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Teaching Inclusivity: Preservice Teachers' Perceptions Of Their Knowledge, Skills And Attitudes Toward Working With English Language Learners In Mainstream Classrooms

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Teaching Inclusivity: Preservice Teachers' Perceptions Of Their
Knowledge, Skills And Attitudes Toward Working With English Language Learners
In Mainstream Classrooms

By

Philip C. Smith

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Secondary Education
College of Education
and
Department of World Languages Education
Colleges of Arts and Sciences
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Keywords: on-line, survey, instrument, ell, esl, esol

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Teaching Inclusivity: Preservice Teachers' Perceptions of their Knowledge, Skills and Attitudes toward Working with English Language Learners in Mainstream Classrooms

Philip C. Smith

ABSTRACT

This study investigated the effect of one semester of ESOL education on preservice teachers by examining their perceived knowledge and skill in working with English Language Learner (ELL) students, their attitude toward having ELL students in their mainstream classrooms, and what classroom methods they perceive as effective in their ESOL preservice education courses.

Data for this study were collected from pre- and post-course attitudinal surveys during one semester of course work, from participants at two specific points in their educational experience; participants in the (1) introductory and (2) final TESOL course.

There were 293 participants who took the pre-, and 273 who took the post-course survey, from a total of 513 preservice teachers. This represents approximately a 57% participation rate on the pre- and 53% on the post-course survey.

Little is known about the effect that ESOL preservice education has on preservice teachers' attitudes toward ELL students, and no studies known to the investigator have

examined the methods of an ESOL preservice program to see preservice teachers' perceptions of the effect of these methods.

The effect of the following independent variables were used: (a) course (initial and final ESOL course), and (b) time (pre- and post-course). A new survey instrument was developed that identified the following factors which were used as dependent variables: (a) perception of ESOL knowledge and skill (PEKS), (b) attitude toward inclusion (ATI), and (c) perceived effectiveness of instructional methods (PEIM). Significant differences were found regarding: (1) PEKS by course and time, and (2) PEIM by course. No differences were found for the variable ATI.

Chapter One Introduction

Present demographic trends in the United States indicate that by the year 2026 one in every four children in our public schools will be an ELL – English Language Learner (Garcia, 1999). Eleven percent of the current K-12 student population in the public schools in Florida is classified as ELL (OMSLE – Office of Multicultural Student Language Education report, 2000/2001). The majority of the ELL students, even students who do not yet speak English, are spending the greater part of the day being taught in mainstream classrooms. These students are receiving a limited amount of ESOL (English for Speakers of Other Languages) instruction.

Given this present situation, what are preservice teachers' perceptions of the effectiveness of their ESOL education courses in preparing them with the necessary knowledge and skills for meeting the needs of ELL students in the mainstream classrooms, and what are their attitudes toward having ELL students in their mainstream classrooms? The effect of ESOL education on the future teachers' attitudes is not very clear. ESOL training has been shown to have an impact on attitudes, but what aspects of this training, or what particular kind of training is unknown (Youngs & Youngs, 2001).

ESOL education impacts the lives and futures of approximately 290,000 K-12th grade Floridians who are ELL students, as well as their families. The teacher's attitude plays an important part in the over-all learning process (Bloom, 1976; Diaz-Rico & Weed, 2002; Garcia, 1999; and Krashen, 1981). Teacher educators must consider how

ESOL education is affecting teachers' attitudes, as well as how it is providing teachers with knowledge and skills in the basic ESOL competencies.

History of ESOL in Florida

In August 1990, a consent decree was signed between META (Multicultural Education and Training Advocacy), and the Florida State Board of Education (SBE). Popularly known in Florida as the META Consent Decree, *LULAC et al. v. State Board of Education Consent Decree* provides a structure for compliance to ensure ELL children's rights to equal education opportunities. Each school district in the state of Florida is required to hold an approved plan that ensures the protection of the constitutional rights of ELL students. The META Consent Decree has impacted the jobs of administrators by the added documentation process required to prove compliance. Teachers are directly impacted by the META Consent Decree training requirements at the time an identified ELL student is placed into their classrooms. Elementary school teachers, secondary language arts teachers, and special education classroom teachers are required to take 300 in-service hours of ESOL training, or 15 college credits of ESOL education courses. The subjects required are: (a) methods of teaching English to speakers of other languages (ESOL), (b) ESOL curriculum and materials development, (c) cross-cultural communication and understanding, (d) testing and evaluation of ESOL, and (e) applied linguistics.

Secondary content area teachers are required to take 60 in-service hours of ESOL training, or three college credits of ESOL education courses. This is an overview course that introduces the five subject area identified in the META Consent Decree.

The implementation process of the Consent Decree in Florida, as documented in a comprehensive study by Mary Elizabeth Wilson-Patton, has had a profound effect on the attitudes of university personnel, school administrators, teachers, and the public in general (Wilson-Patton, 2000). These changes in educational requirements have deeply impacted how colleges of education in Florida prepare future teachers.

In response to the Florida ESOL training mandate, universities in Florida have adopted an “infusion” model for the ESOL education of its preservice teachers. It combines specific ESOL education courses, ESOL methods infused in other teacher education courses, an early and a late field experience, and the completion of an ESOL portfolio by each preservice teacher. The combination of these components satisfies the Department of Education’s requirement of 300 hours of ESOL education for preservice teachers in the Elementary (ELE), Early Childhood (ECE), English (ENG), Special (ESE), and Foreign Language (FLE) education degree programs in order to earn an ESOL endorsement.

Course Methods Examined

Methods that have been shown in research to have an impact on preservice teachers’ perceptions of their knowledge, skills, and attitudes include programs that are help students become more reflective learners, or develop constructivist notions (Richardson, 1996). They include the following instructional methods: (a) reflective teaching/learning (Bailey, 1998), (b) classroom cases (Kagan, 1993), (c) field experiences (Agnello & Mittag, 1999; Linek et al., 1999; Mason, 1999; Shade & Stewart, 2001; and Wiggins & Follo, 1999), (d) integration, continuity among courses (Byrnes et al., 1996) and (e) portfolio development (Bailey et al., 1998 & Wenzlaff, 1998).

This section examines each of these course methods: classroom cases, ESOL field experiences, reflective teaching/learning, and ESOL infusion in other courses. A description is given of how these methods are used in this university in the ESOL education courses (Appendices A and B are the syllabi for the target courses).

Classroom Cases

A classroom case is “a realistic classroom situation that incorporates all the facts needed to clarify and solve a target problem” (Kagan, 1993). Bailey defines reflections as an account of a teaching/ learning experience that is documented first-person in a personal journal, and then analyzed (Bailey, 1992). The university ESOL education program gives the preservice teachers opportunities to engage in a cycle of self-observation and self-evaluation in order to better understand themselves and their experiences. Florez (2001) wrote that these practices develop both skills and attitudes that become a regular part of good teaching.

In this university, classroom cases and reflections are an important element throughout the ESOL education program. In the introductory course, preservice teachers are required to reflect on their own home and school culture, reflect on their field experience, and reflect on a classroom case. The classroom case used in the introductory course is realistic, but not a real case. The case study student, Eliana Gonzales, was taken from the ‘Empowering ESOL Teachers’ Handbook (Willig & Le, 1996). The preservice teachers read the case as a jigsaw activity in class, or online, then share information with their cooperative groups, come up with an instructional plan for the person in the case, and finally write an individual reflection on this activity.

In the final ESOL course, the preservice teachers are required to collect data on an real ELL student. They gather ethnographic, linguistic and academic data, then analyze and reflect on their findings. They develop an individual instructional plan for that student, and write a unit plan that includes adaptations for the needs of that particular student. Participants in these courses generally report an increased confidence in their ability after working on the classroom case in the initial course, and the case study in the final course.

In other ESOL-infused courses, preservice teachers are engaged in work involving classroom cases that include ELL students. One example of this is in the Educational Measurement course. Preservice teachers are required to build assessment instruments that include adaptations to meet the needs of specific classroom case ELL students described to them. This gives them valuable hands-on experience with something they will be doing on a daily basis when they are out in the schools.

Cases are typically used in instruction in three ways: (a) as instructional materials, (b) as raw data in research, and (c) as a catalyst that can promote change (Kagan, 1993). Both of these courses use cases as instructional materials. This study will explore their perceptions of the effectiveness of these cases in changing their knowledge, skill and attitude toward working with ELL students in the mainstream classroom. Cases, however, are not substitutes for field experiences, but can serve to enhance the practical experience (Wilson, 1989).

ESOL Field Experiences

Preservice teachers engage in ESOL-specific field experiences, but many also encounter ELL students in their regular internships. Reflections of preservice teachers

have reported that they have become much more aware of the number of ELL students that were present in classrooms that went largely unnoticed before doing their volunteer hours in the initial ESOL course.

The specific field experiences directly related to ESOL education are: (a) an early and a (c) late field experience. The course instructor helps the preservice teachers find an early field experience placement while enrolled in their introductory ESOL course. They complete a series of structured assignments including six volunteer tutoring or observing hours with one or more ELL students. In certain cases, the preservice teachers work with the ELL student's family as well.

The ESOL late field experience takes place toward the end of the preservice teachers' degree program. Participants are required to plan, implement, and assess instruction for one or more ELL students over a series of weeks. The preservice teachers are given the ESOL Late Field Experience Form toward the end of their introductory ESOL course.

Studies related to the effect of field experiences on attitudes and beliefs have reported changes in teachers' attitudes as a result of educational experiences (Agnello & Mittag, 1999; Linek et al., 1999; Mason, 1999; Shade & Stewart, 2001; and Wiggins & Follo, 1999).

Mason (1999) found that attitudes can change through well-conceived field experiences. He cited Malone's meta-analysis of the effects of early field experiences on preservice teachers' attitudes that pointed to the most profound differences were found in students who were placed in low SES schools (paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, 1985). In a study

about preservice teachers' beliefs about literacy, Linek's (1999) cross-case analysis compared three studies and found that field experience is an important influence on preservice teachers' beliefs.

