teacher attitudes/perceptions affect students' self-concept, which in turn affects their academic and social success.

In a similar vein, a study conducted by Saracaloglu, Serin, Bozkurt, and Serin (2004) revealed that pre-service teachers felt that their attitudes were mainly affected by their teacher educators' attitudes and that pre-service teacher educators' disinterest negatively affected their attitude. This research, though not focused on the primary or secondary level,

also seems to support the significant influence that an educator has on his/her student's attitude.

Impact of Teaching Anxiety on Student Performance

Teaching anxiety is defined as the feelings, beliefs, or behaviors that interfere with a person's ability to start, continue, or finish tasks (Thomas, 2006). It is an affective state which is expressed in unpleasant feelings, physical symptoms, and coping behaviors (Everhart, 2009; Sinclair & Nicoll, 1981). Anxiety appears to be a significant factor impacting both teachers and students and has been investigated by researchers since the 1930's (Hicks, 1933; Peck, 1936).

Research has shown that teaching anxiety may affect teaching effectiveness and may negatively impact the learning environment (Bernstein, 1983; Everhart, 2009; Vasavada, 1981). Koran and Koran (1981) reported that teachers' anxiety was negatively related to their performance and to their students' performance in the schools. Similarly, Zoller and Ben-Chaim (1998) concluded that a reduction in teacher anxiety often leads to enhanced student achievement. Additionally, Doyal and Forsyth (1983) found that teachers' anxiety was positively related to students' anxiety, and negatively affected the rapport and acceptance by their students. Teacher anxiety is a major component of teacher burnout (Ameen, Guffey, & Jackson, 2002; Byrne, 1994).

Teacher anxiety likely has health implications for teachers as well. An abundance of multidisciplinary research (e.g., Ameen et al., 2002) suggests that anxiety leads to short-term and long-term health problems. In the Ameen et al. (2002) study, it was reported that 80% of the sample population reported general psychological reactions such as

apprehension. 38.5% of this same sample reported experiencing specific physical symptoms, such as heart-rate acceleration, gastrointestinal distress, or being flushed. In any case, anxiety has health implications for teachers and their ability to work effectively with ELLs.

Continued research in this area suggests that certain factors may contribute to teachers' anxiety. Ameen et al. (2002) assert that in order to help teachers become the most effective, researchers must identify the specific sources causing anxiety. A study performed by Campbell and Williamson (1974) determined that anxiety varied among certain disciplines and teaching assignments. Another study conducted by Gardner and Leak (1994) determined that certain demographic characteristics were also correlated with anxiety. Additional research by Ameen et al. (2002) found that teaching anxiety was also associated with academic rank, age, and years of teaching experience.

Teacher anxiety and its relationship to teacher performance has been measured within the educational literature for sometime. In 1973 Parsons (1973) developed the *Teaching Anxiety Scale*. This scale was used to determine whether the increased number of teacher preparation courses throughout the progression of their teacher education program reduced anxiety in pre-service teachers. In 1978, George (1978) developed the *Teacher Concerns Questionnaire*, which was used to measure problems and concerns about teaching (Pigge & Marso, 1987).

Anxiety may also affect pre-service teacher candidates' attitudes and performance. Pre-service teachers with high levels of teaching anxiety and less positive attitudes towards teaching were less likely to become certified teachers (Ingersoll, 2001; Marso & Pigge, 1997).

Teacher attrition is quite high and anxiety appears to be a significant factor. In another study conducted by the same authors, only 29% of teaching graduates actually made the transition to full-time teaching (Marso & Pigge, 1997). Though this study did not focus specifically on anxiety, it may have provided the impetus for the authors to examine the significance of anxiety in teachers not becoming employed as teachers.

More recently, Everhart (2009) examined the anxiety of preservice teachers towards students with disabilities. He noted that, “preservice teachers across educational fields typically have expressed anxious feelings toward upcoming experiences in which they were to work with students with disabilities” (p. 704).

Despite the research discussed above, few studies have been conducted specifically addressing this relationship regarding preservice teachers’ anxiety towards ELLs. More research in this area may help to illuminate this significant affect anxiety has on teachers and the students they teach.

Teacher Education Programs for Culturally and Linguistically Diverse Students

Historically, teacher education programs have emphasized prospective teachers’ need for training in cultural awareness and sensitivity that fosters responsive pedagogy (Goodwin, 1997). However, a review of the existing research of teacher preparation for English Language Learners in their classrooms indicates that such efforts are limited and less than fruitful (Sleeter, 2001). “Teacher preparation coursework and professional development activities do not typically integrate issues particular to ELLs, to ELL advocacy practices, or to the development of understandings concerning the needs and strengths of this population” (Meskill, 2005, p. 739). Only 15% of Bachelor level early childhood teacher

education programs and 13% of Associate level programs require a course in working with bilingual children (Maxwell, Lim, & Early, 2006). In order to meet the needs of these linguistically diverse students, there must be a greater investment in teacher preparation and professional development (Roy-Campbell, 2012).

Given the changing population demographics in the United States, it is evident that there is a crucial need to include language minority courses in teacher preparation curricula (Gillanders, 2007). In fact, some researchers believe that all educators, regardless of grade level or subject-area, should receive specific ELL training (Carrasquill & Rodriguez, 1996; Cummins, 1997; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Mohan, Leung, & Davison, 2001). These researchers suggest that the content of these courses should include topics such as language acquisition and development, learning and teaching a second language, language cultural diversity, and sociology for educators (Fillmore & Snow, 2000; Nieto & Rolón, 1997). Meskill (2005) iterates that teachers must be taught the relationship between language and culture and the theories behind language acquisition in order to be most effective. In order for teachers to address language and literacy development, they must first try to understand what it is like to be a language learner (Montavon & Delaney, 2007). Research has shown that educators who acquire proficiency in a student's language improved attitudes and gained greater empathy towards ELLs (Dekutoski, 2011; Lo, 2009; McKinney, 2008). Additionally, understanding these nuances increased their feelings of effectiveness towards these students and reduced their anxiety. Paneque and Barbetta (2006) conducted a study, which examined perceived teacher efficacy of special education teachers towards ELL students with disabilities. Results indicate that proficiency in the

students' native language helps to foster feelings of self-efficacy, which may positively affect the educator-student relationship.

A single course, however, regardless of its quality, may not be enough to provide the knowledge and skills necessary to implement multicultural education and to teach children from linguistically diverse backgrounds. Multicultural and linguistic education must be an integral element of the teacher preparation program (Fox & Diaz-Greenberg, 2006; Larke, 1990), not just an added component addressed in one or two courses or by one or two instructors (Chisholm, 1994; Pappamihiel, 2007). Some researchers believe that this is not sufficient to alter long-held beliefs and biases (Pappamihiel, 2007; Smith, 2011), and that "all too often single courses in intercultural or linguistic diversity tend to encourage preservice teachers to accept a one-size-fits-all mindset" (Pappamihiel, 2007, p.44).

A study conducted by Smith (2011) seems to support the notion that one course is insufficient in changing attitudes. One aspect of Smith's study examined the attitudes of pre-service teachers towards the inclusion of ELLs. After one ELL course the results indicated that there were no significant attitudinal differences in these teachers. Additionally, this study revealed that even after taking a number of courses -from the beginning- to the end of their program of study, students reported that their attitudes towards inclusion were not really any different than when they began the program. This study as well as others (eg. Agnello & Mittag, 1999; Boger & Boger, 2000; Kagan, 1992; Knudson, 1998; Schick & Boothe, 1995) supports the idea that more than just coursework alone is necessary to change pre-service teachers' attitudes towards this population. Past experiences and prior beliefs exert a powerful force on teacher attitudes and are extremely

difficult to alter through coursework alone (McDiarmid & Price, 1993; Pappamihiel, 2007; Sleeter, 1992; Tatto, 1996). “Even when preservice teachers learn about the necessity of accommodating ELLs in the classroom, unless their belief systems support these accommodations, they will be unlikely to implement them effectively” (Pappamihiel, 2007, p. 45).

Because of the disconnect between many teachers and students, additional learning opportunities are needed. Some researchers suggest that all courses in education should provide opportunities to interact with culturally diverse children in various educational settings (Artiles et al., 2010; Chisholm, 1994). The preparation of culturally competent teachers calls for the infusion of multicultural philosophy, practice, and content across all preservice program areas (Bodur, 2012). Finally, Milner, Flowers, Moore, Moore, and Flowers (2003) assert that, “teacher education programs should consider increasing preservice teachers’ opportunities to interact with diverse groups of students” (p. 69).

One way to increase these opportunities is to provide additional learning experiences outside the classroom. These opportunities can be found through field experiences, such as internship and practicum, as well as specific service learning experiences (Einfield & Collins, 2008; Folsom-Meek, Grotelushchen, & Nearing, 1996; Hodge & Jansma, 1997; Stewart, 1990). Research shows that these exposure experiences may have an even greater impact on attitudes than just coursework alone. An array of field experiences gives student educators exposure to and confidence with cultures different than their own by providing them with the opportunity to apply the information and concepts learned from classroom course content to a structured educational setting (Bollin,

2007). Simply, it gives students the opportunity to translate research into practice.

Immersing pre-service teachers in culturally diverse settings through well-supported learning experiences may help to quell some of the misconceptions educators have towards English language learners. These programs help preservice teachers examine their own feelings and beliefs in a controlled environment (Dunlap, 1998). Researchers have shown that these type of teacher-training experiences may help students to confront their own biases, learn to view things from different perspectives, provide enlightenment regarding social injustice and discrimination, and encourage cultural appreciation (Chang, Anagnostopoulos, & Omea, 2011). Kyles and Olafson (2008) suggest that the more diverse experiences teacher candidates have, the more likely they are to appreciate and show sensitivity to other cultures. These experiences may help reduce the anxiety of the unfamiliar that many pre-service teachers face and may help them to embrace cultural and linguistic diversity as a resource rather than a stressor (Marso & Pigge, 1997). These training experiences offer meaningful ways to help preservice teachers develop professional competence, as well as positively change attitudes towards ELLs (Chang et al., 2011). Sears, Cavallaro, and Hall (2004) found that these experiences helped preservice teachers develop personal commitment and self-awareness as well as understanding individualization practices.

One example of a service learning experience is a community based cross-cultural immersion program where teacher education students live in communities that are culturally different from their own while they are learning how to teach (Sleeter, 2001). During the immersion experience these students have ongoing substantive community

involvement in conjunction with student teaching. Several studies support the effectiveness of this type of program in positively changing students' attitudes toward diversity (Melnick & Zeichner, 1996; Pappamihiel, 2007). "This combination of experience, controlled fieldwork, classroom instruction, and reflection creates a learning experience powerful enough to transform, or at least challenge, existing beliefs in a safe environment" (Pappamihiel, 2007, p. 46).

Despite the perceived importance of cultural and linguistic education in pre-service education, some studies indicate that teacher education programs are insufficient in changing pre-service teachers' attitudes to positive (Darling-Hammond, 2006). Jordan (1995) suggests that these programs do not alter students' attitudes and beliefs that have been developing during the 18 to 20 years of formative experiences students have prior to post-secondary education. Similarly, Kagan (1992) conducted a review of forty relevant studies published or presented between 1987 and 1991. As a result of this comprehensive review, the author did not find evidence of significant changes in participant beliefs. She notes, "Personal beliefs that are brought with them into education programs usually remain inflexible. Candidates tend to use the information provided in coursework to confirm rather than confront and correct their preexisting beliefs. Thus a candidate's personal beliefs and images determine how much knowledge the candidate acquires from a preservice program and how it is interpreted" (p. 154). There is limited research, however, on the effectiveness of such programs for long-term change, and results are mixed (Sleeter, 1992). Considering the conflicting results of similar studies, more research is needed in order to determine which aspects of preservice education programs are the most effective for culturally and

linguistically diverse students. Sleeter (2001) concludes that, “there are too few data... to know how well teachers in such programs learn to teach in culturally diverse schools” (p. 101).

According to Sleeter (2001), pre-service teacher education programs typically take two rather different approaches in order to address and close the cultural gap between teachers and children. The first approach is to recruit and bring more teachers into the teaching profession who are from culturally diverse communities with pre-identified attributes that predict classroom success. Martin Haberman (1993) has been the leading advocate and developer of this strategy. He contends that teachers succeed or fail based on what they bring to teaching more than on what they learn in a preservice program. Haberman has found that predictive criteria, such as teachers’ experiences with languages other than English, age, and having children can predict not only the future success of teachers but also the degree to which they will succeed (Haberman, 1993). The second approach is to try and develop the attitudes and multicultural knowledge base of these student teachers through multicultural coursework and training experiences, which emphasize the importance and benefit of greater racial and cultural understanding.

Racial Identity Development

The past three decades have seen significant increases in racial and ethnic minority students across the educational system, yet teachers remain predominately non-minority. Currently almost a third of all elementary and secondary school students are from minority populations, and according to the United States Census Bureau (2010), the overall minority population has increased 29% from 2000 to 2010 as the general teacher population has

remained virtually the same. Nationally, fewer than 15% of teachers and fewer than 12% of school administrators are members of ethnic minorities and in the United States the typical teacher as well as pre-service teacher candidate continues to be a White, middle-class, English-speaker (National Center for Education Statistics, 2012; Jones, 2002).