Reflective Teaching/ Learning

Reflective journals provide teacher educators with evidence of the dispositions of their students. In these journals, students who previously seemed unaffected, begin to display surprise, frustration, and sometimes anger at past or current K-12 school practices that represent the challenges faced by English language learners in American schools. Major and Brock describe students who show evidence of beginning to adopt a questioning and critiquing stance in their journals. They contrast this sort of behavior with students who display shallow reflection and lack depth and a real effort to think carefully and critically about their own work and beliefs (Major & Brock, 2003).

The ESOL education courses give the preservice teachers many opportunities to reflect on their practice: cultural self-analysis, field experience reflection, over-all course reflection, and case study reflection. Reflections cause them to state and explain their thoughts and by doing this, extend and reframe the ways in which they look at their own practices and beliefs (Bailey et al., 1998). Bailey and colleagues reported their experiences investigating reflective teaching in English as a Foreign Language (EFL) classes in Hong Kong. Reading Bailey's journal convinced her colleagues in the field of second language acquisition of the value of keeping a journal. Reading the journal itself was much more effective in convincing them of the value than simply reading about it from textbooks (Bailey et al., 1998).

Integration of Courses and Professional Portfolios

The integration of courses and the development of a portfolio are also believed to have a connection to dispositions. It causes the preservice teachers to engage in personal exploration, experimentation, and reflection (Bailey et al., 1998; Richert, 1990; Van Hook, 2002; and Wenzlaff, 1998). ESOL education requirements include the integration of ESOL competencies in many of the other education courses, and the compilation of an ESOL portfolio to document the completion of all the required ESOL performance standards. The ESOL portfolio collects all assignments or ESOL performance check-off sheets from the ESOL infused courses. The structure of this portfolio is explained in the introductory ESOL course and varies by program area.

ESOL Infused Courses

As preservice teachers complete each ESOL infused course in their program of study, they place the course syllabus and the checklists in their portfolio. In addition, they write a short reflection for each course, noting how ESOL was addressed in their coursework and what performance standards they met in each of the assignments in that particular course (see rationale and details in Appendix F).

The ESOL-infused courses play a critical role in the ESOL endorsement process. They take the place of six or nine credits of ESOL education course work. It has an effect of making ESOL present in all courses, rather than just the specific ESOL courses. This reflects the reality of mainstream classrooms in most parts of Florida. There is the possibility that there will be ELL students in every classroom the new teacher is hired to teach.

Importance of this Study

Attitudes are beliefs and feelings about particular social objects. Specifically, in this case: beliefs and feelings about having ELL students in mainstream classrooms, and their perception of their ability to effectively teach them. Verbalized attitudes have powerful effects on courses of social action. This means that even if people have some hidden feelings or personal reservations about a particular social object, but yet verbalize positive feelings toward the object, this will likely cause social action to take place (Nunnally, 1978).

The importance of collecting data on preservice teachers' knowledge and skill in content areas is well established. The inclusion of dispositions into the NCATE (2001) performance standards reflects the growing awareness of the importance of attitudes and beliefs for beginning teachers (Abernathy, 2002). Dispositions are defined as "The values, commitments, and professional ethics that influence behaviors toward students... and are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice" (NCATE, 2001). According to this definition, beliefs and attitudes guide the values, commitments, and professional ethics that make up an individual's general dispositions toward excellence in teaching. Teacher education courses need to pay attention to the affective dimensions of teacher education, as there is a need to document the dispositions of the preservice teachers and graduates of this college of education. This is one of the components in the college accreditation process. Added to this reason, school administrators highly value teachers with these characteristics when seeking new hires (Kennedy & Parks, 2000).

The Los Angeles Unified School District found that in spite of being technically proficient in all areas of working with ELL students, teachers would not be successful if they did not have the proper attitude. As a result of this, “teacher attitude” was added to their instructional model as an over-arching component (Diaz-Rico & Weed, 2002).

Studies have been conducted regarding preservice teachers’ expectations for ELLs (Terrill & Mark, 2000), attitudes toward diversity (Agnello & Boger, 1999), attitude toward urban schools (Mason, 1999), and zone of concern and comfort with multiculturalism (Montecinos et al., 1999). These studies have informed the understanding of how preservice teachers hold different expectations for ELLs in their classrooms, and there are a wide range of beliefs about students from other cultures.

Little is known about the effect that ESOL preservice programs have on preservice teachers’ attitudes toward ELL students, and no studies known to the investigator have examined the methods of an ESOL preservice program to see preservice teachers’ perceptions of the effect of these methods. In addition to this, attitudes are not addressed specifically in the 25 Florida ESOL Performance Standards that are set forth as outcomes of the ESOL education (Appendix E). The ESOL performance standards relate to competencies in each of the six ESOL content areas included on the survey: (a) methods of teaching English to speakers of other languages (ESOL), (b) ESOL curriculum and materials development, (c) cross-cultural communication and understanding, (d) testing and evaluation of ESOL, (e) applied linguistics, and (f) LEP policies and practices.

Statement of Purpose

This study examines the perception of preservice teachers' knowledge and skills in specific ESOL competencies, and the evolution of their attitudes toward the inclusion of ELL students in mainstream classrooms. A survey was conducted with preservice teachers at two stages in the ESOL education process; (a) a pre- and post-course survey of preservice teachers in the introductory ESOL course, and (b) a pre- and post-course survey of preservice teachers in the final ESOL course. The survey used a new instrument that was first developed for a pilot study on preservice teachers' attitudes toward ESL students (Smith, 2004), and was modified for this study.

The effect of the following factors were also examined: (a) educational major of the preservice teachers (Elementary, Early Childhood, English, Special and Foreign Language Education majors), and (b) the degree of English language proficiency of the ELL students (pre-production, early production, speech emergent, and intermediate fluency) as defined by the Natural Approach (Krashen & Terrell, 1983).

The purpose of this study was to examine the effect ESOL education in a Florida university has on the perceptions reported by preservice teachers of their knowledge and skill in specific ESOL competencies and study the evolution of their attitudes toward the inclusion of ELL students in mainstream classrooms.

Research Questions

The primary research question is: "What perceptions do preservice teachers have of the effectiveness of their ESOL education courses in preparing them with the necessary knowledge, skills, and attitudes regarding having ELL students in their mainstream classrooms?" The following null hypotheses are considered.

1. Hypothesis one states there are no significant differences in preservice teachers' perceptions of their knowledge and skill and their attitudes toward inclusion between students by: program of study (major), course (initial or final), or English Language Learners' language proficiency level.

2. Hypothesis two states there are no significant differences from pre- to posttest surveys within the groups (introductory ESOL course and final ESOL course)

3. Hypothesis three states there are no significant differences in the preservice teachers' perception of the effectiveness of the specific methods in their ESOL education and ESOL infused courses: (a) reflective assignments, (b) field experiences, (c) classroom cases, (d) activities/ discussions, and (e) readings.

Limitations and Delimitations

This study tested a new instrument, the ESOL Awareness Survey Instrument (EASI). The pre-EASI and post-EASI are included in full (Appendices C and D). The limitations that attitudinal studies typically face are: (a) determining what the scale really means to the participants, and (b) determining whether the participants' responses reflect their true beliefs. The survey instrument contains statements with three or four clear choices for responses. Participants were asked to find a response closest to what they believe. It requests them to note their feelings about a direct object. It does not contain specific ESOL content questions. It asks participants to evaluate their perceptions of their knowledge and skill of ESOL content, and their attitudes toward ELL students in the mainstream classroom.

Self-reported surveys are further limited by what the interviewee knows, and what she/he is willing to relate. The survey instrument employed the direct approach, which

is: asking the person for the information that you want in the most direct way possible. This instrument tells the interviewee what information is desired, and then asks the questions directly. The direct approach is believed to be the most valid approach available (Nunnally, 1978).

An attempt was made to ensure that participants' responses would reflect their true beliefs, rather than how they think they felt they were expected to respond. The survey asks them to find a response that best describes their feelings and perceptions.

Anonymity of responses can influence frankness (Nunnally, 1978). The participants were assured that the results of the survey would be aggregated by the class and not by the individual's responses. The identifier that they chose was significant to them, but not identifiable in any way to the researcher.

The treatment of the participants may be considered a limitation, as there were various instructors teaching the ESOL courses. The instructors used the same syllabus, text, assignments, quizzes and exams. This helped to provide the condition for similar material to be covered in each section of the course. Each semester, a number of instructors teach these courses, making this semester no different than any other semester. There is typically a mixture of levels of experience among the instructors.

Data were collected on each participant's age, gender, instructor's name, mode of instruction, preference of mode of instruction, and contact with diversity information. Investigative tests can determine if there are any confounding factors if there appear to be any problems with the data.

This study limits itself to looking at preservice teachers who obtain the ESOL endorsement through infusion (Appendix F). These are the preservice teachers in the

Elementary (ELE), Early Childhood (ECE), English (ENG), Special (ESE), and Foreign Language (FLE) Education programs. All other programs of study in this college of education only require one ESOL education course, and do not offer an ESOL endorsement.

Reliability and Validity of the Instrument

The survey instrument used for this study is called the “ESOL Awareness Survey Instrument (EASI)”. It was developed from the survey instrument used in the pilot study on preservice teachers’ perceptions toward ESL students (Smith, 2004). A full copy of the pre-EASI and post-EASI can be found in the appendices (Appendices C and D).

Two concerns regarding the reliability of the instrument are: (a) internal consistency of the items, and (b) stability of measurements. Internal consistency of the items will be verified by how the scores of the items relate to one another. The test of internal consistency, Cronbach Alpha for the pilot test (Smith, 2004) was .75 for the pretest (n=153), and .76 for the posttest (n=161). Stability of the instrument was strengthened by the reliability coefficients of the test-retest, which yielded such similar results from pre- to posttest (Gardner & Smythe, 1981).

Validity of the instrument was established by (a) predictive validity, (b) content validity, and (c) construct validity. To establish predictive validity, a pilot study was conducted that collected open-ended attitudinal data from 221 preservice teachers in an introductory ESOL course. Twenty-five descriptive statements were extracted from that and classified into seven identifiable areas and 153 preservice teachers participated in pre- and post-course surveys using this pilot instrument (Smith, 2004). Previous research in the area of teachers and preservice teachers’ attitudes toward inclusion and ESL

students was also considered, along with other possible factors that can influence attitudes toward inclusion. A strong correlation of the factors on the instrument with the individual items on the survey instrument (EASI), and the results of the replication of the study on the post-EASI further strengthen the predictive validity.

Content validity was established by (a) the representative collection of items, and (b) the sensible method of test construction (Nunnally, 1978). Each of the constructs was clearly defined and supported by previous research. These constructs were further identified by the various elements included in that construct, and the items included were representative of that construct. Experts in test item construction, and on-line survey design were consulted in the design and implementation of the EASI. The course methods were aligned to the required components of ESOL education as determined by the META consent decree. This is the content that is assessed for accreditation purposes documenting the preservice teachers' knowledge, skills, and dispositions.

Construct validity assures that the test can be shown to access the constructs it was intended to measure. A factor analysis confirmed the factors included on the instrument.

Definition of Terms

ELL – English Language Learner, also known as Limited English Proficient (LEP), as defined by the Florida Consent Decree is: “An individual who was not born in the U.S. and whose native language is not English; OR who comes from home environments where a language other than English is spoken; OR who comes from an environment where a language other than English has a significant impact on their level of English language proficiency; AND who for the above reasons,

has difficulty listening, speaking, reading, or writing in English, to the extent that he/she is unable to learn successfully in classrooms where English is the language of instruction”

ESL – English as a Second Language. Typically, this is the term used in post-secondary settings.

ESOL – English for Speakers of Other Languages. This is the term used in K-12 and some adult education programs.

Florida ESOL Consent Decree – LULAC et al. v. State Board of Education Consent Decree (1990), The State of Florida’s framework for compliance with Federal and State Law and jurisprudence regarding the education of limited English proficient (LEP) students.

LEP – Limited English Proficient. This is the term used by the federal government to describe English Language Learners.

OMSLE – The Office of Multicultural Student Language Education, which assists school districts in Florida with the implementation of the LULAC v. State Board of Education Consent Decree (1990), and monitors school districts for compliance.

ESOL – Teaching English to Speakers of Other Languages

Operational Definition of: Knowledge, Skills and Attitudes (Head, Hand and Heart) –

1. Knowledge is self-reported confidence in personal knowledge regarding policies and practices for ELL students, cultural awareness, second language acquisition theory, content adaptation for ELL students, and alternative assessment for ELL students, and the needs of ELL students at each of the four language proficiency levels.

2. Skill is self-reported competency and confidence in personal ability to instruct ELLs. This includes being able to integrate their knowledge at the classroom level of: policies and practices for ELL students, cultural awareness, second language acquisition theory, content adaptation for ELL students, and alternative assessment for ELL students at each of the four language proficiency levels.
3. Attitudes are defined in this study as beliefs and feelings regarding having ELL students in their future classroom. Two attitudes are identified as important for the purposes of this study; (a) benefit and (b) support. Benefit is a confidence that ELLs can succeed in a regular classroom and that inclusion is beneficial to all students, not just the ELLs. (Fueyo & Bechtol, 1999; and Rockhill & Tomic, 1995). Benefit can be defined as a valuation and appreciation for bilingualism: not as a liability, but as an asset. Bilingual children are blessed with bilingual brains, bi/cultures, and a special knowledge and understanding of oppression (Rockhill & Tomic, 1995). Support is a belief that all teachers should have ESOL training, a willingness and desire to have ELLs in their regular classrooms, and a belief that mainstreaming is the best way to educate ELL students (Byrnes & Kiger, 1994).

Conclusion

This chapter gave an introduction and rationale for this study. It also presented a brief historical background to ESOL in Florida, and an overview of the setting and purpose for this study. The following section will give a brief background of the legal issues involved with ESOL education in Florida. It will also review the relevant

literature that will serve to inform this study about testing preservice teachers' perceptions of their knowledge, skills, and attitudes about inclusion. Finally, it will examine factors that may serve as predictors of preservice teachers' attitudes toward inclusion of ELL students in mainstream classrooms.

Chapter Two Review of Literature

In 1989, the Florida State Board of Education (SBE) became the target of a class action suit by a coalition of eight groups represented by Multicultural Education, Training, and Advocacy, Inc. (META) and Florida legal services attorneys regarding the identification and provision of services to students whose native language is other than English. In August 1990, rather than further litigation, a Consent Decree was signed by a judge of the United States District of Florida. The plaintiff organizations involved in the case were: League of United Latin American Citizens (LULAC), ASPIRA of Florida (An Investment in Latino Youth), The Farmworkers' Association of Central Florida, Florida State Conference of NAACP Branches, Haitian Refugee Center, Spanish American League Against Discrimination (SALAD), American Hispanic Educators' Association of Dade (AHEAD), and Haitian Educators' Association.

Known as the Florida ESOL Consent Decree, this document addresses the civil rights of ELL students, including, the right to equal access to all education programs. In addressing these rights the Consent Decree provides a structure that ensures the delivery of comprehensible instruction, to which ELL students are entitled. In implementing these sweeping changes, it caused a great deal of upheaval in the state educational system (Wilson-Patton, 2000).

Among the many provisions of the Consent Decree was the far-reaching and controversial mandate that all language arts teachers who instruct one or more English

language learners must obtain the English for Speakers of Other Languages(ESOL) endorsement, an add-on certificate requiring 15 graduate credits or 300 in-service hours in teaching English to speakers of other languages (TESOL).

In order for teachers to meet the requirements of this Consent Decree, they were required to take weekend, evening, and summer in-service training, or return to college and take five graduate level courses. This requirement impacted teachers and administration alike, and created statewide resentments toward ESOL training.

Each school district was scrambling to put an in-service ESOL training into place as quickly as possible for their Elementary, English, and Special Education teachers. Meanwhile, universities in Florida continued to graduate teachers that were not trained in ESOL education.

Nutta (2000) reports on the transition from in-service ESOL training for teachers already in the classrooms across Florida to pre-service ESOL education for preservice teachers in Florida's university. Florida Atlantic and Florida International Universities proposed an "infused" approach to offering the ESOL endorsement to its Elementary Education majors in 1996.

That same year, the University of South Florida (USF) proposed an infused ESOL endorsement in all five programs of study for majors who could one day teach language arts to ELL students. In 1999, it received approval by the Florida DOE (Department of Education), becoming the first university to offer a fully infused ESOL education program to five majors. These were; Elementary, Early Childhood, English, Special, and Foreign Language Education programs.

The infusion approach adopted by Florida universities substitutes the required 300 hours of in-service ESOL training points, or the 15 credits of ESOL courses, with 6-9 credits of ESOL education courses, and the remaining ESOL training and content infused into various methods courses in each program of study, early and late field experiences, and a comprehensive ESOL-content exam. Faculty who teach ESOL-infused courses are required to take the equivalent of 60 hours of TESOL training or a 3 credit course in ESOL. The Florida Department of Education determined that all Colleges offering teacher preparation degrees must infuse ESOL by the Fall 2004 semester (Nutta, 2000).

Special Education Inclusion Studies

Studies in the field of special education have contributed to what is known about teachers' attitudes toward inclusion. Although being an ELL student is not a disability, they have a need for special accommodations and there are similarities between legislation regarding both ESOL and ESE programs. An equally sweeping consent decree (PARC v. Pennsylvania) was signed in 1972 in Pennsylvania over the rights of the mentally handicapped to have access to appropriate public education opportunities. Many articles have been written about teachers' attitudes toward inclusion of special needs children in mainstream classrooms. Wilson-Patton writes:

Both cases require the redress of inequities toward special student sub-populations on a state-wide scale. In the implementation of their consent decrees, both cases caused a great deal of upheaval and change in their respective state educational systems (2000, p. 196).

In a study on preservice teachers' beliefs about inclusive education, responses indicated a general positive attitude. However, nearly half of the respondents believed

the special education classroom to be the optimum place to educate students with even mild disabilities (Garriott et al., 2003). This would indicate that there was a difference between the benefit they see for inclusion and their support for it in practice.

Importance of Students' Attitudes

The importance of students' attitudes toward studying and learning is addressed in Bloom's seminal work on what he calls "affective entry characteristics," or one's attitude starting an activity. Bloom supports the notion that preceding educational experiences influence the experiences to follow. In his book *Human characteristics and school learning*, Bloom (1976) contends that these affective characteristics account for at least twenty-five percent of the effect of a students' total learning in school. He attributes the same effect to "attitudes" as to "method of instruction" as factors predicting students' success. In other words; the method of instruction that a teacher uses doesn't have more effect on the students' learning than the student's attitude about learning.

Bloom's research is relevant to education in general, and there is an added dimension for the language learner. Literature on second language acquisition (SLA) points to the importance of providing a good affective learning environment for all ELL students, which will facilitate their acquisition of the English Language. Students who study the language in an environment that produces low anxiety, high motivation, and high self-esteem are more apt to acquire the target language (Garcia, 1999; and Krashen, 1981).

There appears to be a correlation between attitudes, motivation, and achievement. Many studies have examined the relationship between attitudes toward languages and

proficiency (Gardner & Smythe, 1981; Masgoret & Gardner, 2003; and Oller et. al., 1977). A meta-analysis was conducted that included 75 studies conducted by Gardner and associates, using his Attitude/Motivation Test Battery (AMTB) to study the relationship between attitudes, motivation, and achievement in foreign language learning. The findings of this meta-analysis indicate that attitudes toward the learning situation are related to achievement in the second language with an indirect effect, acting through motivation. In terms of Cohen's classification, "attitude toward learning situation" had an effect size of .17 to .26, with relation to "achievement", which would be considered "less than medium" (Masgoret & Gardner, 2003).