This discrepancy appears to be significant as many researchers have shown that teachers tend to retain stereotypes about children from cultural, ethnic, or socioeconomic minority groups and that they may contribute to the feelings, beliefs, and perceptions that these pre-educators have towards their students (Barry & Lechner, 1995; Bell, Horn, & Roxas, 2007; Darling-Hammond, 2006; Gilbert, 1995; Hollins & Torres-Guzman, 2005; Sleeter, 2001). Experimental studies in social psychology suggest that racial stereotypes can be activated automatically and influence social judgments in a manner that is not perceived by individuals making the stereotyped judgments (Adams, Biernat, Branscombe, Crandall, & Wrightsman, 2008). Tettegah (1996) asserts that classrooms are just microcosms of the larger society and that teachers share the same racist and judgmental attitudes as the general population of the United States, despite the fact that many teachers have taken courses in cultural sensitivity and have been exposed to cultural training and awareness.

As previously mentioned, teachers' attitudes and beliefs towards their students are becoming more important as the classroom continues to diversify and are important factors to be considered by practitioners, educators, and researchers (Rowe, 2006). Teachers are responsible for creating the most effective environments for their students to learn, and in order to create such a positive place for learning they must constantly look at how their personal beliefs and possible biases affect their ability to create an optimal place for their

students to learn (Frazier, 2014). Nieto (2000a) states, “teaching language minority students successfully means above all challenging one’s attitudes toward the students, their languages and cultures, and their communities. Anything short of this will result in repeating the pattern of failure that currently exists” (p. 196).

Counselor Education and Racial Identity Development

There is a growing acceptance that educators must understand their own racial identity in order to support the positive development of their students (Rowe, 2006). For example, Constantine and colleagues suggest that pre-service educators may benefit from specific racial identity development training similar to that provided within the counseling and psychology discipline (Constantine, 2002; Constantine, Warren, & Miville, 2005). Constantine et al. (2005) suggest that understanding the impact of racial identity attitudes may have profound impact on the development of multicultural competencies. A teacher’s own awareness of race and racism impacts the ability to educate his/her students effectively (Schniedewind, 2005) and likely shapes his/her attitudes and beliefs towards them. If teachers do not acknowledge their own racial identity and the impact that it may have on their students, it may be more difficult to adequately support these students who are in the process of developing identities themselves (Lawrence & Tatum, 1997a, 1997b; McAllister & Irvine, 2000).

Unlike the field of teacher education, the counseling psychology discipline has taken bold, definitive steps to explore, reveal, and assess racial attitudes and stereotypical belief structures (Dickson, Jepsen, & Barbee, 2008). An integral part of counselor effectiveness is self-awareness (Corey, Corey, & Callanan, 1993), which is the consciousness a person has of

specific events that influence his or her psychological, social, emotional, and cultural attributes (Sommers-Flanagan & Sommers-Flanagan, 1993). The literature suggests that counselors may be better able to understand and appreciate their own and other racial and cultural groups when they are aware of their racial attitudes and perspectives (Cook, 1994; Kumar & Hamer, 2012). Kumar and Hamer (2012) refer to this as *cultural identity* and define it as a conglomeration of nationality, race, ethnicity, class, religion, and language that is shaped by one's past experiences, knowledge base, and learned values and beliefs.

An essential process in the development of multicultural competencies during pre-service counselor training is for counseling students to acknowledge and confront biases they may have toward culturally diverse persons (Kiselica, 1999; Ponterotto, Utsey, & Pedersen, 2006). Prior research in counselor education suggests that racial identity training may assist counselors in altering their own racial perceptions of themselves and those of others, and to develop more mature schemas about race (Evans & Foster, 2000). They develop awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behavior (Chisholm, 1994).

Helms' (1984, 1990, 1995b) *Racial Identity Model* has been at the forefront of multicultural counseling literature for sometime. The *Racial Identity Model* or *Racial Identity Schema* is defined as "the dynamic cognitive, emotional and behavioral processes that govern a person's interpretation of racial information in her or his interpersonal environments" (Helms, 1995b, p. 184). This model originated with the intention to predict the dynamics between counselors and clients on the basis of their racial identity ego schemas (Helms, 1990). He pointed out the potential importance of identifying the racial

attitudes of participants in counseling dyads, with some matches likely to be productive, and other combinations likely to result in conflict (Rowe, 2006). Likewise, Atkinson and Thompson (1992) pointed out the potential research gains using racial attitudes as a within-group variable. Numerous studies have supported this notion and found that more advanced racial identity schemas on the part of counselors is positively related to self-reported multicultural counseling competence (Constantine, 2002; Evans & Foster, 2000; Ladany, Inman, Constantine, & Hofheinz, 1997).

Coursework focusing on racial identity and introspective thinking, in conjunction with clinical training experiences, may help to enhance and support educator development. Though it is true that most pre-service education teachers are required to participate in on-site training opportunities through practicum and internship experiences, most of these educators do not receive specific racial identity development training for working with culturally and linguistically diverse students.

In addition, the counseling discipline differs from other areas because pre-service counselors participate in supervision, which provides these students with an environment where they can process and reflect on diversity issues within their counseling practice (Bhat & Davis, 2007; Nilsson & Duan, 2007). Gainor and Constantine (2002) report that counselor trainees who receive greater amounts of multicultural supervision tend to display higher multicultural case conceptualization ability as compared to their peers who do not receive this supervision.

Special Education and Racial Identity Development

Within the teacher education literature, researchers have focused on how attitudes can be changed through modifying teacher education program structures (Levin, Hibbard, & Rock, 2002; Marlowe & Maycock, 2001). This has been evidenced often within the special education field as pre-service teachers cope with their attitudes and anxiety towards working with students with disabilities. By completing coursework designed to prepare candidates to teach students with disabilities, the attitudes of pre-service teachers have been improved (Milsom, 2006; Rizzo & Vispoel, 1992b).

Students with disabilities face similar negative attitudes and discrimination as those students who are English language learners. Similarly, students with disabilities face discrimination resulting from negative opinions, beliefs, attitudes, and perceptions held about disabilities (Bogdan & Knoll, 1995; Wilson & Scior, 2014). Legislation was enacted to help circumvent the impact of negative attitudes and the resulting discrimination experienced by this population (Rabren & Curtis, 2007). In 1975 Congress passed public law 94-142, the Education of the Handicapped Act of 1975, which maintained that students with disabilities must be educated in an environment offering the best opportunity for success with the least restrictions. Fifteen years later Congress passed public law 108-446, the Individuals with Disabilities Education Act (U.S. Department of Education, 2004), ensuring all students a free and appropriate public education. Subsequent amendments to this law placed more responsibility on general education teachers for educating students with disabilities. In court cases such as *Mills v. the District of Columbia and PARC v. Commonwealth of Pennsylvania*, the federal court system ruled that students could not be

denied an education solely because of their disability (Blanchett, Mumford, & Beachum, 2005).

Similar to the language minority research, special education researchers have found that educational opportunities, such as practicum and internship/field experiences, positively affect pre-service teachers' attitudes towards students with disabilities and perceive these differences in a more positive manner (Thomas, Curtis, & Shippen, 2011). In conjunction with coursework, research shows these experiences may have an even greater impact on teachers' attitudes as these students learn to confront their biases toward special education students (Folsom-Meek et al., 1996; Hodge & Jansma, 1997; Prater & Sileo, 2004; Short & Bullock, 2013; Stewart, 1990). Thomas et al. (2011) have discussed the term *interaction strain*, which is often experienced by individuals without disabilities, as decreased interaction with people with disabilities, including fewer conversations and less social interaction and eye contact. It would be interesting to know whether this phenomenon is significant towards the English Language Learner (ELL) population as well and further research in this area may illuminate whether interaction strain is significant among the English language learner populations. It is possible that many pre-service educators encounter this *interaction strain* as well when working with the ELL population because of less knowledge, content, and experience with this group.

Considering the abundance of coursework focused on sensitivity training, diversity, diversity of the clientele, and the sensitive nature of working with students with physical and mental disabilities, it is plausible that pre-service students of special education and counseling programs may feel more comfortable working with culturally and linguistically

diverse students, as compared to those students in regular education teaching programs, and that their increased comfort level positively affects their attitudes toward ELLs. This research seeks to determine significant attitudinal differences and factors that may account for these differences.

The Role of School Counselors

School counselors must take an active role in assisting ELL students (Aber, Grannis, Owen, & Sawhill, 2013). According to Cook (2015), school counselors play a very important role in teaching and guiding these students. Not surprisingly this role is increasing and continuing to evolve as the numbers of ELLs continues to increase in our schools (Owens, Thomas, & Strong, 2011).

The role of the school counselor is mandated by specific legislation (eg. PL 94-142; IDEA). In response to this legislation, The American School Counselor Association (ASCA, 2010) has delineated roles and responsibilities for working with these students and has published guidelines for servicing these students (Milsom, Goodnough, & Akos, 2007; Studer & Quigney, 2005). Additionally, the school counselor is guided by the ethical obligation to provide equal services to these students. School counselors have a duty to ensure a safe and culturally competent school climate, which supports the holistic development of all students (ASCA, 2010; Paredes et al., 2008).

By infusing cultural awareness into their comprehensive school-counseling program, school counselors serve to promote a nurturing school environment to ELLs (Goh et al., 2007). Through program initiatives, school counselors are able to positively impact schools and school systems by shaping attitudes and changing school climates (Milsom, 2006). It is

essential for counselors to continually assess and monitor current program effectiveness, as well as to determine stakeholder attitudes. Accordingly, school counselors may implement programs for both school personnel and students geared towards examining self-awareness of bias, increasing sensitivity towards differences, accepting others, and positively supporting students with special needs. Research suggests that these initiatives should focus on the development of tolerance and respect, empathy, self-esteem, anger management, diversity, discrimination, cooperation, and character education (Milsom, 2006; Milsom et al., 2007; Myers, 2005).

School counselors are school leaders and serve as advocates for English Language Learners (Hall, 2015). They have the ability to provide these students with a voice through connection and understanding. They bring invaluable skills and knowledge, such as the ability to facilitate communication, increase awareness of community resources, and collaborate with teachers, administrators, and families (Milsom, et al., 2007). Through this collaboration, school counselors are able to identify perceptions, procedures, and policies that may hinder the social and academic performance of ELLs (ASCA, 2010; Holcomb-McCoy, 2004). Once identified, an action plan is developed and implementation may begin.

Acclimating to a new culture and adjusting to new social and academic environments can be a difficult time for ELLs to say the least. It is no surprise that transitioning to a new country or region has been shown to create anxiety, depression, and stress for new language learners (Davis et al., 2010). This is understandable considering the sizeable changes that these students endure. Not only do these students have to acclimate to a new environment but they must also face the pressures of having to learn a new

language (Dixon & Hayden, 2008). Learning a new language may create not only anxiety, but social isolation as well (Spomer & Cowen, 2001). Research suggests that this isolation may be due in part to racial labeling and profiling by school personnel and students, inadequate social support networks, and lack of social acceptance by teachers, peers, and the community in general (Williams & Butler, 2003). School counselors however are in a position to help ELLs cope with this. They possess the unique ability and training to assist ELLs by employing interventions that align with the ASCA (2010) *National Model* and *National Standards* (eg. Limberg & Lambie, 2011; Table 1, p. 49).

It is imperative that counselors pay special attention to the changes and maintenance of a student's personal identity (Grimshaw & Sears, 2008). Research shows that some ELLs may find it difficult to establish a sense of identity and develop depth in their interpersonal relationships as they transition to their new environment (Dewaele & van Oudenhoven, 2009; Hervey, 2009). This may be problematic considering that a student's identity development affects their socio-emotional functionality as well as their academic achievement (Grimshaw & Sears, 2008). Many of these students may view themselves as temporary residents or may continue to identify as a member of their first culture (Cockburn, 2002). Research suggests that some of these students may be so focused on adjusting to their new environment that their intrapersonal identity development may be negatively affected (Walters & Auton-Cuff, 2009).

Transitioning to a new environment may evoke feelings of loss and grief for ELLs and if these feelings are not recognized and processed, students may face problems stemming from this later in life (Gilbert, 2008). Pollock and Van Reken (2001) state that these

students may experience several different kinds of grief including: loss of friendships and relationships with family, loss of a comfortable lifestyle, and loss of important possessions. Though these experiences may not be the typical form of grief that most people are accustomed to, schools still have a responsibility to support these students (Limberg & Lambie, 2011), and research suggests the benefit of counseling services in order to assist students in coping with these issues (Dixon & Hayden, 2008).

Counselors may provide direct student services including: individual, group, and family. These services have been shown to improve the academic and personal/social performance of these students, as well as their overall well-being (Davis et al., 2010). Davis et al. (2010) found that students who participated in these counseling programs showed a decrease in levels of depression, anxiety, and stress, and an increase in levels of overall student functioning. Limberg and Lambie (2011) also found the importance of these programs and stressed the integral role that counselors play in these transitions.