Attitude toward the learning situation, according to Masgoret & Gardner, is defined as the "individual's reactions to anything associated with the immediate context in which the subject (in this case, the second language) is taught" (2003). In the studies included in the meta-analysis, attitudes were relative to the attitudes of others in the class. The differences among classes were eliminated from the correlations. The investigators determined that much of the variation in attitudes toward the learning situation would be captured if attention were directed to assessing the individual's evaluation of the course and teacher" (Masgoret & Gardner, 2003).

The attitude of the teacher in the classroom will affect the atmosphere in the classroom and whether it is conducive for learning for this at-risk population. The following section deals with the importance and effect of the teacher's attitude.

Effect of Teachers' Attitudes on Students

It is important to understand teachers' beliefs about their students, and what influence these attitudes have on their students. The impact of teachers' attitudes on the performance of their students across disciplines is well established (Case, 1996; Garcia, 1999; Jussim, 1989; Krashen, 1981; Van Reusen, Shoho, & Barker, 2001; Van Hook, 2002; and Youngs & Youngs, 2001). Beliefs influence how teachers teach. Their beliefs influence their perceptions, and ultimately, filter down to their behaviors (Van Hook, 2002). Teachers' attitudes and expectations toward their students frequently lead to expected behavior, even when teachers are not aware of communicating different expectations to different students (Youngs & Youngs, 2001).

A longitudinal study on the effects of self-fulfilling prophecies surveyed 27 teachers and 580 students. The study assessed teachers' judgment of students' talent, effort and performance in Math. Teachers' expectations created self-fulfilling prophecies and biases in the teachers' evaluations of students (Jussim, 1989). Likewise, study by Garcia with Korean students and compared their performance in schools in Japan and the United States. He showed that students who were looked down upon by their teachers did not do as well in their academics as students who were held in high regard by their teachers (1999).

Effect of Education on Teachers' Attitudes

Little attention has been paid by researchers to the impact of ESOL education on preservice teachers' attitudes regarding ELL students looking at studies specific to ESOL. The professional literature and research on the effects of education on teachers' attitudes in general can provide insights, however outcomes are mixed. Some studies

show changes in teachers' attitudes, whereas others attribute education as having little or no effect on attitudes.

In Richardson's article summarizing research on the role of attitudes and beliefs in learning to teach, she concluded that changes in beliefs and practice were easier to take place with in-service teacher staff development than at the pre-service level (Richardson, 1996). She writes:

Except for the student-teaching element, preservice teacher education seems a weak intervention. It is sandwiched between two powerful forces- previous life history, particularly that related to being a student, and classroom experience as a student teacher and teacher. Experience as a student is important in setting images of teaching that drive initial classroom practice, and experience as a teacher is the only way to develop the practical knowledge that eventually makes routine at least some aspects of classroom practice and provides alternative approaches when faced with dilemmas (Richardson, 1996, p. 113).

A number of studies have not shown any significant changes in preservice teachers' attitudes as a result of courses taken (Agnello & Mittag, 1999; Boger & Boger, 2000; and Jordan, 1995). For example, Jordan suggests that preservice teacher education programs do not alter students' attitudes and beliefs that have been developed during 18 to 20 years of formative experience students have prior to post-secondary education (Jordan, 1995). Likewise, Kagan conducted a review of forty learning-to-teach studies published or presented between 1987 and 1991. She didn't find evidence of significant changes in beliefs of the participants. She said the following in her article.

Personal beliefs that are brought with them into education programs usually remain inflexible. Candidates tend to use the information provided in course work to confirm rather than to 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 (Kagan, 1992, p. 154).

This is consistent with findings by Boger and Boger (2000) through observations of preservice teachers. They found that sixty-six percent of the preservice teachers did not respond to situations in the classroom consistent with the training they had received. In a study of preservice teachers' beliefs versus practice regarding ELL literacy instruction, Knudson (1998) conducted a beliefs inventory on 106 student teachers from various majors, concluding that student teachers do not usually change their dominant theoretical orientation. In another survey of teachers' attitudes toward diversity, 31 graduate students participated in a pre- and post-course questionnaire and there was no significant change (Schick, 1995).

In the field of special education, Shade's study on preservice teachers' attitudes toward inclusion concluded that "a single course can significantly change preservice teachers' attitudes toward inclusion of students with mild disabilities into the general classroom" (Shade & Stewart, 2001).

A study was conducted by Kirk on the link between coursework and attitudes toward special needs students. The findings did not show more willingness regarding inclusion, but participants were more aware and realistic (1998). Van Reusen et al. (2001) studied high school teachers' attitudes toward inclusion. Positive attitudes appear related

to training, knowledge, and experience. These results are consistent with other studies about preservice teachers' attitudes towards inclusion (Jobe et al., 1996, and Monahan et al., 1996) that indicate a heightened awareness but no significant changes in attitudes.

Best Teaching Practices' Effect on Attitudes

In contrast to the studies that show little or no differences in attitudes, other studies have shown that the following best teaching practices may have an effect on preservice teachers' attitudes: (a) reflective teaching/learning (Bailey et al., 1998; Lee, 2004; and Leistyna, 2004), (b) case studies (Kagan, 1993; and Montecinos et al., 1999), (c) field experiences (Agnello & Mittag, 1999; Linek et al., 1999; Mason, 1999; Shade & Stewart, 2001; and Wiggins & Follo, 1999), (d) Integration, continuity among courses (Byrnes et al., 1996) and (e) portfolio development (Bailey et al., & Wenzlaff, 1998).

The ESOL education by infusion offered to preservice teachers in Florida universities incorporates all these best teaching practices into the teacher candidates' educational experience. The ESOL education courses include reflective assignments such as a cultural self-analysis, reflections on experiences with ELL students, and reflections on case studies. Teacher candidates are also required to write reflections on their ESOL-infused courses to put in their ESOL portfolios (Appendix F). Case studies are also a big part of the teacher preparation ESOL education. Case studies are major assignments in all the ESOL courses, and in some of the ESOL-infused courses, such as the Educational Measurement course, where participants are given case study students and required to adapt assessment instruments that are appropriate to ELL students in their mainstream classrooms. Teachers in preparation are required to do two ESOL related field experiences, and many of them have ELL students in their other internships.

Effect of Reflective Assignments

In the article “The role of attitudes and beliefs in learning to teach”, many of the studies that Richardson (1996) found to change preservice teachers’ beliefs and attitudes involved courses and programs that helped preservice teachers to become more reflective and/or they involved developing constructivist methods. Reflective assignments are commonly used in preservice education courses. There is evidence in literature that indicate that reflective assignments are an important part of the learning process (Bailey et al., 1998; Dong, 2004; Lee, 2004; and Leistyna, 2004) In Paulo Freire’s interview with Leityna, he stressed the importance of reflection to gain critical consciousness, or as he calls it “conscientization” (concientização in Portuguese). He explained it as continuously moving from ‘action to reflection and from reflection upon action to new action’ (Leistyna, 2004, p. 18).

Lee used dialogue journals in her class of preservice teachers as a tool for promoting reflection in teacher education. She found that this enhanced participants’ understanding of English language teaching, and saw evidence that it helped to combat the culture of passive learning that she observed in Hong Kong among her students (Lee, 2004).

Effect of Classroom Cases and Case studies

Classroom cases and case studies are widely used in teacher education programs. Kagan defines classroom cases as “realistic classroom situations that incorporate all the facts needed to clarify and solve a target problem.” She identifies the three ways that

classroom cases are typically used in instruction: (a) as instructional materials, (b) as raw data in research, and (c) as a catalyst that can promote change (1993).

Case studies can bring more realistic situations into the educational experience, and help teach the subject matter (Kagan, 1993; Montecinos et al., 1999; and Wilson, 1989).

Montecinos and colleagues (Montecinos et al., 1999) gave 79 preservice teachers six short vignettes on a paper and pencil questionnaire and through these cases, were able to better understand the students' beliefs regarding multicultural education and their particular zone of comfort with that subject.

Classroom cases are not a substitute for field experiences, but serve as an enhancer of the practical experience, as is illustrated in a qualitative study of the use of cases to teach subject matter (Wilson, 1989). Suzanne Wilson documented the reactions of a student to a particular case study. The classroom case consisted of the reflections of student teacher named George. It was about his experience in a paid internship teaching senior electives in composition and creative writing. Wilson used George's reflections as a classroom case for teaching other preservice teachers. She reported that student teachers in the program hated the activity of examining the case, and despised George. One student that was especially vocal in his feelings against this case, but when involved in student teaching himself, one day despaired when he realized that he "was George". At that point he was able to relate his teaching experience to George's and apply what he had learned in a situation where there is a gap between knowing something and being able to help your students develop that understanding (Wilson, 1989).

Effect of Field Experiences

Some studies measuring the effect of field experiences on attitudes and beliefs have reported changes in teachers' attitudes as a result of educational experiences (Agnello & Mittag, 1999; Linek et al., 1999; Mason, 1999; Roos et al., 1995; Sears et al., 2004; Shade & Stewart, 2001; and Wiggins & Follo, 1999). Quality field experiences in special education teacher preparation have been found to develop personal commitment and self-awareness, and understand individualization practices (Sears et al., 2004).

Mason (1999) found that attitudes can change through well-conceived field experiences. He cited Malone's (1985) meta-analysis of the effects of early field experiences on preservice teachers' attitudes that pointed to the most profound differences were found in students who were placed in low SES schools. In a study about preservice teachers' beliefs about literacy, Linek's (1999) cross-case analysis that compared three studies, found that field experience is an important influence on preservice teachers' beliefs.

In a study that investigated the effect of an early field experience on the attitudes of preservice teachers toward education, Roos et al. found that preservice teachers had generally positive attitudes toward teaching prior to the field experience, and had even more positive attitudes toward teaching after this experience (1995).

Effect of Integration of Courses and Portfolio Development

Portfolios are another part of many instructional experiences. The development of a teaching portfolio goes further than simply being a collection of artifacts. The process of reviewing, selecting, and explaining the items that the preservice teacher includes in her/his portfolio can be a valuable professional development experience. Due

to its reflective nature, it enlarges the preservice teacher's view of what teaching is (Bailey et al., 1998). The integration of courses and the development of a portfolio are believed to have a connection to dispositions. This is due to causing the preservice teachers to engage in personal exploration, experimentation, and reflection (Bailey et al.; Richert, 1990; and Wenzlaff, 1998). Wenzlaff believes that the process of development of a teaching portfolio will help preservice teachers recognize and realize dispositions for teaching as it brings together past and present educational experiences (1998).

Effectiveness of ESOL Education Courses

How effective are ESOL education courses? A pilot study was conducted with preservice teachers using a pre- and post-course survey of attitudes (using The ESOL Awareness Survey Instrument – EASI) in an introductory ESOL class in a major university in Florida (Smith, 2004). Estimates of internal consistency (coefficient alpha) were .75 for the pretest (n=153) and .76 for the posttest (n=161). The survey contained 25 statements that covered the following seven topics: (a) understanding of ELL students, (b) knowledge and confidence in their ability to help ELL students, (c) experience with ELL students, (d) awareness of ELL students in schools, (e) positive attitudes regarding inclusion of ELL students in regular classrooms, (f) stereotypes regarding ELL students, and (g) awareness of best teaching practices for ELL students.

The item topics and a comparison of the means of the pre-test conducted on the first day of class, and the means of the posttest conducted on the last day of class are displayed in Table 1. The results indicate that the largest changes during the semester were reported in the preservice teachers' knowledge and experience, and the least amount of change were reported of their attitudes and notions of best practices. The participants

also reported significant growth in awareness of ESOL students in the classrooms and a feeling that they had a better understanding of them (Smith, 2004).

Table 1

Major Differences on Pilot from Pre- to Post

<i>Sub-group topic</i>	<i>Difference in mean from pre- to posttest</i>
Understanding of ELL students	26.8%
Knowledge and confidence in their ability to help ELL students	46%
Experience with ELL students	47%
Aware of ELL students in schools	25.5%
Positive attitudes regarding inclusion of ELL students in regular classrooms	8.6%
Stereotypes regarding ELL students	15%
Awareness of best teaching practices for ELL students	9.8%

The 25 statements were classified into seven themes, however when a common factor analysis was conducted, the items loaded into three factors with a cumulative eigenvalue of .77 on the pre-test and .79 on the posttest. The communality estimate average was .41 on the pre-test and .44 on the posttest. Four of the items did not correlate with any of the factors. The three factors could broadly be described as: (a) attitudes toward ELL learners in the mainstream classroom, (b) knowledge and skill in working with ELL learners in the mainstream classroom, and (c) beliefs about ELL students (who should teach them and how they should be taught).

Teachers' Attitudes toward ELLs

What feelings do teachers have toward ELL students? Several studies and articles have been written about teachers' attitudes toward ELLs (Byrnes & Kiger, 1994; Byrnes et al., 1996; Clair, 1995; Layzer, 2000; Markham et al., 1996; Rockhill & Tomic, 1995; Terrill & Mark, 2000; and Youngs & Youngs, 2001). Youngs and Youngs (2001) found that teachers reported generally neutral, or slightly positive attitudes toward ESL students.

Does knowledge about ESOL influence teachers' attitudes? A lack of ESOL training may negatively impact teachers' attitudes. In a 1-year qualitative study of three teachers with no ESL training, Clair (1995) found that participating teachers had no desire to have professional development, but preferred quick-fix materials, commonly known as a "bag of tricks" to deal with ELL students. In other words, they would prefer to have some ready-made materials to use, rather than become qualified to adapt materials themselves. Clair concludes that ESL workshops are not the answer, rather, there needs to be ongoing teacher study groups that comprise critical reflection and problem posing. This will "provide an in-depth opportunity to explore complex issues and may serve as a catalyst for individual empowerment and social transformation" (p. 195). Pre-service ESOL education courses can incorporate case studies and reflective assignments in order to better prepare the preservice teachers for what they will encounter.

A study measuring preservice teachers' expectations for schools with children of color and second-language learners indicated that they held significantly different

expectations for learners in different school settings and from different racial backgrounds (Terrill & Mark, 2000). Some of the expectations reflected negative stereotyping. For example, participants expected: higher levels of discipline problems, lower levels of parental support, higher levels of child abuse, and fewer gifted and talented students for groups of students of color and second language learners. In addition, they felt lower levels of comfort with these learners and lower levels of safety in conducting home visits.

In an article called “Teaching language-minority students: Using research to inform practice”, Vivian Fuego (1997) concluded by identifying best practices for ELL students that she had gathered from her study. These best practices were identified as (a) teachers’ knowledge of effective instruction, (b) second language acquisition, (c) cross-cultural communication, and (d) approaches that sustain language learning. Teachers need to have the knowledge, skills, and dispositions necessary to achieve this type of excellence in teaching.

What actions and attitudes can be identified toward ELL students? In a study of 33 mainstream teachers, Layzer (2000) identified the teacher stance of low expectations as a “benevolent conspiracy”. This is where the teacher is very nice to the student, but does not expect excellence from them. In contrast to this, Vivian Fuego and Stephanie Bechtol describe the successful teacher as “culturally competent,” which they define as follows:

More than simply holding high expectations for their students, these teachers of diverse learners actively reject the notion of student failure.

They share a belief in common about the educability of the students. They

reject the notions that blame the children for their failure to learn, or attribute student failure to economic, racial, or linguistic background of families. Instead, successful teachers of diverse students accept responsibility for teaching their students and for providing them with the information and skills they need. They hold their students accountable for their own learning. These culturally competent teachers represent the desirable qualities in any teacher for meeting the needs of diverse learners (Fueyo & Bechtol, 1999, p. 29).

Three models of cross-cultural competency and multicultural teacher education were examined in an article by McAllister and Irvine (2000). The researchers observed that definitions of multicultural experiences differed between studies. They describe cultural competence as a process that takes a person from a self-centered (ethnocentric) state, to personal growth to a level where they view the larger global community. McAllister and Irvine found evidence that higher personal levels of growth were positively associated with multicultural competency (p. 19). Among their recommendations, they suggest “providing opportunities for students to interact with individuals from other ethnic backgrounds in authentic cultural settings” (McAllister & Irvine, 2000, p. 20).

Other Factors

What other factors can influence teachers’ attitudes toward ELL learners in mainstream classrooms? Preservice teachers’ (a) attitudes by program of study, (b) prior exposure to ethnic/ cultural diversity, and (c) level of proficiency of the ELL students are

possible influences on preservice teachers' attitudes toward ELL students in their mainstream classrooms.

Preservice Teachers' Attitudes by Program of Study

Does the course of study (major) affect preservice teachers' attitudes toward inclusion? Inclusion is a well-known topic to preservice teachers in the special education program. Studies have been done regarding the inclusion of special needs students into mainstream classes (Daniel, 1997; Jobe et al., 1996; Monahan, 1996; and Van Reusen et al., 2000).

A study conducted to determine high school teachers' attitudes toward the inclusion of special needs students in mainstream classrooms found that teachers with the least amount of special education training, knowledge, or experience in teaching students with disabilities had the most negative attitudes toward the inclusion of students with disabilities (Van Reusen et al., 2000). In this particular study, no significant relation was found between teacher attitude and content or subject area taught.

Likewise, Jobe and colleagues found no significant difference between practicing teachers' major in college and attitude toward inclusion. This study was conducted with 162 teachers participating from 44 states, using a 25 item attitudinal scale in which participants reacted using a 6-point scale with four factors; (a) benefits of inclusion, (b) inclusion classroom management, (c) perceived ability to teach students with disabilities, and (d) special vs. inclusion general education (Jobe et al., 1996).

No studies have been found that have compared preservice teachers' attitudes toward inclusion by the program of study, but a study of general education and special education preservice teachers' attitudes toward inclusion of special needs students with a

pre- and post-course survey of students enrolled in an introductory special education course, found that both groups' results revealed statistically significant differences overall. The researchers found that scores on five out of eight subscales were statistically significant and the other three were higher, but not significantly (Shade & Stewart, 2001).

A study on preservice teachers' attitudes toward integration looked at program of study as a factor. In this longitudinal study on the effects of teacher education on elementary and secondary preservice teachers' beliefs about integration, participants were asked to respond to 22 statements that potentially impact perceptions of integration: disposition, knowledge, support, resources, and time. In comparing the difference between the elementary and secondary preservice teachers, the means for the elementary teachers' responses were higher for all the statements, and were statistically significant at the .01 level (Reinke & Moseley, 2002).

Exposure to Cultural/Ethnic Diversity as an Attitudinal Factor

There is evidence that "exposure to cultural diversity" impacts students' attitudes toward diversity.

Decades of social science research has found that racially diverse classrooms improve student experiences: enhanced learning, higher academic achievement for minorities, higher educational and occupational aspirations, increased civic engagement, a greater desire to live, work, and go to school in multiracial settings, and positive, increased social interaction among members of different racial and ethnic backgrounds. Significantly, these benefits affect both white and minority students (Orfield & Frankenberg, 2004, p. 2).

Racial classifications are unscientific, as they are both unreliable and unstable. Racial classifications are very cultural in nature. As the culture in the United States has changed over the years, so have the racial categories used by the U.S. Census Bureau. “Race is not biologically real, but is a historical, social, and cultural creation” (Mukhopadhyay & Henze, 2003, p 96). The concept of race is a part of our cultural perceptions that are deeply ingrained, but artificially created. They are so deeply embedded that these classifications seem totally natural to us. H. Ned Seelye declares that “any correlation between ‘race’ and culture is coincidental, not causal... physical anthropologists have not discovered any gene present in one race or ethnic group that is not found in other races or ethnic groups” (Seelye, 1997, p. 244).