Individual Counseling

Research points to the benefits of individual counseling in order to assist ELLs and to cope with their needs (Hall, 2015). It is important that these students receive increased support, particularly during the initial transition period (Hervey, 2009). School counselors are poised to assist these students and to help them cope with their increased needs. Individual counseling provides opportunities for ELLs to address specific concerns in a private, one on one setting. Issues such as transition/acclimation, grief, discrimination, friendship building, stress/coping strategies, and academics are some of the areas where counselors may assist.

Group Counseling

Providing and facilitating small groups is another way counselors may assist ELLs. Small groups have been shown to improve the emotional-social and academic performance of ELLs (Davis et al., 2010). Research suggests that ELLs struggle to make connections with others, and to establish strong relationships (Cockburn, 2002; Hervey, 2009). In this setting, counselors may provide students with opportunities to establish these relationships and to develop friendships with others who share similar experiences (Davis et al., 2011). Additionally, small groups may promote an environment that facilitates social skills development and may provide a type of social community to ELLs (Cockburn, 2002). Research shows that these experiences may contribute to a sense of belonging, comfort, and reassurance and may ease their transition to their new environment (Greenholtz & Kim, 2009; Walters & Auton-Cuff, 2009).

Gilbert (2008) suggests that intercultural groups may provide opportunities for ELLs to work on establishing friendships with students from various backgrounds. These groups have been shown to facilitate intercultural awareness by providing exposure and education to different cultures, as well as allowing students to discuss these issues in a safe, culturally responsive setting (Feddes, Noack, & Rutland, 2009). By virtue of their training, experience, and position, school counselors are able to support students' interethnic and interracial friendships in order to improve cultural competence and understanding among students (Pica-Smith & Poynton, 2014).

Additionally, counselor' 'buddy programs' provide students with additional opportunities to make connections. Counselors pair students with similar backgrounds or

interests in order to facilitate connections (Limberg & Lambie, 2011). Research shows that this program may be very valuable if implemented and monitored correctly (Dixon & Hayden, 2008).

Literacy Assistance

Research has shown that English literacy acquisition delays have serious long-term effects on academic performance, graduation rates, and employability (Annie E. Casey Foundation, 2011). A sophisticated school counselor may provide assistance in literacy instruction for ELL students. By integrating literacy-based activities through direct services and partnering with teachers, parents, and organizations to provide literacy enrichment opportunities, school counselors can impact ELLs' academic achievement and increase the chance for success (Cook, 2015).

By collaborating with administrators and teachers, school counselors can identify ways to promote literacy development that aligns with ASCA's roles for school counselors (Cook, 2015). School counselors can provide teachers with instructional and management strategies for helping ELL students learn reading and literacy skills by working in conjunction with educators (Darch, Shippen, Darch, Patterson, & Massey, 2014).

Family and Community Services

Steen and Noguera (2010) suggest that merely implementing in-school interventions are not enough, however. These authors iterate that all stakeholders must be considered, including parents and community members. Aydin, Bryan, and Duys (2012) suggest that school counselors are in the best position to promote partnerships with families and community members because of their expertise in human development, collaboration, and

system change. Cook (2015) asserts, "School counselors have the training and are well-positioned to strengthen connections and partnerships between the school and community" (p.4). Arranging for meetings and discussing topics, such as defining school counselor roles and responsibilities, student educational options, school system procedures, and special services are some examples of ways school counselors can bridge the gap with parents and community (ASCA, 2010). These are important as they provide education as well as encourage community involvement.

Discrimination and Changing Teacher Attitudes

Historically, research shows that experiences of racism and discrimination have negatively impacted ELLs' academic achievement in schools in the United States (Benner & Graham, 2011). School counselors however are in a unique position to reduce these prejudicial attitudes and to increase the positive racial attitudes in schools by working closely with teachers and administrators (Pica-Smith & Poynton, 2014; Ponterotto et al., 2006). Research shows that a positive relationship with these stakeholders may impact student success and enhance academic achievement (Sink, 2008). School counselors may advocate for students by encouraging teachers and administrators to address beliefs and attitudes that may present barriers to student success (ASCA, 2005, p. 24). One way to achieve this is for counselors to implement education such as trainings that are aimed at increasing sensitivity and acceptance towards ELLs (Milsom, 2006). During these training opportunities school counselors can provide opportunities for teachers to discuss, ask questions, express their feeling in a non-threatening, open environment (Helker, Schottelkorb, & Ray, 2007).

The school counselor may also assist teachers through the modeling of appropriate behaviors in the classroom in order to create an environment that is welcoming and student oriented. Through classroom guidance presentations and co-teaching, school counselors may demonstrate appropriate and effective ways to facilitate a warm, caring, inclusive classroom. School counselors may assist teachers on focusing on children's strengths rather than perceived negative aspects of the student. Helker, Schottelkorb, and Ray (2007) suggest that this is essential in order to build a supportive caring relationship with students.

Summary

This chapter included a review of the literature concerning pre-service teachers' attitudes and the factors that may influence these attitudes. Past research suggests the importance of educators' attitudes towards their students and how these attitudes may impact them. Additionally previous studies suggest that there may be factors/predictors affecting these attitudes. Previously identified factors include: exposure to cultural diversity, gender, prior educational experiences, geographic location, program of study, and demographics.

III. Methodology

This chapter outlines the research methodology and design used by the researcher to examine the attitudes, beliefs, and perceptions of pre-service school counselors, pre-service special education, and pre-service regular education teachers regarding students who are English Language Learners (ELL's) and what differences there may be among these groups. In addition, the researcher sought to determine whether there might be factors, which may affect these perceptions. The research questions, participant information, data collection, instruments, data analysis, and overall procedures were discussed.

Research Questions

The research questions for this study were:

1. What are the beliefs towards inclusion of English Language Learner (ELL) students among pre-service school counselors, special education, and regular education teachers?
2. What are the attitudes of pre-service school counselors, special education, and regular education teachers towards educating English Language Learner students?
3. What is the relationship between attitudes towards inclusion and attitudes toward English Language Learner students among pre-service school counselors, special education, and regular education teachers?

4. What is the relationship between the pre-service educators' demographics, level of contact, type of degree, training experiences, experience level, and belief of using a second language in the classroom on the perceptions of these educators towards students who are English Language Learners?

Description of Participants

Pre-service regular education teachers, special education teachers, and school counselors were recruited from 14 education courses at two southeastern universities. All participants were 18 or older and self-identified as pre-service special education, regular education, or school counselors. 122 respondents submitted survey packets. Of these, there were 38 special education students, 47 general education, and 37 school counseling students. 48 of the participants were graduate students and 74 were undergraduate students. Of these participants, 12 (9.8%) were males, and 110 (90.2%) were females. 97 (79.5%) participants identified as Caucasian, 20 (16.4%) identified as African American, two (1.6%) identified as American Indian or Alaska native, two (1.6%) as Asian, and one (0.8%) participant identified as both Caucasian and American Indian or Alaska native. 119 (97.5%) participants identified English as their native language, two (1.6%) identified as Korean, while one (0.8%) identified German as his/her native language. Frequency distributions for all demographic questions are shown in Table 3.1.

*Table 3.1
Participant Demographic Information*

Program Type	N	%
General Education	47	38.5
Special Education	38	31.1
School Counseling	37	30.3

Standing	N	%
Undergraduate	74	60.7
Graduate	48	39.3

Gender	N	%
Female	110	90.2
Male	12	9.8

Ethnicity	N	%
Caucasian	97	79.5
African American	20	16.4
American Indian or Alaska Native	2	1.6
Asian	2	1.6
Other	1	0.8

Native Language	N	%
English	119	97.5
Korean	2	1.6
German	1	0.8

Instruments

Pre-Service Inclusion Survey (PSIS)

The *Pre-Service Inclusion Survey* (Soodak, et al., 1998; Shippen, et al., 2005; Thomas et al., 2011) was used to assess the anxiety/calmness and receptivity/hostility of three groups of pre-service educators (regular education, special education, counselor education) towards the inclusion of English Language Learners (See Appendix D).

The PSIS consists of a 43 word introductory scenario followed by a list of 17 Likert-type scale questions regarding the perceptions of the participants. The hypothetical scenario is modified from the original and states that the students are just beginning their professional internship at the end of their degree program and discover that they will be serving students who are ELLs and have limited English proficiency. They are then asked to respond to the questions that best describes their feeling about this. The questions contain two subscales, which measure the participants' levels of anxiety/calmness and hostility/receptivity based on this scenario. Each question was delineated with five possible selections: *negative, somewhat negative, neutral, somewhat positive, and positive*. In order to ensure valid responses these items were counterbalanced with positive and negative variations. Therefore, higher scores represent more positive perceptions. Three previous studies were conducted in order to develop the PSIS measure and to determine its psychometric quality. According to Shippen, et al. (2005), a confirmatory factor analysis was conducted in order to determine if the 17 items presented in the PSIS (Soodak, et al., 1998) held their factor structure even after manipulation of the scenario content. This analysis affirmed that the PSIS maintained the original two-factor structure even in its

modified form without disturbing the validity and reliability. The confirmatory factor analysis yielded a two-factor structure and accounted for 45 percent of the variance in participant responses. The two factors were confirmed by principal components extraction and varimax rotation. The first confirmatory factor structure (hostility/receptivity) is heavily loaded on adjective pairs such as enthusiastic/unenthusiastic, angry/not angry, willing/unwilling, and cooperative/resistant. The second confirmatory factor structure (anxiety/calmness) also relies on adjective pairs such as fearless/scared, relaxed/anxious, calm/nervous, and insecure/confident (See Table 3.2 Below).

Table 3.2
Factor Analysis of PSIS (Shippen et al., 2005)

Adjective Pair	Factor 1 Hostility/Receptivity	Factor 2 Anxiety/Calmness
Enthusiastic/Unenthusiastic	.69	
Fearless/Scared		.75
Relaxed/Anxious		.67
Comfortable/Uncomfortable		.57
Not Angry/Angry	.59	
Willing/Unwilling	.64	
Interested/Disinterested	.62	
Confident/Insecure		.59
Calm/Nervous		.73
Pleased/Displeased	.73	
Powerful/Weak		.54
Indifferent/Annoyed	.53	
Accepting/Opposing	.72	
Prepared/Unprepared		.49
Cooperative/Resistant	.62	
Happy/Unhappy	.74	
Optimistic/Pessimistic	.64	

The hostility/receptivity subscale yielded a reliability coefficient of $r = .93$. The anxiety calmness/subscale was $.91$. Additionally, these authors reported a reliability coefficient for the overall instrument of $r = .96$, indicating extremely strong test-retest consistency.

English Language Learner Teacher Perception Survey

The *English Language Learner Teacher Perception* survey adapted by García-Nevarez, Stafford, and Arias (2005) was another one of the surveys used in this study (See Appendix C). This was used to assess pre-service educators' attitudes and perceptions towards English Language Learners. This survey was constructed by García-Nevarez, Stafford, and Arias (2005) based on the previous research by Shin and Krashen (1996) in order to identify pre-service teacher attitudes toward the use of their prospective ELL students' native languages in the classroom. A pilot study was conducted to test the reliability and validity of the instrument, which originally consisted of 35 items. The internal consistency of the survey with all of the included items had a Cronbach's alpha coefficient of $.79$. After the pilot study, some items were deleted and new items were added. The items that had low correlations with the total score were deleted, and other survey items that had been used by previous researchers were added. The final survey included 27 Likert-type attitude items, as well as 14 demographic items. Reverse coding was used for questions that were negatively stated. Positive statement items were rated as 6 (high) through 1 (low), and negative statement items were rated as 1 (high) through 6 (low). A reliability analysis was conducted by García-Nevarez, Stafford, and Arias (2005) to determine the internal

consistency of the attitude scale, which revealed high internal consistency (Cronbach's alpha coefficient= .91).

Demographic Survey

A modified demographic questionnaire based previous research (see Shippen et al., 2005; García-Nevarez et al., 2005; and Youngs & Youngs, 2001) was developed for the purposes of this study (See Appendix A). This measure collected demographic data including: gender, age, ethnicity, program type, educational standing, ELL training and field experience, multicultural training experience, native language spoken, additional languages spoken, and second language ability level.

Two Open-Ended Questions

Lastly, two open-ended questions were provided to further assess and clarify pre-service educators' beliefs and attitudes towards multiculturally and linguistically diverse students, and the inclusion of these students (See Appendix E).

- 1. What are your feelings towards the inclusion of English language learners within the regular classroom setting?*
- 2. Please explain any attitudes and beliefs you may have towards English language learners and the relationship impact that these may have.*

Procedure

122 pre-service education students, including regular education, special education and school counselors, participated in this study. These students were enrolled in education courses in the College of Education at two southeastern colleges. With instructor permission, students in these courses were provided the survey packet including the

research measures, demographic instrument, and an informational letter (See Appendix G). This informational letter outlined the purpose of the study, informed the participants that participation is voluntary and not linked to their academic work in their course, and that if they wished to participate consent was conveyed by returning a completed survey packet. Upon completion, participants were able to return the measures to the researcher without disclosing their decision to participate. There was no way to identify individual's results or participation.

Data Analysis

The data for the current study was analyzed descriptively and statistically. The analysis was conducted using the Statistical Product for Social Sciences (SPSS) statistical analyses system version 24. This study utilized a multivariate analyses of variance and multivariate regression analysis to determine possible interaction effects among educator groups and factors affecting educator attitudes, beliefs, and perceptions towards those student who are English language learners.

Preliminary analyses of the survey instruments were conducted. A measurement of Cronbach's alpha was conducted in order to determine the internal consistency of each measurement scale as well as corresponding subscales when possible. Additionally, a Pearson's r correlation analysis was performed to determine the relationship between the variables studied.

In order to address the study research questions, a descriptive and statistical analysis was performed. Regarding research question one, a multiple analysis of variance (MANOVA) was used to determine whether there were significant differences among the

three pre-educator groups (regular education, special education, school counselors) based on the results from the Pre-Service Inclusion Survey (PSIS), which contained two dichotomous subscales (anxiety/calmness, hostility/receptivity). Additionally, the participant' responses from survey question one (*What are your feelings towards the inclusion of English language learners within the regular classroom setting?*) were analyzed through an emergent coding process to determine themes among respondents and were then coded and described (Creswell, 2013). In order to assess rater reliability, the coded responses were shared with an additional rater. The additional rater was provided an overview of the coding process and the emergent themes found by the initial rater. The second rater applied these emergent themes to 30 (25%) respondent questions in order to assess rater reliability. The second rater successfully identified 22 out of 30 respondent themes accurately which account for a 73% inter-rater accuracy rate.

In order to address question two, an Analysis of Variance (ANOVA) was performed to determine significant differences among the pre-educator groups using the overall score on the English Language Learner Teacher Perception Survey. Additionally, the participants' responses from survey question two (*Please explain any attitudes and beliefs you may have towards English language learners and the relationship impact that these may have.*) were also analyzed to determine themes. As themes emerged they were then described. Similarly to research question one, an additional rater was incorporated to assess rater reliability. The rater applied the emergent themes to 30 (25%) respondent questions. The second rater successfully identified 18 common themes accounting for a 60% inter-rater accuracy rate.

In order to address question three, a multiple linear regression and correlation analysis was performed in order to determine the relationship among the scales and whether the Preservice Inclusion Survey (PSIS) and its subscales can predict the score on the ELL Perception Survey.

A multiple linear regression analysis was performed in order to address research question four. The independent variables of demographics, level of contact, type of degree, training experiences, experience level, and beliefs of using a second language in the classroom were used to predict the dependent variables of perception which was determined by using the overall score on the English Language Learner Teacher Perception Survey.

IV. Results

This chapter presents the results of the data analyses for this study. It included an assessment of the participants' demographic information, descriptive statistics, and the results of the statistical and qualitative analysis for each measure in accordance with the study research questions. The purpose of the present study was to explore the attitudes and beliefs of pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards English Language Learners, and to determine differences among educator groups. Additionally, this study sought to determine factors (variables) that may influence these differences.

Reliability Analysis

Each of the measures used in this study was evaluated for its reliability and internal consistency. Initial evaluation of the measures for normality revealed that each of the scales met the requirements of linearity. Cronbach's alpha was determined for each measure and compared against established reliabilities for each scale and corresponding subscale. These results compared favorably with previous reliability assessments as reported previously in chapter three. The results of the statistical analysis indicated a high amount of internal consistency reliability among all scales studied. The results of the pre-service inclusion scale total resulted in a Cronbach's alpha of .888. The results of the anxiety/calmness subscale reported a Cronbach's alpha of .814. The results of the

hostility/receptivity subscale reported a Cronbach's alpha of .869. Lastly, the results from the English language learner perception survey reported a Cronbach's alpha of .729. These coefficients are consistent with the previous study done by Shippen, et al. (2005). These reliability statistics for all scales are shown in Table 4.1 below.

*Table 4.1
Reliability Statistics for Scales
Cronbach's alpha*

	Current Study	Previous Study (Soodak et al., 1998)	N of Items
Anxiety/Calmness	.814	.91	7
Hostility/Receptivity	.869	.93	10
ELL Perception Survey	.729	.790	28

Preliminary Analyses

Preliminary analyses were performed to examine the extent to which variables were normally distributed. Specifically, the properties of skewness and kurtosis were examined and the Shapiro-Wilks test was used. In examining extreme skewness and kurtosis, two criteria were used to determine a departure from normality: a) an absolute value greater than 1, and b) a value exceeding 2.58 in standardized standard error units. Standard error units were standardized by dividing the value for skewness or kurtosis by its respective standard error, resulting in a standardized value similar to a Z score. The Shapiro-Wilks test was examined using an alpha level of .05. These results are summarized in Table 4.2.

Table 4.2
Test of Normality

	Shapiro -Wilks Statistic	df	Sig.	Skewness	Std. Error		Kurtosis	Std. Error	
Anxiety/Calmness	.975	121	.024	-.546	.220	-2.48	.699	.437	1.59
Hostility/Receptivity	.948	121	.000	.510	.220	2.32	-.476	.437	-1.08
ELL Perception Survey	.955	121	.000	-.914	.220	-4.15	1.850	.435	4.25
ELL Cubed Transformation	.993	121	.823	.046	.220	.209	-.125	.435	-.287

The data show a departure from normality for ELL perceptions. More specifically, these perceptions are negatively skewed (-.914) and the distribution is taller than a normal distribution, or leptokurtic. Due to the non-normal sample, and in order to reduce negative skew to the left, the dependent variable, ELL Perception Survey, was transformed into a cubed variable in order to maintain the assumption of normality. The transformed ELL dependent variable does not depart from normality.

Analyses

Research Question 1

What are the beliefs towards inclusion of English Language Learner (ELL) students among pre-service school counselors, special education, and regular education teachers?

A multiple analysis of variance revealed no statistically significant differences among the three educators group regarding their beliefs towards inclusion as demonstrated on the PSIS. An examination of Wilks' Lambda (.947) proved insignificant ($p=.175$, $sig<.05$), indicating the differences among the three educator groups are likely due to chance. The

anxiety/calmness subscale of the preservice inclusion survey revealed that the mean scores for each educator group ranged from 3.36- 3.72 (5 point Likert-type scale). The overall mean score (M= 3.53, SD= .710) for this subscale indicates that these students held a slightly calmer attitude when anticipating working with English Language Learner students in an inclusive setting. The hostility/receptivity subscale ranged from 1.83-1.97 (5 point Likert-type scale). The overall mean score (M= 1.89, SD= .657) for these participants indicated these students held slightly less favorable attitudes towards ELL inclusion with regards to their feelings of hostility and receptivity. In general, the three student groups scored over a point higher on the hostility/receptivity subscale as compared to anxiety/calmness subscale. Group means, total means, and standard deviations on the two dependent measures are show in Table 4.3.

Additionally, an analysis of participant' responses to open-ended question 1 (*What are your feelings towards the inclusion of English language learners within the regular classroom setting?*) was conducted. Out of 122 study participants, six did not provide any response and three did not respond directly to the inclusion question. Analysis revealed that student responses were overwhelmingly in favor of the inclusion of ELL students in the classroom. 99 (88%) respondents indicated they were in favor of inclusion and four (3.5%) respondents reported they did not support inclusion. Upon further analysis, emergent coding revealed three themes (Cresswell, 2013). They were: (a) need for more teacher support, (b) need for more ELL support, and (c) ELLs introduce beneficial culture in the classroom. These themes are discussed in detail in chapter five.

Table 4.3
Descriptive Statistics for PSIS Scales

	Program Type	Mean (\bar{x})	Std. Deviation	N
Anxiety/Calmness -PSIS	General Education	3.728	.637	47
	Special Education	3.459	.724	37
	School Counseling	3.366	.747	37
	Total	3.535	.710	121
Hostility/Receptivity -PSIS	General Education	1.978	.702	47
	School Counseling	1.857	.597	37
	Special Education	1.831	.662	37
	Total	1.896	.657	121

Research Question 2

What are the attitudes of pre-service school counselors, special education, and regular education teachers towards educating English Language Learner students?

An analysis of variance revealed no statistically significant ($F=.736, p=.482$) differences among the three educators group regarding their attitudes towards ELLs as demonstrated on the English Language Learner Perception Survey. Therefore, any differences are likely due to chance. The group means ranged from 2.75 for special education students to 2.84 for general education students. In general, the overall participant mean score ($M=2.80$) indicated a slightly negative attitude towards English language learners. Descriptive statistics are found in Table 4.4.

Additionally, an analysis of participant responses to open-ended question number two (*Please explain any attitudes and beliefs you may have towards English language learners and the relationship impact that these may have?*) was performed. Thirteen of the 122 study participants did not respond to the question. Similarly, as with research question

1, analysis revealed that the attitudes and beliefs of pre educators were overwhelmingly positive with ninety-nine participants reporting positive attitudes and beliefs towards these students. Four participants reported having neutral attitudes and beliefs and four were identified as having negative attitudes or beliefs towards these students. Similar to the quantitative data, the qualitative data did not report significant attitudinal differences by educator group. Of the four students who expressed negative attitudes towards ELLs, two respondents identified as school counselors in training, one identified as a general education student, and the other identified as a general education student.

Through an emergent coding process, the following themes were identified (Creswell, 2013): (a) English language acquisition must be a priority for ELLs, (b) concern for ELL well being during transition and adjustment, and (c) bilingualism is beneficial. These themes are discussed further in chapter five.

Table 4.4
Descriptive Statistics for Total Score on ELL Teacher Perception Survey

Program Type	Mean (\bar{x})	Std. Deviation	N
General Education	2.84	.300	47
School Counseling	2.82	.351	37
Special Education	2.75	.424	38
Total	2.80	.360	122

Research Question 3

What is the relationship between attitudes towards inclusion and attitudes toward English Language Learner students among pre-service school counselors, special education, and regular education teachers?

A regression analysis determined that there was no statistically significant relationship between attitudes towards inclusion and attitudes towards ELL students among the three educator groups, $F(2, 118) = 1.735, p = .181$ (See Table 4.6). Additionally, a correlation analysis indicated there was not a statistically significant relationship between attitudes towards inclusion and attitudes towards ELL students among the educator groups (See Table 4.5). There was a significant correlation between the two subscales (anxiety/calmness, hostility/receptivity) of the PSIS ($r = .539, p < .01$). There was no significant correlation found between the anxiety/calmness subscale and the total score on the ELL perception survey ($r = .064, p < .01$). A negative correlation was found between the score on the hostility/receptivity subscale and the total score on the ELL perception survey ($r = -.108, p < .01$). Standardized regression coefficients and Betas can be found in Table 4.6.

Table 4.5
Pearson Correlations for Preservice Inclusion Survey and ELL Perception Survey

	ELL Perception	Anxiety/Calmness	Hostility/ Receptivity
ELL Perception Survey	1.000		
Anxiety/Calmness (PSIS)	.064	1.000	
Hostility/Receptivity (PSIS)	-.108	.539*	1.000

*correlation is significant at the 0.01 level

Table 4.6
 Regression Model- ELL Perception and PSIS

Factor	R ²	S.E.	Estimate		
			r	Semi-partial	Beta
Full Model	.029	7.89			
Anxiety/Calmness			.051	.130	.154
Hostility/Receptivity			-.108	-.170	-.191

*p<.05

F(2, 118)= 1.735, p=.181

Research Question 4

What is the relationship between the pre-service educators' demographics, level of contact, type of degree, training experiences, experience level, and belief of using a second language in the classroom on the perceptions of these educators towards students who are English Language Learners?

A regression analysis using a backward elimination method revealed that the independent variables studied: demographics, level of contact, type of degree, training experiences, and experience level, and beliefs of using a second language in the classroom on the perceptions of these educators towards students who are English Language Learners had no statistically significant relationship about the perceptions of pre-service educators towards ELL students as measured on the English Language Learner Perception Survey, $F(11, 109) = .598, p = .827$. Effect sizes for the independent variables ranged from $-.074$ to $.108$ indicating a small effect and resulting in non-significant correlations. Standardized regression coefficients and Betas can be found in Table 4.7 below.

Table 4.7

Regression Model- Demographic Variables- ELL Perception

Factor	R ²	S.E.	Estimate		
			r	Semi-partial	Beta
Full Model	.057	8.07			
Experience			.081	.090	.092
Age			.056	.024	.030
Gender			-.062	-.086	-.087
Caucasian			.062	.098	.107
Additional Language			.050	.075	.074
Multicultural Training- Bachelors			-.074	-.115	-.121
Multicultural Training- Masters			.071	.020	.040
ELL Training			.108	.077	.083
ELL Field Experience			.040	-.023	-.025
Study Abroad			.073	.083	.087
Standing			.084	.034	.070

*p<.05

F(11, 109)= 1.735,

p=.827

Summary

The purpose of this study was to investigate whether there are differences among the perceptions of pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards English Language Learners and to determine factors (variables) that may influence these differences. A multiple analysis of variance and a multiple regression analysis were performed revealing no significant relationship among these educator groups. Additionally, the qualitative data from the two open-ended questions also showed that no significant differences existed among groups.