The majority group in the United States seldom thinks of itself as ethnic. They reserve that term for others. Everyone is ethnic, whether they think so or not. “There is a tremendous diversity of ethnic backgrounds among Whites and this is lost if race is used as the only identifier” (Nieto, 2000, p. 26). The differences go beyond what is apparent, “less obvious individual differences are always present, even in settings where everyone seems to come from the same background” (Gonzalez-Mena, 2001, p. 5).

Youngs and Youngs examined the following 5 predictors of teachers’ attitudes toward ESL students: (a) General educational experiences, (b) ESL training, (c) Contact with diverse cultures, (d) Prior contact with ESL students, and (e) Personality. Of these 5 predictors, only “ESL training” and “Contact with diverse cultures” were found to be significant. In this case, exposure to cultural diversity appears to enhance appreciation for cultural diversity (2001).

In a cross-cultural immersion experience, twenty-five white, mostly middle class preservice teachers spent two weeks with Latino families in a predominantly Latino setting in southeastern United States. Participant-observer researchers found that the preservice teachers developed more positive attitudes toward diversity issues and grew more aware of inequality, however, they failed to acknowledge the underlying issue of White privilege, and looked at the students and their parents as the source of academic problems (FERENCE & BELL, 2004).

Byrnes (1996) studied 191 classroom teachers from Utah, Virginia, and Arizona, and found that teachers from Arizona, where there is a higher percentage of ELL students, were more positive in their attitudes toward diversity, concluding that more contact with multicultural students may contribute to more positive attitudes.

In the pilot study “Preservice teachers’ attitudes regarding ESL students,” a Pearson correlation coefficient was calculated for the relationship between the item “previous experience with ESL students” and the other items on the post-course survey. Seven items showed a significant correlation. A strong positive relation ($p=.01$) was found for “higher awareness of ESL student.” A significant negative relation was found between “previous experience with ESL students” and “fear of having them in his/her class.” There appears to be a relation between experience with ESL students and confidence in being able to help them, and a reduction in fear of having them as students in their mainstream classrooms (SMITH, 2004).

Preservice Teachers' Attitudes about Inclusion by Level of Students' Proficiency

The stages of language development that all learners progress through, as described by the Natural Approach to ESL teaching are: (a) preproduction, (b) early production, (c) speech emergence, and (d) intermediate fluency (Krashen & Terrell, 1983). Students in all these stages are classified as ELLs, however they represent a wide range of abilities, from the preproduction stage which is characterized by being a silent period, to the intermediate fluency stage, where students sound fluent in English due to their grasp of social English, but are not yet at the level where they are performing in academic English at the level that their native English counterparts are achieving on standardized test scores. With such a wide range of abilities represented by this population of students, it is not possible to have a “one size fits all” approach to teaching them. The ESOL education courses require the preservice teachers to adapt the lessons they plan to all levels of ELL students.

No studies have been found that have measured teachers' attitudes toward inclusion of ELL students in their mainstream classrooms relative to their language learning level. In the field of special education, studies such as Grier's (2001), have examined teachers' attitudes toward having specific degrees of physical and mental challenges. This study was unique in that it assessed the attitudes of teachers regarding the inclusion of students with a variety of disabilities, including severe ones. Grier found that teachers' attitudes were relative to the type of disabilities of the students.

Preservice Teachers' Perceptions of Their Attitudes: Benefit and Support

“Benefit” in the context of this study is defined as “a valuation and appreciation of bilingualism” (Rockhill & Tomic, 1995, p. 214). Rockhill and Tomic identified benefit further as viewing bilingualism as: (a) an asset, and not a liability, (b) being blessed with a bilingual brain, (c) being blessed with bicultures, and (d) being blessed with a special knowledge and understanding of oppression (1995). Both benefit and support have been major factors found in similar studies. Byrnes and Kiger (1994) developed a “language attitudes of teachers scale” (LATS). The LATS identified the following three factors in its 13-point scale: (a) language politics, (b) LEP intolerance, and (b) language support. It assigned a single score based on teachers’ responses to 13 Likert-type items. They reported a .62 correlation between the LATS and the statement on the survey instrument that summarized the question they wished to investigate, which was: “In general, how do you feel about having children in your classroom who speak little or no English?”

The TIAQ – Teacher Integration Attitude Questionnaire, is a similar instrument used in special education to measure teachers’ attitudes toward integration. It consists of 12 items with four factors: (a) skill, (b) benefits, (c) acceptance, and (d) support. Its responses were measured on a five-point Likert scale with an internal consistency of .81. This instrument has been used in studies of attitudes toward inclusion of students with a variety of disabilities, Grier found that teachers had the most favorable attitudes toward inclusion of students with milder disabilities, and least favorable attitudes towards the inclusion of students identified with more severe disabilities (Grier, 2001).

Youngs & Youngs (2001) used two similar questions in their survey on predictors of attitudes toward ESL students: 1. If you were told that you could expect two or three ESL students in one of your classes next year, how would you describe your reaction? (a) very pleased, (b) moderately pleased, (c) neutral, (d) moderately displeased, or (e) very displeased? 1. How would you describe your over-all reaction to working with ESL students in your classroom: (a) greatly like, (b) moderately like, (c) neutral, (d) moderately dislike, or (e) greatly dislike?

Findings in a study on preservice teachers' beliefs about inclusive education for students with mild disabilities revealed a positive attitude toward inclusive education, however, nearly half of the participants believed that the special education classroom was the best place for these students to be educated (Garriott et al., 2004). This seems to indicate that there is a mismatch between these participants' perception of the benefit of inclusion and their level of support and willingness to do it.

Preservice Teachers' Perceptions of Their Knowledge and Skill

Knowledge is defined in the literature as "the information you need to perform the skill", and skill is defined as the "ability to carry out a particular activity" (BECTA, 2004, p. 1). Perceptions of competency can help to influence personal growth plans (Ingersul & Kinman, 2002). This can be very beneficial and lead to a strong sense of self efficacy. Self efficacy is defined as "the belief that one has the necessary skills and abilities to bring about student learning" (Walker, 1992, p.10).

Self-perception of ability tends to rise during preservice training (Hoy, 2000). Errors in self-appraisal tend to be on the positive side. Bandura states that there is a tendency to over-estimate one's competency when one self-appraises, but there is a

positive benefit to this with normal people tending to believe that they can accomplish more. This has a positive effect on what they are able to actually accomplish. People who do not have a positive view of their competency will tend to avoid difficult tasks and not hold to commitments as well (Bandura, 1994).

Conclusion

Research and practical experience have shown the importance of teachers' attitudes towards their learners and how these attitudes affect the students they work with. Studies were found to show that education has an impact on preservice teachers, and that it is possible that field experience and reflective portfolios in particular may have an influence on what they bring out of their educational experience.

Further, it has been seen that course of study, mode of instruction, exposure to cultural diversity, and stage of language development may be factors that can be used as predictors of preservice teachers' attitudes toward ELLs and the inclusion of them into mainstream classrooms.

The following chapter will describe the method of study in detail, by describing the setting, participants, survey instruments, and the statistical analysis that were employed.

Chapter Three Method

This study investigated the effect of one semester of ESOL education on preservice teachers by examining their perceived knowledge and skills in working with English Language Learner (ELL) students, their attitudes toward having ELL students in their mainstream classrooms, and what classroom methods they perceive as effective in their ESOL preservice education courses at the beginning and the end of one regular semester of university course work.

Data for this study were collected during one semester, from pre- and post-course attitudinal surveys, using the ESOL Awareness Survey Instrument – EASI (Appendix C is the pre-EASI and Appendix D is the post-EASI). Participants were at two specific points in their educational experience; (a) participants in the introductory ESOL course (this will be called course one), and (b) participants in the final ESOL course (this will be called course two). Typically these courses occur in preservice teachers' first and penultimate semesters of study in the College of Education.

This college of education is typical of others in Florida in adopting an “infusion” model for the ESOL education of its preservice teachers. It combines specific ESOL education courses, ESOL methods infused in other teacher education courses, an early and a late field experience, and the completion of an ESOL portfolio by each preservice teacher. The combination of these components satisfies the Department of Education's requirement of 300 hours of ESOL education for preservice teachers who are being

prepared to be the primary language arts teacher to any group of students that may include ESOL students.

Sample

The participants were volunteers at two distinct points in their studies in the college of education: (a) preservice teachers in their introductory ESOL course, (n=163), and (b) preservice teachers in their final ESOL course (n=100). These two groups included preservice teachers from all five program areas where teachers obtain the ESOL endorsement through infusion (elementary (ELE), early childhood (ECE), English (ENG), special (ESE), and foreign language (FLE) education programs).

The following data were collected in section one of the pre-course ESOL Awareness Survey Instrument (pre-EASI): (a) course enrolled in, (b) gender, (c) age, (d) educational major, (e) home language, (f) bilingual/ monolingual, (g) course delivery mode (distance or classroom-based), (h) course delivery mode preference, (i) diversity contact questions, (j) prior experience with ESOL students, and (k) perception of course effectiveness. Questions 2-6, and 9-10 were excluded from the post-EASI.

Section two and three on the EASI asked the participants to reflect on their perception of their knowledge (questions 1-6) and skill of ESOL content (questions 11-16): (a) policies and rights of ELL students, (b) cultural awareness, (c) SLA (second language acquisition) theory, (d) Methods of teaching ELL students, (e) adaptation of content instruction for ELL students, and (f) alternative assessment for ELL students. These specific questions address the knowledge in the content areas identified as important for ESOL education by the META Consent Decree (LULAC v. BOE, 1990).

The EASI also included a set of questions in each of these sections that asked the participants to give an over-all perception of their knowledge (questions 7-10) and skill (questions 17-20) toward meeting the educational needs of ELL students at the four basic levels of language proficiency as described by the Natural Approach (Krashen & Terrell, 1983): (a) pre-production, (b) early production, (c) speech emergent, and (d) intermediate fluency.