The participant mean scores on the PSIS scales and the responses from the open-ended survey questions reported that overall, participants were overwhelmingly in favor of the inclusion of ELL students in the classroom, and that they reported a feeling of slight calm rather than anxiousness towards working with ELL students in an inclusive classroom setting.

The participant mean scores on the ELL perception survey revealed slightly less than favorable attitudes regarding the general feelings towards ELL students.

The two open-ended questions provided further insight into the attitudes and beliefs of the participants. The respondents' data was coded and several themes emerged. These themes will be discussed in chapter 5.

V. Discussion

This study explored the beliefs, attitudes, and perceptions of pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards English Language Learners and factors that influenced differences among educator groups. In this chapter the results were discussed in relation to the research questions, as well as implications, limitations, and recommendations for future studies.

Overview

Schools in the United States are facing the ever-increasing challenge of educating students who do not speak English as their first language (Kohli & Solorzano, 2012; Koskinen, Blum, Bisson, Phillips, Creamer, & Baker, 2000). More minority students are currently enrolled in U.S. public schools than ever before, and this growth trend will continue in the next few decades as a result of increasing immigration and birth rates among minority groups (U. S Census Bureau, 2010). Previous research has indicated that English Language Learners are struggling to achieve in our schools and are lagging behind as compared to their English-speaking peers (McCardle, Mele-McCarthy, Cutting, Leos, & D'Emilio, 2005; U.S. Department of Education, 2012).

Understanding the effect of teachers' attitudes toward their culturally and linguistically diverse students is an important and developing area of study (García-Nevarez

et al., 2005). “If teachers’ perceptions and attitudes toward students have historically been linked to student achievement, it is essential to examine these attitudes” (Greenfield, 2013, P. 3). Educator beliefs tend to be influential and can have a great effect on how teachers interact with students (Kagan, 1992; Van Hook, 2002). Teachers’ attitudes predict practices, which in turn predict students’ academic outcomes (Feiman-Nemser & Remillard, 1996; Pintrich & Schunk, 2002; Sirota & Bailey, 2009).

Research indicates there may be factors that influence teachers’ attitudes, beliefs, and expectations, and that uncovering these factors may contribute to developing positive teacher attitudes, and may serve to guide educational evaluation and development of teacher education programs (Cavazoz, 2009; McCombs & Gay, 2001). The aim of this study was to further support this research by determining differences among pre-educator groups and factors that influence these differences, as well as understanding general attitudes and beliefs towards ELLs and the inclusion of ELLs.

Discussion of Results

Pre-Educator’ Beliefs Towards Inclusion of Students Who are English Language Learners

Although the quantitative analysis revealed no significant attitudinal differences among educator groups, the participants demonstrated a high level of favorability to the inclusion of ELL learners in the classroom, specifically 88% of the sample responded positively to inclusion of ELL learners. This paralleled previous research in this area (Karbenick & Clemens-Noda, 2004) and reflected the positive attitudes that many teachers have towards inclusion. This is encouraging as those teachers with more positive attitudes towards inclusion are more likely to positively affect their students by modifying and

adjusting instruction and curriculum to meet the needs of individual students (Swain, Nordness, & Leader-Janssen, 2012).

One hypothesis for these positive attitudes among pre-educators is that their personality type factors into their career choice. Accordingly, research shows that many educators tend to be that of a helper/nurturer (Pike, 2006) and these types of people would be inclined to go into this type of career. If so, this reiterates the idea that the identification of personality characteristics may help to predict favorable attitudes towards inclusion, something that education programs could use for vetting potential admittance candidates (Haberman, 1993). Continued research in this area may be beneficial.

Though not statistically different, the lower anxiety scores on the Preservice Inclusion Survey (PSIS) by undergraduates, supported previous research (Callahan, 2016) that suggests undergraduate students may have a more favorable attitude towards teaching ELL students as compared to older graduate students with more experience and a better understanding of the realities of professional teaching. Research by García-Nevarez, Stafford, and Arias (2005) supports the notion that educators with more teaching experience may possess more negative attitudes towards ELL students and their native language. It has been suggested that this may be due to educators experiencing burnout as they deal with the rigors and realities of teaching, which negatively affects their attitudes. This theory has been supported by research in the area of special education as well as with practicing teachers. In a meta-analysis of the literature over the last 30 years, Brunsting, Sreckovic, & Lane (2014) identified several variables, which impact the attitude of educators, and burnout was identified as one of these variables. Although most of the

participants in this study have limited teaching experience, several respondents expressed their concern for this possibility in the future. Similar to a previous study by Skaalvik and Skaalvik (2007), several study participants suggested that inadequate teacher support might be to blame for teacher burnout, which could negatively affect their attitudes towards ELL students and the inclusion of these students.

Three themes emerged after analyzing the participants' responses from open-ended question number one through an emergent coding process. All of these themes supported the positive attitudes and beliefs that pre-educators have towards inclusion, yet provided more insight into some of the concerns that they still have. Identified themes were: (a.) Need for more teacher support, (b.) need for more ELL support, (c.) ELLs introduce beneficial culture in the classroom. These themes are discussed below.

Need for More Teacher Support

The need for more teacher support in order to provide adequate services was commonly identified among respondents and revealed the "tension" that many have towards working with ELL students. One respondent commented that the language barrier would be "frustrating for the teacher and the student" and another educator mentioned that "teachers need to be prepared/trained to handle ELL students in a regular classroom" while addressing the cultural differences between educators and students. Despite their apprehension, which appeared to be mainly because of the language differences, an overwhelming majority felt that they were "ready for the challenge" and were still eager to work with this population. These positive attitudes are uplifting and help to demonstrate the intrepid attitude that many pre-educators have, particularly during the infancy of their

educational training. It also illuminates concerns educators had, with regards to the potential complications due to the language barrier between educators and students. This also seems to illustrate the misconception that some educators have towards educating this type of population. That is, the belief that one needs to know the target language in order to teach language students effectively. Research (Harper & de Jong, 2004) however, shows that this is not the case and that understanding the language acquisition process and understanding the needs of the English language learner is what is most relevant. It is imperative that education programs provide this type of language education support. Without this, educator anxiety is likely to increase and may be a factor in some students dropping out before program completion (Ingersoll, 2001). Perhaps with more ELL training opportunities, educators will be able to better understand the nuances of educating non-English speaking students, allowing for an increased comfort level when working with this population, ultimately benefiting the students that they work with.

Need for More ELL Support

In order for ELL students to be successful, many study participants felt that ELLs need more help in the classroom, as well as providing them with specific interventions, such as ELL support in a small group setting. “ELL students should be included in the general education classroom, however they should also have scheduled parts of the day where they are able to work with ELL teachers to increase their knowledge of the English language.” Another student commented, “I think an ELL teacher needs to be provided in core classes.” A special education pre-educator, who was an ELL student herself when she was in primary

school, provided some interesting insight... “I was very scared because I could not understand anything. However, they sent me to ELL and I overcame that fear.”

Several respondents felt that the relationship between ELL students and their English-speaking peers was important as it may help to provide ELL student success. “I think the ELL student learns more quickly when exposed to native speakers.” Another said that, “having an ELL student who has a friend or worker with them to help translate can be beneficial.” These sentiments affirm previous research showing that interactions with peers and teachers are very important to overall classroom success (LeClair, Doll, Osborn, & Jones, 2009; Wu, Hughes, & Kwok, 2010).

Additionally, many educators believed that the native English-speaking students would benefit as well. This notion supports previous research (Fu, Houser, & Huang, 2007) illuminating the possible teacher benefits of ELL inclusion as well. One counselor educator summed up the overall feeling well by saying, “It’s a great learning experience both ways. It may give teachers...new perspective and help them learn to adapt to different situations.”

ELLs Introduce Beneficial Culture in the Classroom

One potential benefit of including ELLs in the classroom is that these students bring different culture and experiences to the classroom. Twenty one percent of participants specifically mentioned the potential benefits of including these students. One respondent said, “It opens your eyes to other peoples’ lives, culture, and language.” Another said, “I think these students have a lot of experiences to share and that it is important to appreciate and recognize the culture they have been raised in.”

It is encouraging to see the positive attitudes that many of these pre-educators share. Previous research supports these ideas as well and points to the importance and benefits of ELL inclusion in promoting multiculturalism and diversity and the benefits that it has for those in the classroom (Berg, Petron, & Greybeck, 2012).

Preservice Educator Attitudes Towards Educating English Language Learners

Though no statistical group differences were found, the responses to survey question number two provided general insight into the attitudes and beliefs of these educators. As with survey question number one, the responses to survey question number two revealed three common themes. These themes are: (a.) English language acquisition must be a priority for ELLs, (b.) concern for English Language Learner well-being during transition and adjustment, and (c.) bilingualism is beneficial. These themes are discussed below.

English Language Acquisition Must Be a Priority for ELLs

Many student educators who participated in this study believe that speaking English as soon as possible must be a priority for English language learners. Many felt that including ELL students in the classroom would benefit their English language acquisition as well as to help them to “fit in” so to speak. One respondent stated, “ELL students should be in the classroom as much as possible to learn English. It helps them practice English as they are exposed to English speakers.” Another educator iterated, “The classroom is the perfect place for them to gain practice speaking English.” It is understandable to see why many of these educators share the sentiment that learning English must be a priority for ELLs and that it is extremely important in order to function adequately. It is evident, based on the

results, that some are concerned that ELL students will not be able to communicate with their peers, thus preventing them from “fostering friendships with others.” But it also illustrates how little many of these pre educators know about the importance of fostering and utilizing the ELLs native language in order to promote both social and academic success. There were very few respondents that believed that these students should be taught in the ELL student’s native language. Only six respondents spoke of the utilization of the student’s native language as a benefit. This may underscore the lack of understanding that many people have regarding a student’s native language and the strong relationship that language has with his/her cultural identity and academic success (Cadiero-Kaplan & Rodriguez, 2008). One respondent summed up this misconception well by stating, “If these students are here in America, they should learn our language of English.”

Based on these responses it is evident that more must be done in order to educate students on the importance of utilizing an ELL student’s native language and the importance that it has on social and academic development. Hopefully, through continued research, more university education programs will realize this importance and address this within their curriculum.

Concern for English Language Learner Well-Being During Transition and Adjustment

Another emergent theme revealed the concern that participants had for the well being of ELL students during their classroom transition and adjustment to their new environment. One respondent summed it up well by saying, “I believe they should be included so they don't feel left out. You don't want to make them feel rejected.” Another expressed concern because of the ELL student’s inability to speak the target language and

how that may impact his relationship with peers in the classroom. “They still need to make friends and not feel like they are being excluded.” Yet another respondent was concerned that, “their self confidence might suffer”, due to being excluded from the other classmates.

These positive attitudes are encouraging and exemplify the warmth and compassion many of these educators have towards assisting ELL students. However, as in society, racism and prejudice are evident with pre-educators as well (Ladson-Billings, 2000b; Nieto, 2000a; Ukpokodu, 2003). There were two student participants that did not share this warm sentiment. When asked about her feelings towards including ELLs in the classroom, one school counselor in training stated, “It is not a good thing. Actually, send them back home to their native country. We can’t afford students whose parents are illegal.” Another school counseling student responded, “Students should learn basic English if they are getting a free education in America.” These statements are alarming, and emphasize the need for racial identity education and training opportunities in order for pre-educators to have a better understand of the impact that these attitudes have on the ability to educate students effectively. It would be interesting to further investigate the attitudes of these particular students and the impact that coursework and training has had on these attitudes.

Bilingualism is Beneficial

The third common theme identified among respondents was the expressed benefit and advantages of having the ability to speak at least two languages. Though seventeen respondents identified as having some language training, only three respondents identified as being advanced in a second language. Despite this limited number, several respondents

recognized the important benefit of being bilingual in today's society and the potential negative consequences that not understanding English may have for ELLs.

A few respondents also realized the benefit of native English-speaking students learning a second language. One respondent commented, "I wish we would give (English speaking) children the opportunity to take bilingual classes more in the states". Previous research supports the benefit of speaking multiple languages, particularly with regards to children and the benefit that it may have on themselves and other students. Coryton (2004) noted that during peer teaching sessions, the bilingual children were able to teach their classmates their native language, and in turn the monolingual children were able to learn new words and phrases. Additionally, these student interactions may be socially and culturally beneficial. More research specific to the effects of these relationships is needed and may be beneficial to the research community.

Relationship between the pre-service educators' demographics, level of contact, type of degree, training experiences, experience level, and belief of using a second language in the classroom on the perceptions of these educators towards students who are English Language Learners

Although this study was not able to identify significant predictors related to the perceptions of pre-educators towards English language learners, previous research has identified the impact these demographic variables may have on educator and pre-educator beliefs (Greenfield, 2013; García-Nevarez et al., 2005). It is plausible that the respondent sample size was not adequate and that there was not enough variation and representation

among the measured variables. Because of the differing results in similar studies, more research in this area may be beneficial.

Implications

Implications For Future Teacher Educators

“To be effective and equitable teachers, education students must understand and appreciate human diversity” (Chisolm, 1994, p.4). In order to do this, they must gain exposure to those people who are culturally different. “Appreciation and understanding evolve from direct interpersonal contact and from knowledge of the history and culture of diverse groups” (Chisolm, 1994, p.4). Students must take it upon themselves to broaden their knowledge and experiences by traveling abroad, enrolling in diversity education classes (even if they are not required in their program of studies), and participating in cultural exposure opportunities with those who are culturally and linguistically different.

“It is essential for future teachers to examine their own feelings, attitudes, and beliefs about these important issues” (Chisolm, 1994, p.4), and by doing so, one develops a greater sensitivity and understanding of cross-cultural behaviors and attitudes. Further self-examination of ones attitudes and biases towards ELLs is necessary in order for educators to eliminate the bias and detrimental attitudes, which may negatively affect the students that they are trying to help.

Implications for Pre-Service Education Programs

Although no statistical significance was found in this study, past research (Roy-Campbell, 2012) on practicum and internship experiences, suggests that exposure opportunities, which allow students to interact with a diverse student body, may be

valuable in positively changing educators' attitudes. Continued research in this area will further illuminate the effects of these training experiences.

Implications for School Counselors

Taking a culturally sensitive approach should be at the center of school counselors' work in all aspects of service and as the student population continues to diversify, school counselors have a significant need to develop knowledge, skills, and awareness in how to best work with racial and ethnic minority students and their families (Roysircar, 2003). In reality, school counselors are often not prepared to work with ELL students and lack necessary training to do so (McCall-Perez, 2000). School counselors must take advantage of training opportunities in order to increase their effectiveness in the schools. For example, Roysircar et al. (2005) offered counselors opportunities to develop multicultural awareness through the mentoring ELL students. Additionally, school districts and other agencies must recognize this need and provide specific training opportunities for school counselors.

School counselors are in a unique position and can benefit from understanding ways to assist ELL students with overcoming barriers to academic success. One way to support ELL students is through implementing culturally responsive interventions that are strength-based and celebrate ELL students' achievements (Grothaus, MacAuliffe, & Craigen, 2012). Some examples of this would be a school counselor focusing on the positive aspects of an ELL student, such as his ability to speak multiple languages, or the benefits that come from having been exposed to his native countries' culture.

Additionally, school counselors must facilitate faculty-training opportunities such as in-service, workshops, and diversity experiences. Research (Artiles et al., 2010) points to

the benefit of these opportunities, and as the student population continues to diversify the need for these services is increasingly evident. Furthermore, research (Dekutoski, 2011) points to the benefits of increasing educator experiences and exposure towards ELLs in order to reduce anxiety and confidence when working with this population.

Limitations

This study may have been limited due to the relatively small and homogenous sample of college students who participated in this research. Because of this, many of the potential influential factors may not have been examined effectively. For example, only three participants spoke a language other than English. This may not have been an adequate sample size to determine potentially significant factors regarding language influence.

Based on the incongruent mean scores on the two subscales of the PSIS it is possible that some questions may have been misunderstood by the respondents and answered inaccurately. Further similar analyses may be beneficial.

Preliminary analyses of the PSIS subscales (anxiety/calmness, hostility/receptivity) and the ELL Perception Survey indicated problems with sample normality (Table 4.2). Despite transforming the dependent variable for further analysis, no statistical significance was found. Future replication of this study may be beneficial in order to improve sample validity.

During the emergent coding process for open-ended question 1 and 2, inter-rater reliability was found to have a 73% and 60% success rate respectively. This is a bit below

the 80% recommended by Landis and Koch (1977). Therefore, this must take this into consideration while interpreting results.

Finally, educator attitudes were measured with self-reported data, therefore any conclusions drawn about teacher attitudes and beliefs must be taken into consideration.

Recommendations for Future Studies

Due to the limited size and homogenous study sample, expanding this research to a greater geographic area may be beneficial by providing a more representative national sample. Additionally, increasing the scope of this study by adding the amount of diversity courses, length of time, and exposure intensity as variables may reveal additionally significant information (Chisolm, 1994).

This study did not specifically examine education courses and the effect that these may have on teacher attitudes and beliefs. It may be beneficial for future researchers to factor specifically for course content in order to examine which courses affect attitudes and beliefs. Additionally, delving further, in order to examine which specific types of cultural/racial identity programs/courses do each of the three groups (special education, general education, counselor education) have and what specific course content is addressed, may be beneficial.

School Counselors

Although there are instructional models available for teachers to assist ELL students with the transition process, such as scaffolding (e.g., Peregoy & Boyle, 2008) and integrating cultural needs and expectations into teaching pedagogy (e.g., DeCapua & Marshall, 2010), there is little research examining the school counselor's role in working with this specific

population and it does not provide concrete data to support recommended interventions (Militello, Carey, Dimmitt, Lee, and Schweid, 2009). More models and specific strategies in working with ELL students are needed in order to identify ways that school counselors can better assist ELL students with their academic and emotional needs during their transition and beyond.

Assessment requirements continue to be mandatory, yet are often significant barriers to achievement for ELLs (Cook et al., 2012). These students may likely fail to meet the required district and state standards (Spinelli, 2008) due to psychometric limitations and testing conditions that inadequately account for cultural and linguistic differences.

Understanding ways school counselors can provide greater support to ELL students to navigate the mandatory testing requirements is needed, such as understanding content and implications of various testing, as well as being aware of community resources that may be available.

Immigration status and changes in immigration laws have significant ramifications for college and career options available to ELL students. Future directions for school counseling practice should address implications related to immigration law and policy changes to ensure that school counselors support ELL students and families in financially preparing for postsecondary success (College Board, 2012).

The instrumentation used in this study (e.g. self-report scales) measured the explicit (conscious) attitudes of pre educators and may fail to reflect their implicit (subconscious) beliefs. De Houwer (2009) reports that when assessing socially sensitive issues, such as attitudes towards ELLs, it is difficult to avoid social desirability bias in self-reported data.

Therefore, using indirect attitude measures (e.g. evaluative priming task) may reflect a more genuine participant response. A similar, future study using this type of measure may be beneficial and may provide more genuine insight into educator attitudes towards ELLs.

Summary

This chapter discussed the research results in relation to the four research questions, as well as implications, limitations, and recommendations for future studies.

97 percent of all participants reported favorable attitudes towards the inclusion of ELL students in the classroom. The participant mean scores on the PSIS scales and the responses from the open ended survey questions reported that overall, participants were overwhelmingly in favor of the inclusion of ELL students in the classroom, and that they reported a feeling of slight calm rather than anxiousness towards working with ELL students in an inclusive classroom setting. The participant mean scores on the ELL perception survey revealed slightly less than favorable attitudes regarding the general feelings towards ELL students.

The statistical analysis failed to yield significant results as measured on the Pre-Service Inclusion Survey and the English Language Learner Perception Survey, however, the two additional open-ended response questions provided additional insight into the attitudes and beliefs of pre-educators. Through analyses and coding several relevant themes emerged. These themes were: (a) need for more teacher support, (b) need for more ELL support, (c) ELLs introduce beneficial culture in the classroom, (d) English language acquisition must be a priority for ELLs, (e) concern for English language learner

well-being during transition and adjustment, and (f) bilingualism is beneficial. These themes were discussed in relation to the current literature.

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Appendix A

Pre-Service Regular Education and Pre-Service Special Education Demographics

Pre-Service Regular Education and Pre-Service Special Education Teachers Demographics

Please indicate your answer choices by circling the appropriate response(s) or briefly explaining yourself in the space provided.

Please indicate the academic program that you are currently in.

- Special Education
- General Education

1a. Are you currently a graduate student or undergraduate student?

- Graduate
- Undergraduate

1b. If you are a graduate student what is your undergraduate degree in?

2a. Do you have previous teaching experience such as practicum, internship, or post-internship?

- Yes
- No

2b. If yes, please indicate your experiences.

- practicum
- internship
- post-internship
- Other (Please explain) _____

3. How old are you? _____

4. Please indicate your gender.

- Male
- Female
- Other

5. Please indicate your ethnicity

White

African American

Hispanic/Latino

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander

Other (Please describe)_____

6a. Is English your native language?

Yes

No

6b. If no, what is your native language?_____

7. Please list any other languages you speak other than English.

I do not speak any other languages

8. If you speak an additional language please estimate your highest ability level attained in your second language.

Beginner

Intermediate

Advanced

9a. Have you received multicultural training during your **bachelor's** level coursework?

Yes

No

9b. If yes, please indicate all that apply...

Course(s)

Workshops/Inservice Training

Practicum/Internship Orientation

Other (Please explain)_____

10a. Have you received multicultural training during your **master's** level coursework?

Yes

No

I have not taken any master's level coursework

10b. If yes, please check all that apply...

Course(s)

Workshops/Inservice Training

Practicum/Internship Orientation

Other (Please explain) _____

11a. Have you participated in supervision experience(s)?

Yes

No

11b. If yes, briefly explain your experience(s).

12a. Have you received specific training in teaching language minority (ELL) students?

Yes

No

12b. If yes, briefly describe the type of training that you have received.

13a. Have you received specific racial identity training?

Yes

No

13b. If yes, please explain. _____

14a. Have you had field experiences with English language learners (ELLs) such as practicum, internship, and/or study abroad?

Yes

No

14b. If yes, please circle all experiences that apply to you.

Practicum

Internship

Study Abroad

Volunteer Work/Professional Service Activity

Other (Please explain)_____

15. If you identified participating in study abroad what country(ies) did you travel to in this experience?

Appendix B

Pre-Service School Counselors Demographics

Please indicate your answer choices by circling the appropriate response(s) or briefly explaining yourself in the space provided.

1. What is your undergraduate degree in? _____

2a. Do you have previous school counseling/teaching experience such as practicum, internship, post-internship?

Yes

No

2b. If yes, please indicate your experiences.

practicum

internship

post-internship

Other (Please explain) _____

3. How old are you? _____

4. Please indicate your gender.

Male

Female

Other

5. Please indicate your ethnicity.

White

African American

Hispanic/Latino

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander

Other (Please describe) _____

6a. Is English your native language?

Yes

No

6b. If no, what is your native language? _____

7. Please list any other languages you speak other than English.

I do not speak any other languages

8. If you speak an additional language please estimate your highest ability level attained in your second language.

Beginner
Intermediate
Advanced

9a. Have you received multicultural training during your **bachelor's** level coursework?

Yes
No

9b. If yes, please circle all that apply...

Course(s)
Workshops/Inservice Training
Practicum/Internship Orientation
Other (Please explain)_____

10a. Have you received multicultural training during your **master's** level coursework?

Yes
No

10b. If yes, please circle all that apply...

Course(s)
Workshops/Inservice Training
Practicum/Internship Orientation
Other (Please explain)_____

11a. Have you participated in supervision experience(s)?

Yes
No

11b. If yes, briefly explain your experience(s).

12a. Have you received specific training in teaching language minority (ELL/ESL) students?

Yes

No

12b. If yes, briefly describe the type of training that you have received.

13a. Have you received specific racial identity training?

Yes

No

13b. If yes, please explain

14a. Have you had field experiences with English language learners such as practicum, internship, and/or study abroad?

Yes

No

14b. If yes, please circle all experiences that apply to you.

Practicum

Internship

Study Abroad

Volunteer Work/Professional Service Activity

Other (Please explain)_____

15. If you identified participating in study abroad what country(ies) did you travel to in this experience?

Appendix C

English Language Learner Perception Survey

Please respond to the following statements by circling the most appropriate selection for each answer choice based on your opinion.

1. English language learners should be encouraged to speak English whenever possible (at school, home, social gatherings, etc.).