Section four asked the participants about their feelings toward ESOL inclusion, or mainstreaming all ELL students in regular classrooms (questions 21-30): (a) whether there is a benefit to ESOL inclusion, (b) whether she/he supports ESOL inclusion, and (c) whether it is the best way to educate ELL students at each of the four language proficiency levels.

The final section on the EASI (questions 31-40) asked participants to rate the effectiveness of specific methods/classroom-based activities of their ESOL courses and of ESOL-infused courses that she/he has taken, rating the effect each of the course methods has in influencing her/his attitudes and feelings about ESOL education. The following course methods were listed: (a) reflective assignments, (b) field experience, (c) case studies, (d) class activities/ lectures, and (e) readings. A space for 'other' was included to give participants the opportunity to include a method or activity they thought was particularly effective and was not included on the original list.

Instrument

This study used an on-line attitudinal survey instrument, the ESOL Awareness Survey Instrument (EASI). The pre-EASI and post-EASI are included in full

(Appendices C and D). The purpose of the EASI was to explore participants' perceived knowledge, skills, and attitudes toward having ELL students in their mainstream classrooms, and what methods and classroom activities in their ESOL education and ESOL infused courses they perceived as effective.

Development of the Instrument

The development of the survey instrument was a multi-step process that began with a compilation of actual statements made by preservice teachers. An open ended question was asked to 221 participants completing their initial ESOL course. The question was: "How have your perceptions regarding ESOL students changed this semester, and what has contributed to that change?"

The responses were read and classified into groups of similar themes. From these responses, 25 statements were chosen that best typified their answers. A paper-pencil questionnaire was written with those statements. Participants were asked to respond to the statements using a five-point Likert-type scale.

This survey instrument was used in the pilot study, "Preservice teachers' attitudes toward ESL students" (Smith, 2004). One hundred and fifty-three of the 172 present in two sections of the introductory ESL course participated (n=153). Likewise, at the end of the semester, the same students were asked to fill out the survey once again. One hundred, sixty-one out of the 172 enrolled in the target ESOL course sections participated (n=161). One hundred and six of the participants filled out an additional section rating the effect of various classroom activities and assignments (n=106). The survey also contained a section labeled "comments" where participants were free to write any

additional information they wished to give. Of the 106 participants who filled out the second part to the post-course survey, thirty-three wrote additional comments (n=33).

The 25 statements could be divided into seven themes, however when a common factor analysis was conducted, the items loaded into three factors with a cumulative eigenvalue of .77 on the pre-test and .79 on the posttest. The communality estimate average was .41 on the pre-test and .44 on the posttest. Four of the items did not correlate with any of the factors. The three factors could broadly be described as: (a) attitudes toward ELL learners in the mainstream classroom, (b) knowledge and skill in working with ELL learners in the mainstream classroom, and (c) beliefs about ELL students (who should teach them and how they should be taught).

The items from this pilot study, and the studies referenced in Chapter Two Review of Literature, helped to determine what clusters would be surveyed: (a) knowledge, (b) skills, (c) attitudes – “benefit” and “support” of inclusion, and (d) methods. It also helped determine the research questions that should be addressed.

Design of the Instrument

The design of this instrument was determined by the help of experts in several fields. First of all, a measurement expert who works extensively with survey instruments helped with wording to ensure that the survey instrument told the participants exactly what it would be asking, and then asked the questions clearly. Secondly, an expert in instructional technology who has vast experience with visual design of instruments assisted in the organization of the items to give them a visual effect and minimize the appearance of having a lengthy survey. Finally, an expert in on-line surveys inspected the survey instrument and gave advice on how to make it more effective.

Procedure

The study was conducted in one regular semester at a public university in Florida. All participants in the introductory and final ESOL courses were invited to participate. The survey was presented twice in the semester: pre-course data were collected in the first two weeks of classes, and the post-course data were collected in the last two weeks of the semester prior to the final exams. A letter was given to each instructor of target ESOL courses (initial and final ESOL courses at a large urban university in Florida). As a follow-up, the letter was also sent as an email so that instructors could cut and paste part of it to send to their students if they chose to ask them to participate (see Appendices J and K).

All instructors who consented to participate sent a letter to their students and posted a copy of the letter and a link to the survey on the announcement page of their course website. The university uses Blackboard (2005), a program for on-line communication and instructional support for all courses. All students enrolled in these courses must go to their course website for quizzes and course work, therefore they all had easy access to the survey if they wished to participate. The survey was only offered online, but all participants had easy access to it. Their responses loaded into an online database that was easily loaded into the statistical program for analysis. The same process was repeated for collection of the post-course data.

When preservice teachers clicked on the link on their Blackboard (2005) site, they were directed to the letter of informed consent to participate in human participant research letter (Appendix L). At the bottom of the informed consent letter, there was a

link to take the survey. Preservice teachers enrolled in the target ESOL courses had the opportunity to participate in both or either of the surveys.

Data were summarized including the number of participants by course, number of participants by major, the range, mean, and median age of participants, and the diversity level of participants. The following is a list of this study's primary question, the three null-hypotheses, and the method of analysis used.

The primary research question is: "What perceptions do preservice teachers have of the effectiveness of their ESOL education courses in preparing them with the necessary knowledge, skills, and attitudes regarding having ELL students in their mainstream classrooms?" The following null hypotheses were considered.

1. Hypothesis one states there are no significant differences in preservice teachers' perceptions of their knowledge and skill and their attitudes toward inclusion between students by: program of study (major), course (initial or final), or English Language Learners' language proficiency level.

2. Hypothesis two states there are no significant differences from pre- to posttest surveys within the groups (introductory ESOL course and final ESOL course)

3. Hypothesis three states there are no significant differences in the preservice teachers' perception of the effectiveness of the specific methods in their ESOL education and ESOL infused courses: (a) reflective assignments, (b) field experiences, (c) classroom cases, (d) activities/ discussions, and (e) readings.

Survey Instrument Factor Analysis

A common factor analysis was run using an oblique rotation, since it was believed that the factors may be correlated. Items included in the factor analysis were: (a) ten

perception of ESOL knowledge questions, (b) ten perception of ESOL skills questions, (c) three questions on support of ESOL education, (d) three questions on their perception of the benefit of ESOL education, (e) four general questions on the willingness to work with ELL students at each language level in the mainstream classroom, and (f) ten ESOL instructional methods questions (total of 40 items).

Descriptive statistics for items included the means, standard deviations, skewness and kurtosis. Descriptive statistics for factors were the means, standard deviations, and an internal consistency reliability test (Cronbach alpha). A composite score was calculated for each of the new factors, and a correlation was run between the new factors and the items that each factor represents. The result of this correlation was reported, with means, standard deviations, skewness and kurtosis for each of the new factors.

Hypothesis One Tests

Hypothesis one states there are no significant differences in preservice teachers' perceptions of their knowledge and skill and their attitudes toward inclusion between students enrolled in the initial ESOL course and in the final ESOL course for either a pre-course measure or a post-course measure. The following independent and dependent variables were examined.

Independent Variables

Course. The two target ESOL courses are called "course one and course two" for the purposes of this study. Course one is an over-view introductory ESOL course preservice teachers take at the beginning of their teacher education program. Course two is the final, or capstone ESOL course that preservice teachers take near the end of their program, either in the semester prior to their final internship, or concurrent with their

internship. A complete description of the courses including syllabi are located in Appendices A and B.

Time. Within each course the EASI - ESOL Awareness Survey Instrument was administered during the first two weeks of the course and again during the last two weeks of the course (pre- and post-EASI).

Major. Although initially planned as an independent variable, the number of students within each major area was too disparate for interpretable analyses. For example, Elementary Education was by far the largest group (n=210), the next largest group was English Education (n=22), and the smallest group was Foreign Language (n=6). According to common guidelines, the maximum difference from largest to smallest group for a MANOVA should be 1:5 (Stevens, 2002). In this case, the next largest group was only about ten percent of the size of the largest group (1:1 ratio). Means by major are reported for participants' perception of their ESOL knowledge and skills (PEKS) and their attitudes toward infusion (ATI) for both pre- and post-EASI in Appendix U.

Dependent Variables

PEKS as a factor. The participants' individual means for the survey items that loaded with factor one were the ten knowledge items (items 1-10) and the ten skill items (items 11-20) on the ESOL Awareness Survey Instrument - EASI (See Appendices C and D). These means were added together and divided by 20 to obtain this general mean for each participant's individual Perception of ESOL Knowledge and Skill (PEKS) score.

ATI as a factor. The participants' individual means for the survey items that loaded with factor two were the ten attitude toward inclusion items (items 21-30) on the

ESOL Awareness Survey Instrument - EASI (Appendices C and D). These ten individual means for each participant were added together and divided by ten to obtain a general mean for each participant's individual reported Attitude toward Inclusion (ATI) of ESOL students in their mainstream classrooms.

PEIM as a factor. The participants' individual means for the survey items that loaded with factor three on the pre-EASI were nine items (items 31, 33-40), and on the post-EASI were ten items (items 31-40) on perceived effectiveness of instructional methods on the ESOL Awareness Survey Instrument - EASI (Appendices C and D). These nine individual means on the pre-EASI, and ten individual means on the post-EASI for each participant were added together and divided by nine or ten to obtain a general mean for each participant's individual reported Perceived Effectiveness score for Instructional Methods (PEIM) they encounter in ESOL specific and ESOL-infused courses.