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

2. English-speaking children should be given the same opportunity to learn a foreign language as that of English language learner children.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

3. It is important that people in the United States learn a language in addition to English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

4. The ELL child should be taught to speak his/her native language fluently.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

5. The ELL child should be taught to read and write in his/her native language.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

6. The ELL child should be taught to speak English fluently.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

7. It is unreasonable to expect a regular-classroom teacher to teach a child who does not speak English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

8. The teaching of a second language to monolingual English-speaking students will improve their overall communication skills.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

9. Having a non- or limited English proficient student in the classroom is detrimental to the learning of the other students.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

10. Classroom instruction should not be conducted in an ELL student's native language after the third grade.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

11. The teaching of the ELL native language in school elevates the ELL student's self-esteem.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

12. The use of an ELL student's native language in the general education classroom will divide students against each other.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

13. The elementary grades (K-5) should be taught exclusively in English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

14. The secondary grades (6-12) should be taught exclusively in English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

15. Teachers should not allow ELL students to speak his/her native language in the classroom.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

16. At school, the learning of the English language by non- or limited English proficient children should take precedence over learning subject matter.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

17. ELL students taught in his/her native language will experience greater academic and social success in school.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

18. High levels of bilingualism can result in higher development of knowledge or mental skills.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

19. Learning subject matter in the first language helps ELLs learn subject matter better when he/she studies them in English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

20. Proficiency (speaking, reading, and writing) in more than one language is an asset in today's world.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

21. A student, who is not proficient in English, should be in a classroom learning his/her first language (reading and writing) as part of the school curriculum.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

22. A student, who is not proficient in English, should be in a classroom learning subject matter (e.g., math, science) in his/her first language.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

23. If students develop literacy in their first language, it will facilitate the development of reading and writing in English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

24. In this English speaking society, children should be required to speak only in English.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

25. The teaching of an ELL student's native language will improve the level of cultural understanding of that student's native language-speaking community.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

26. The rapid learning of English should be a priority for non-English-proficient or limited English proficient students even if it means they lose the ability to speak their native language.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

27. High levels of bilingualism can lead to practical, career related advantages.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

28. Knowledge of more than one culture is an asset in today's world.

Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

Appendix D

Pre-Service Inclusion Survey (PSIS)

Circle one choice for each number that best describes your feelings after reading the following scenario.

You are beginning your professional internship at the end of your degree program. Your supervisor is working closely with you and shares that you will be serving students who are English Language Learners (ELLs) and have limited English proficiency. You leave the meeting feeling...

- | | | | | |
|-----------------|-----------------------|---------|-------------------------|----------------|
| 1. Enthusiastic | Somewhat Enthusiastic | Neutral | Somewhat Unenthusiastic | Unenthusiastic |
| 2. Scared | Somewhat Scared | Neutral | Somewhat Fearless | Fearless |
| 3. Anxious | Somewhat Anxious | Neutral | Somewhat Relaxed | Relaxed |
| 4. Comfortable | Somewhat Comfortable | Neutral | Somewhat Uncomfortable | Uncomfortable |
| 5. Angry | Somewhat Angry | Neutral | Somewhat Not Angry | Not Angry |
| 6. Unwilling | Somewhat Unwilling | Neutral | Somewhat Willing | Willing |
| 7. Interested | Somewhat Interested | Neutral | Somewhat Disinterested | Disinterested |
| 8. Confident | Somewhat Confident | Neutral | Somewhat Insecure | Insecure |
| 9. Nervous | Somewhat Nervous | Neutral | Somewhat Calm | Calm |
| 10. Pleased | Somewhat Pleased | Neutral | Somewhat Displeased | Displeased |
| 11. Weak | Somewhat Weak | Neutral | Somewhat Powerful | Powerful |
| 12. Annoyed | Somewhat Annoyed | Neutral | Somewhat Indifferent | Indifferent |
| 13. Accepting | Somewhat Accepting | Neutral | Somewhat Opposing | Opposing |
| 14. Prepared | Somewhat Prepared | Neutral | Somewhat Unprepared | Unprepared |
| 15. Resistant | Somewhat Resistant | Neutral | Somewhat Cooperative | Cooperative |
| 16. Happy | Somewhat Happy | Neutral | Somewhat Unhappy | Unhappy |
| 17. Pessimistic | Somewhat Pessimistic | Neutral | Somewhat Optimistic | Optimistic |

Appendix E

Two Open-Ended Questions

Please answer the following two questions regarding your feelings and beliefs towards students who are English Language Learners (ELLs).

1. What are your feelings towards the inclusion of English language learners within the regular classroom setting?

2. Please explain any attitudes and beliefs you may have towards English language learners and the relationship impact that these may have.

☺ This is the end of the survey! Thank you very much for taking the time!

Appendix F

Institutional Review Board Approval and Documentation

Auburn University

6-13-16

Approval, Exempt Protocol #16-197 EX 1606

Dear Mr. Darch,

Your protocol entitled "Pre-Service Counselors, Pre-Service Special Education, and Pre-Service Regular Education Teachers' Perceptions of Students Who are English Language Learners" has been approved by the IRB as "Exempt" under federal regulation 45 CFR 46.101(b)(2).

Official notice:

This e-mail serves as official notice that your protocol has been approved. A formal approval letter will not be sent unless you notify us that you need one. By accepting this approval, you also accept your responsibilities associated with this approval. Details of your responsibilities are attached. Please print and retain.

Consent document:

Attached is a scan of your new, stamped information letter. You must provide a copy for each participant to keep. Also attached is a scan of your approved protocol.

Expiration – Approval for three year period:

Your protocol will expire on **June 12, 2019**. About three weeks before that time you will need to submit a renewal request.

When you have completed all research activities, have no plans to collect additional data and have destroyed all identifiable information as approved by the IRB, please notify this office via e-mail. A final report is no longer required for Exempt protocols.

If you have any questions, please let us know.
Best wishes for success with your research!

Sarah Bethea
Office of Research Compliance
115 Ramsay Hall
Auburn University, AL 36849
334-844-5966

FULL BOARD or EXPEDITED

For Information or help contact **THE OFFICE OF RESEARCH COMPLIANCE (ORC)**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 **e-mail:** IRBAdmin@auburn.edu **Web Address:** <http://www.auburn.edu/research/vpr/ohs/index.htm>

Revised 2.1.2014 **Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.**

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

1. PROPOSED START DATE of STUDY: Summer 2016

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD EXPEDITED

SUBMISSION STATUS (Check one): NEW REVISIONS (to address IRB Review Comments)
Pre-Service Counselors, Pre-Service Special Education, and Pre-Service Regular Education Teachers

2. PROJECT TITLE: Perceptions of Students Who Are English Language Learners

3. Eric Darch	Doctoral Candidate	SERC	Jarchoe@auburn.edu
PRINCIPAL INVESTIGATOR	TITLE	DEPT	AU E-MAIL
<u>175 Green Street, Auburn, AL, 36830</u>		<u>334-663-4555</u>	<u>darchoe@gmail.com</u>
MAILING ADDRESS		PHONE	ALTERNATE E-MAIL

4. FUNDING SUPPORT: N/A Internal External Agency: _____ Pending Received

For federal funding, list agency and grant number (if available). _____

5a. List any contractors, sub-contractors, other entities associated with this project:
N/A

b. List any other IRBs associated with this project (including Reviewed, Deferred, Determination, etc.):
N/A

PROTOCOL PACKET CHECKLIST

All protocols must include the following items:

- Research Protocol Review Form** (All signatures included and all sections completed)
(Examples of appended documents are found on the OHSR website: <http://www.auburn.edu/research/vpr/ohs/sample.htm>)
- CITI Training Certificates** for all Key Personnel.
- Consent Form or Information Letter** and any Releases (audio, video or photo) that the participant will sign.
- Appendix A, "Reference List"**
- Appendix B** if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.
- Appendix C** if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in # 13c.
- Appendix D** if you will be using a debriefing form or include emergency plans/procedures and medical referral lists
(A referral list may be attached to the consent document).
- Appendix E** if research is being conducted at sites other than Auburn University or in cooperation with other entities. A **permission letter** from the site / program director must be included indicating their cooperation or involvement in the project.
NOTE: If the proposed research is a multi-site project, involving investigators or participants at other academic institutions, hospitals or private research organizations, a letter of **IRB approval** from each entity is required prior to initiating the project.
- Appendix F** - Written evidence of acceptance by the host country if research is conducted outside the United States.

FOR ORC OFFICE USE ONLY

DATE RECEIVED IN ORC: _____ by _____ **PROTOCOL #** _____

DATE OF IRB REVIEW: _____ by _____ **APPROVAL CATEGORY:** _____

DATE OF IRB APPROVAL: _____ by _____ **INTERVAL FOR CONTINUING REVIEW:** _____

COMMENTS:

Please check all descriptors that best apply to the research methodology.

Data Source(s): New Data Existing Data

Will recorded data directly or indirectly identify participants?
 Yes No

Data collection will involve the use of:

Educational Tests (cognitive diagnostic, aptitude, etc.)	Internet / Electronic
Interview	Audio
Observation	Video
Location or Tracking Measures	Photos
Physical / Physiological Measures or Specimens (see Section 6E.)	Digital images
Surveys / Questionnaires	Private records or files
Other: _____	

6B. Participant Information

6C. Risks to Participants

Please check all descriptors that apply to the target population.

Males Females AU students

Vulnerable Populations

Pregnant Women/Fetuses Prisoners Institutionalized
 Children and/or Adolescents (under age 19 in AL)

Persons with:

Economic Disadvantages Physical Disabilities
 Educational Disadvantages Intellectual Disabilities

Do you plan to compensate your participants? Yes No

Please identify all risks that participants might encounter in this research.

Breach of Confidentiality* Coercion
 Deception Physical
 Psychological Social
 None
 Other:

*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

6D. Corresponding Approval/Oversight

• Do you need IBC Approval for this study?
 Yes No

If yes, BUA # _____ Expiration date _____

• Do you need IACUC Approval for this study?
 Yes No

If yes, PRN # _____ Expiration date _____

• Does this study involve the Auburn University MRI Center?
 Yes No

Which MRI(s) will be used for this project? (Check all that apply)

3T 7T

Does any portion of this project require review by the MRI Safety Advisory Council?

Yes No

Signature of MRI Center Representative: _____

Required for all projects involving the AU MRI Center

Appropriate MRI Center Representatives:

Dr. Thomas S. Denney, Director AU MRI Center
 Dr. Ron Beyers, MR Safety Officer

7. PROJECT ASSURANCES

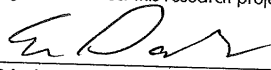
A. PRINCIPAL INVESTIGATOR'S ASSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
 - a. Conducting the project by qualified personnel according to the approved protocol
 - b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Research Compliance
 - c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
 - d. Promptly reporting significant adverse events and/or effects to the Office of Research Compliance in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise ORC, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Research Compliance before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Eric Darch

Printed name of Principal Investigator


Principal Investigator's Signature

5-9-16

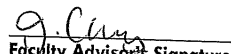
Date

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. I have read the protocol submitted for this project for content, clarity, and methodology.
2. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
3. I agree to meet with the investigator on a regular basis to monitor study progress. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
4. I assure that the investigator will promptly report significant incidents and/or adverse events and/or effects to the ORC in writing within 5 working days of the occurrence.
5. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the ORC by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.

Dr. Jamie Carney

Printed name of Faculty Advisor / Sponsor


Faculty Advisor's Signature

5/9/16

Date

C. DEPARTMENT HEAD'S ASSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

Everett Davis Martin, Jr.

Printed name of Department Head


Department Head's Signature

5/9/16

Date

(500 word maximum, in language understandable to someone who is not familiar with your area of study):

a) A summary of relevant research findings leading to this research proposal:

(Cite sources; include a "Reference List" as Appendix A.)

b) A brief description of the methodology, including design, population, and variables of interest

a). Because of the significant increase in the ELL population (Cho & DeCastro-Ambroseti, 2005) and the need to adequately service this population, it is imperative that researchers continue to examine potential factors that may impact English language learners. Research has identified the significant impact of educators' perceptions and attitudes toward students in general (Sirota & Bailey, 2009), yet relatively little research exists on the nature of these attitudes towards English language learner students (ELLs), nor much is known about the predictors of these attitudes (Byrnes, Kiger, & Manning, 1996, 1997; Youngs & Youngs, 2001). In addition, this study will seek to identify perception differences within three educator groups (pre-service regular education students, pre-service special education students, and pre-service school counselors) in order to determine significant differences. This study attempts to expound on previous research and to gain more knowledge in this area so that the unique needs of English language learners are met.

b). Previous research has identified several variables, which may factor into pre-service educators' perceptions of students who are English language learners (ELL's) (Youngs & Youngs, 2001). This study will seek to affirm what research has suggested, in addition to determining other potentially significant variables. In order to measure these perceptions, an adapted form of the Pre-Service Inclusion Survey (PSIS) (Soodak, Podell, & Lehman, 1998; Shippen, Crites, Houchins, Ramsey, & Simon, 2005; Thomas, Curtis, & Shippen, 2011) will be used to empirically assess hostility/receptivity and anxiety/calmness among pre-service educators. Additionally, a modified version of the Teacher Attitudes Towards English Language Learners questionnaire adapted by Garcia-Navarez, Stafford, & Arias (2005) will be incorporated. Furthermore, two open ended questions will be asked to further assess pre-service teachers' beliefs towards students who are English language learners. Lastly, a research-based demographic questionnaire will be included. This study will use a multiple analysis of variance (MANOVA) to determine group differences as well as a multivariate regression analysis to determine possible factors effecting their perceptions.

9. PURPOSE.

a. Clearly state the purpose of this project and all research questions, or aims.

a. The purpose of this study is to investigate whether or not there is a difference among the perceptions of pre-service regular education teachers, pre-service special education teachers, and pre-service school counselors towards English Language Learners and to determine factors (variables) that may cause these differences. In order to examine the attitudes, beliefs, and perceptions of preservice educators and the relationship between three pre-service teacher education groups (general education, special education, and school counselor educators), the following questions were investigated: 1. What are the perceptions of pre-service school counselors, special education, and regular education teachers regarding students who are English Language Learners (ELL's)? 2. Are there differences in perceptions towards ELL students between these school professionals? 3. If differences exist by group, what are these differences? 4. What is the relationship between the demographic variables of pre-service educators' gender, race, age, socioeconomic status, level of education, type of degree, coursework, training experiences, experience level, geographic location on the perceptions of these educators towards students who are English language learners (ELL's)?

b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)

b. The results from this study will be used for a dissertation and possible professional publication.

10. **KEY PERSONNEL.** Describe responsibilities. Include information on research training or certifications related to this project. **CITI is required.** Be as specific as possible. (Include additional personnel in an attachment.) *All key personnel must attach CITI certificates of completion.*

Principle Investigator Eric Darch Title: Doctoral Candidate E-mail address darcho@auburn.edu
 Dept / Affiliation: SERC

Roles / Responsibilities:

Eric Darch will be in charge of the overall operation of this research study under the supervision of Dr. Jamie Carney. He will disseminate relevant research, administer and collect assessment data, analyze data, collaborate with the research committee, and use data for publication in a dissertation.

Individual: Dr. Jamie Carney Title: Faculty Advisor E-mail address carnyjs@auburn.edu
 Dept / Affiliation: SERC

Roles / Responsibilities:

Advisor Dr. Carney will be overseeing the research study and will provide guidance and assistance if necessary.

Individual: _____ Title: _____ E-mail address _____
 Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
 Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
 Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address _____
 Dept / Affiliation: _____

Roles / Responsibilities:

11. **LOCATION OF RESEARCH.** List all locations where data collection will take place. (School systems, organizations, businesses, buildings and room numbers, servers for web surveys, etc.) **Be as specific as possible.** Attach permission letters in Appendix E. *(See sample letters at <http://www.auburn.edu/research/vpr/ohs/sample.htm>)*

The data will be collected in Haley Center classrooms at Auburn University, Auburn, AL.

12. PARTICIPANTS.

a. Describe the participant population you have chosen for this project including inclusion or exclusion criteria for participant selection.

Check here if using existing data, describe the population from whom data was collected, & include the # of data files.

The study participants are university education students pursuing a degree in child education.

b. Describe, step-by-step, in layman's terms, all procedures you will use to recruit participants. Include in *Appendix B* a copy of all e-mails, flyers, advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate. (See sample documents at <http://www.auburn.edu/research/vpr/ohs/sample.htm>.)

Students in the college of education at Auburn University will participate in this study. They will be pre-service education students including regular education, special education and school counselors. The data will be collected from courses with permission from the instructor. The identified courses address issues related to education, counseling, diversity, and training. Instructors who have provided consent to participate have identified that the focus of this study is related to their course and course content.

c. What is the minimum number of participants you need to validate the study? 100
How many participants do you expect to recruit? 150

Is there a limit on the number of participants you will include in the study? No Yes – the # is _____

d. Describe the type, amount and method of compensation and/or incentives for participants.

(If no compensation will be given, check here:)

Select the type of compensation: Monetary Incentives

Raffle or Drawing incentive (Include the chances of winning.)

Extra Credit (State the value)

Other

Description:

13. PROJECT DESIGN & METHODS.

- a. Describe, step-by-step, all procedures and methods that will be used to consent participants. If a waiver is being requested, check each waiver you are requesting, describe how the project meets the criteria for the waiver.

- Waiver of Consent (including using existing data)
 Waiver of Documentation of Consent (use of Information Letter)
 Waiver of Parental Permission (for college students)

- b. Describe the research design and methods you will use to address your purpose. Include a clear description of when, where and how you will collect all data for this project. Include specific information about the participants' time and effort commitment. *(NOTE: Use language that would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the Auburn University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a .PDF file and insert after page 7 of this form.)*

Students in these courses will be provided a survey packet including the research measures, demographic instrument and an information/consent letter. This letter will outline the purpose of the study, inform participants that participation is voluntary and not linked to their academic work in their course, and that if they wish to participate then consent is conveyed by returning a completed survey packet. The researcher will exit the room to allow willing participants time to complete the survey. The survey is expected to take 10-15 minutes. They will then be able to return the data to the researcher without disclosing their decision to participate. There will be no way to identify individual's results or participation.

13. PROJECT DESIGN & METHODS. *Continued*

- c. List all data collection instruments used in this project, in the order they appear in Appendix C. (e.g., surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview questions, audio/video taping methods etc.)
1. Demographic Questionnaire- There are two demographic questionnaires that will be used. One will be administered to school counselor students (15 items) and the other will be administered to regular education and special education students (16 items). This measure presents questions pertaining to age, gender, race, and training experiences.
 2. Teacher Attitudes Towards English Language Learners questionnaire adapted by Garcia-Nevarez et al. (2005). This 28 item measure will be incorporated to determine pre-educator attitudes and beliefs.
 3. Pre-Service Inclusion Survey (PSIS) (Thomas, Curtis, & Shippen, 2011). This 17 item scale will be used to assess hostility/receptivity and anxiety/calmness among pre-service educators.
 4. Two open ended questions will be asked to further assess pre-service teachers' beliefs towards students who are linguistically diverse.
- d. Data analysis: Explain how the data will be analyzed.
The data will be analyzed descriptively. Additionally, this study will use multiple analysis of variance (MANOVA) to determine group differences as well as a multivariate regression analysis to determine possible factors affecting their perceptions.

14. RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. **If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use in Appendix D.** (Examples of possible risks are in section #6D on page 2)

There are no foreseeable risks to participants.

15. **PRECAUTIONS.** Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these individuals. Provide a copy of any emergency plans/procedures and medical referral lists in Appendix D. (Samples can be found online at <http://www.auburn.edu/research/vpr/ohs/sample.htm#precautions>)
N/A

If using the Internet or other electronic means to collect data, what confidentiality or security precautions are in place to protect (or not collect) identifiable data? Include protections used during both the collection and transfer of data.

N/A

16. **BENEFITS.**

- a. List all realistic direct benefits participants can expect by participating in this specific study.
(Do not include "compensation" listed in #12d.) Check here if there are no direct benefits to participants.
There may be no direct benefits to participants.

- b. List all realistic benefits for the general population that may be generated from this study.

This research may contribute to a greater understanding of the attitudes, perceptions, and beliefs of educators towards students who are English Language Learners. This study attempts to gain more insight in this area so that the unique needs of all multiculturally and linguistically diverse learners are met, as well as guiding the development and improvement of teacher education programs.

17. PROTECTION OF DATA.

a. Data are collected:

- Anonymously with no direct or indirect coding, link, or awareness of who participated in the study (Skip to e)
- Confidentially, but without a link of participant's data to any identifying information (collected as "confidential" but recorded and analyzed as "anonymous") (Skip to e)
- Confidentially with collection and protection of linkages to identifiable information

b. If data are collected with identifiers or as coded or linked to identifying information, describe the identifiers collected and how they are linked to the participant's data.

There will be no identifiable data.

c. Justify your need to code participants' data or link the data with identifying information.

There will be no identifiable data.

d. Describe how and where identifying data and/or code lists will be stored. (Building, room number?) Describe how the location where data is stored will be secured in your absence. For electronic data, describe security. If applicable, state specifically where any IRB-approved and participant-signed consent documents will be kept on campus for 3 years after the study ends.

There will be no identifiable data collected.

e. Describe how and where the data will be stored (e.g., hard copy, audio cassette, electronic data, etc.), and how the location where data is stored is separated from identifying data and will be secured in your absence. For electronic data, describe security

The unidentifiable data will be stored electronically at 175 Green Street, Auburn, Alabama on Eric Darch's (Primary Researcher) laptop computer and will be password protected. Additionally, Dr. Carney (Faculty Advisor) will have access to this data secured electronic within 2084 Haley Center, Auburn University, Auburn, Alabama.

f. Who will have access to participants' data?

(The faculty advisor should have full access and be able to produce the data in the case of a federal or institutional audit.)

Eric Darch (Researcher) and Dr. Jamie Carney (Faculty Advisor), Dr. David Shannon (Committee Member), and Dr. Amanda Evans (Committee Member) will have full access to participant data. None of the data allows for identification of participants or individual responses.

g. When is the latest date that identifying information or links will be retained and how will that information or links be destroyed?

(Check here if only anonymous data will be retained)

There will be no identifiable data collected.

Appendix G

Informed Consent Letter

Auburn University

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

Auburn University
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, COUNSELING/SCHOOL PSYCHOLOGY
2084 HALEY CENTER
AUBURN, AL 36849-5222
TEL: 334-844-7676
FAX: 334-844-7677

Information Letter

For a Research Study entitled

Pre-Service Counselors, Pre-Service Special Education, and Pre-Service Regular Education Teachers' Perceptions of Students Who are English Language Learners

Dear Student Educators/Practitioners,

My name is Eric Darch and I am a doctoral candidate in the department of special education, rehabilitation, and counseling/school psychology. Under the direction of Dr. Jamie Carney I am conducting important research on pre-service educators'/practitioners' perceptions towards students who are English Language Learners (ELL's). You have been chosen because you are currently a student educator/practitioner in the United States. There are no foreseeable risks or discomforts associated with this study. Your input is needed and may be very valuable. Although you will receive no direct benefit, your participation in this research may benefit future students throughout the country!

Your participation in this study is voluntary. Your participation or non-participation will not affect your grade or standing at Auburn University. The information collected from this study will be used to complete my dissertation, may be published in a professional journal, and may be presented at professional conferences. **Your results from this questionnaire will remain anonymous and will be unidentifiable.**

If you decide to participate, please take 10 minutes to complete this short survey. Please answer the questions as truthfully and honestly as possible. All of your information will remain confidential.

Thank you very much for your time and willingness to participate! If you have any questions or concerns, I will be glad to answer them now or please feel free to contact me.

For additional information about your rights as a research participant, you may contact the Office of Human Subjects Research at Auburn University by telephone (334) 844-5966 or by email at hsubjec@auburn.edu

The Auburn University Institutional
Review Board has approved this
Document for use from
06/13/2016 to 06/12/2019
Protocol # 16-197 EX 1606

Appendix H

Institutional Review Board Approval and Documentation

Troy University

Institutional Review Board
Adams
Administration LL Rm
11 A
Troy, AL 36082
334-808-6294 Office
334-670-3912 Fax
[http://www.troy.edu/
institutionalreview](http://www.troy.edu/institutionalreview)



November 14, 2016

Eric Darch
Doctoral Candidate
Counselor Education
Auburn University

Outside Research Request

Dear Mr. Darch,

The Troy University Institutional Review Board has completed an Administrative Review of your request to conduct outside research at Troy University for Protocol 201609005-Darch: Pre-Service Counselors, Pre-Services Special Education, and Pre-Service Regular Education Teachers' Perceptions of Students Who are English Language Learners request has been approved, as written.

This approval is effective November 14, 2016 to November 14, 2017. If you wish to continue your research after this date, you must complete and submit a request to continue to the Troy IRB. You are also responsible for immediately informing the Institutional Review Board of any changes to your protocol, or of any previously unforeseen risks to the research participants.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Thomas W. Reiner".

Tom Reiner, Ph.D, Chair



Appendix I

Informed Consent Letter

Troy University

Auburn University

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, COUNSELING/SCHOOL PSYCHOLOGY
2084 HALEY CENTER
AUBURN, AL 36849-5222
TEL: 334-844-7676
FAX: 334-844-7677

Information Letter

For a Research Study entitled

Pre-Service Counselors, Pre-Service Special Education, and Pre-Service Regular Education Teachers' Perceptions of Students Who are English Language Learners

Dear Student Educators/Practitioners,

My name is Eric Darch and I am a doctoral candidate in the department of special education, rehabilitation, and counseling/school psychology. Under the direction of Dr. Jamie Carney I am conducting important research on pre-service educators'/practitioners' perceptions towards students who are English Language Learners (ELL's). You have been chosen because you are currently a student educator/practitioner in the United States. There are no foreseeable risks or discomforts associated with this study. Your input is needed and may be very valuable. Although you will receive no direct benefit, your participation in this research may benefit future students throughout the country!

Your participation in this study is voluntary. Your participation or non-participation will not affect your grade or standing at Troy University. The information collected from this study will be used to complete my dissertation, may be published in a professional journal, and may be presented at professional conferences. **Your results from this questionnaire will remain anonymous and will be unidentifiable.**

If you decide to participate, please take 10 minutes to complete this short survey. Please answer the questions as truthfully and honestly as possible. All of your information will remain confidential.

Thank you very much for your time and willingness to participate! If you have any questions or concerns, I will be glad to answer them now or please feel free to contact me.

For additional information about your rights as a research participant, you may contact the Office of Human Subjects Research at Auburn University by telephone (334) 844-5966 or by email at hsubjec@auburn.edu. Additionally you may contact the Office of Human Subjects Research at Troy University by telephone (334) 808-6294 or by email at irb@troy.edu.

IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO.
PLEASE KEEP THIS LETTER.

Sincerely,

Eric Darch
Doctoral Candidate
334-298-3004
darcheo@auburn.edu