ELLs' language level. Although in the original plan of study, this was intended as a separate dependent variable, due to the results obtained by the factor analysis it was not possible to separate it for individual statistical tests. The participants' individual means for perception of their knowledge and skill in working with each ELL language level are part of factor one (PEKS), and their attitude toward working with ELL's at each of the language levels is a part of factor two (ATI). It is not possible to use those scores separately in statistical analysis, but descriptive statistics can be looked at for these scores. The perception of ESOL knowledge and skill (PEKS) means were reported and descriptive information was provided to compare the means of participants' perception of their knowledge and skill in working with ELL students at each of the four levels of

proficiency. The individual scores of the participants' general attitude toward mainstreaming ELL students at each of the four language levels were reported for the individual attitude toward inclusion (ATI) item means.

Statistical Tests for Hypothesis One

In order to check for any interaction between preservice teachers' course (dependent variable) and their perception of their (a) knowledge, (b) skills, and (c) general attitudes regarding inclusion (independent variables), MANOVA was run to examine any interaction between preservice teachers' course and the factors that represent the data of participants' perceptions of their ESOL knowledge and skill (PEKS) and attitudes toward inclusion (ATI). Means of individual items from statistically significant factors (PEKS and ATI) were reported for descriptive purposes. Results were reported for the pre- and post-EASI.

The structure of the design of the statistical tests was influenced by the results of the factor analysis. The means and standard deviations were reported for each of the items within the factors. Skewness and kurtosis were reported for each of the means where the population did not have a normal distribution. The Wilkes Lambda, F and P values were reported for each main effect, as well as the P values for each of the dependent variables.

Description of Content of the ESOL Courses

The content of the target ESOL courses was examined to identify where and to what extent they covered each of the six ESOL content areas included on the EASI. The following questions were answered: "Do both of these courses address the six content areas included in this study?" and, "How much emphasis are these topics given?" The

course syllabi and calendar were used, along with personal experience with these courses in order to collect this descriptive information.

In summary, course one is an overview of all six ESOL content areas, but the focus is most heavily on cultural awareness, ESOL methods, and content adaptation for ESOL students. Course two, which serves as a capstone to the ESOL education, touches on all the topics as well, but concentrates on applied linguistics (as it is related to SLA) and content adaptation for ESOL students. The content that receives the least amount of emphasis is: policies and assessment (See Appendix V for a fuller description).

Hypothesis Two Tests

Hypothesis two states that there are no significant differences from pre- to posttest surveys within the groups (course one and two). A multivariate repeated measures design was used to test for differences within the two groups (from pre- to post-EASI),

The independent variables were; (a) course (1 and 2) and (b) time (pre- and post-). The dependent variables were: factors that describe participants' perceptions of their ESOL knowledge and skill (PEKS), and attitude toward working with ELL students in their mainstream classrooms (ATI).

The main effect for the pre- to post-course results was examined and the statistics were reported. For factors where a significant interaction was found, the means of the individual survey items results were reported and described.

Hypothesis Three Tests

Hypothesis three states that there are no significant differences in the preservice teachers' perception of the effectiveness of the methods used in their ESOL education courses.

A pilot study asked preservice teachers to reflect on how their perceptions had changed regarding having ELL students in their mainstream classrooms and what they felt had contributed most to those changes in perception. The data collected from those reflections, and observations from ESOL portfolios were used to formulate the methods questions on the survey instrument (Smith, 2004).

Statistical Tests for Hypothesis Three

MANOVA was conducted for the factor describing perceived effectiveness of instructional methods (PEIM) by time and course. The pre-EASI asked participants to predict the effectiveness of these methods, whereas in the post-EASI they were asked to report their actual perceptions of the effectiveness of each of these methods. Descriptive statistics for the factor PEIM included means, standard deviations, skewness and kurtosis by course one and two for the pre- and post-course measures.

Description of Instructional Methods in ESOL Courses

A review was made of the target ESOL courses to describe their use of the following instructional methods: (a) reflective assignments, (b) field experiences, (c) case studies, (d) classroom activities, and (e) readings. The course syllabi and calendar were used, along with personal experience with these courses in order to collect this descriptive information (Appendix W is a description of the instructional methods used in the ESOL education courses).

Assumptions

Independence Assumption

Independence of observations assumes that each score comes from a different individual and that the each score represents one participant's work only. Each participant completed the survey on a computer, on his or her own time, making each set of scores independent. Only one participant can take the survey at a time on a particular computer, whether it was done at home or in a computer lab at the university. Each participant entered an identification code based on a combination of their initials and the final three digits of their social security number to enable matching pre- and post-course measures. The vector of scores for each participant is independent from the vector of scores of other participants.

Multivariate Normality Assumption

Multivariate normality assumes that the distribution of scores for each variable is normal. If sample sizes are small, tests may not behave, but MANOVAS are generally robust to problems in multivariate normality for studies with adequate sample sizes (Stevens, 2002). Irregularities were identified by looking at the stem-and-leaf displays, and whether the marginal distributions were normal or not. The means and standard deviations were reported, and skewness and kurtosis were addressed if appropriate. Skewness and kurtosis have only a slight effect on level of significance or power. The reason for this is that "the sum of independent observations having any distribution whatsoever approaches a normal distribution as the number of observations increases." This is called the Central Limit Theorem (Stevens, 2002, p. 262).

Homogeneity of Covariance Assumption

Homogeneity of covariance assumes that the population covariance matrices are equal. A test of homogeneity of within covariance matrices was run and the p-value of the Chi-Square were reported. As long as populations are approximately equal (largest to smallest 1: .5), the F is robust against variances (Stevens, 2002). Care was taken to ensure that the populations were similar in size.

Instrument Validity and Reliability

Two concerns regarding the reliability of the instrument are: (a) internal consistency of the items, and (b) stability of measurements. Internal consistency of the items was verified by how the scores of the items relate to one another. The test of internal consistency, Cronbach Alpha for the pilot test (Smith, 2004) was .75 for the pretest (n=153), and .76 for the posttest (n=161). Stability of the instrument was strengthened by the reliability coefficients of the test-retest, which yielded such similar results from pre- to posttest (Gardner & Smythe, 1981).

Validity of the instrument was established by (a) predictive validity, (b) content validity, and (c) construct validity. To establish predictive validity, a pilot study was conducted that collected open-ended attitudinal data from 221 preservice teachers in two separate introductory ESOL courses. The data were organized by themes and 25 statements were chosen that best represented the themes. These 25 statements were the basis for the pilot survey instrument that was administered to 153 preservice teachers. (Smith, 2004). Previous research in the area of teachers and preservice teachers' attitudes toward inclusion and ESL students was also considered, along with other possible factors that can influence attitudes toward inclusion. A high correlation of the factors on the

instrument with the items on the survey instrument (EASI), and the results of the replication on the post-EASI further strengthen the predictive validity.

Content validity was established by (a) the representative collection of items, and (b) the sensible method of test construction (Nunnally, 1978). Each of the constructs was clearly defined and supported by previous research. These constructs were further identified by the various elements included in that construct, and the items included were representative of that construct. Experts in test item construction, and on-line survey design were consulted in the design and implementation of the EASI. The course methods were aligned to the required components of ESOL education as determined by the META consent decree. This was also the content that is assessed for accreditation purposes documenting the preservice teachers' knowledge, skills, and dispositions.

Construct validity assures that the test can be shown to access the constructs it was intended to measure. A factor analysis confirmed the three factors included on the instrument.

This chapter has detailed the setting of this study, the participants, and the methods that were employed in researching the primary research question and null-hypotheses. The development of the instrument has been described, and its validity and reliability have been discussed. The following chapter will give the results that were found, and will detail the follow-up tests that were run and the results obtained.

Chapter Four Results

Chapter four includes the results of the research, which will be presented based on the order of the questions and hypotheses. It begins with a description of the sample and then describes the results for the tests for reliability, the assumptions, and effect size. This is followed by statistical tests and analytical descriptions of the data related to each hypothesis.

Participants

There were 513 students enrolled in the two ESOL courses (course one and two) during the fall semester 2004. Of these, 293 students volunteered to take the EASI pre-course survey (57% of those enrolled), and 273 volunteered to take the EASI post-course survey (53% of those enrolled). Some preservice teachers who participated in the pre-course survey did not participate in the post-course survey, and the opposite was also true. The course one participants were from six course sections with three instructors and the course two participants were from eight different course sections, taught by four different instructors.

Participants reported their major as: (a) elementary education (n=218), early childhood education (n=14), special education (n=23), English education (n=11), foreign language education (n=6), and other (n=18). Approximately 75% of the participants were elementary education majors. Their ages varied from 19 to 63, with a median age of 22 and an average age of 25. There were 272 females and 21 males. Two hundred

seventy-three participants reported that English was their home language, and 21 (about 8%) identified themselves as having English as their second language. Thirty-nine of the preservice teachers (approximately 14%) described themselves as being bilingual. Two hundred and fifty-seven participants were enrolled in on-campus sections and 36 were enrolled in distance-learning sections. Seventeen participants expressed that the mode they were taking was not their preference (twelve of these were enrolled in on-campus sections and five were in distance-learning sections).

Data from the EASI were examined for completeness and other response problems, and observations with missing values were omitted. The final sample for the factor analysis included 219 observations on the pre-EASI and 229 on the post-EASI. Analysis for hypothesis 1 included 474 observations, and the analysis for hypothesis 2 included 110 observations. The sample was reduced for hypothesis 2 to include only those students who had both pre-EASI and post-EASI scores. Hypothesis 3 included 431 observations (see the individual number of course one and course two participants in the related tables).

Common Factor Analysis of the EASI

A common factor analysis was run with all 40 items for the pre- and post-EASI using an oblique rotation since it was believed that the factors may be correlated. Similar factor results were obtained for both administrations. Based on the data three factors were obtained, and they were stable across the two administrations.

Table 2 contains a comparison of the pre-EASI and post-EASI results for the factor analysis. Cronbach's coefficient alpha for internal consistency reliability was .93 on the pre-EASI and .96 on the post-EASI. The average communality estimate for all the

items was .77 on the pre-EASI and .70 on the post-EASI. Conservative positions consider scores of .7 and above as ‘reasonably high’ (Stevens, 2002, p. 410).

Table 2. Factor Analysis Results for Pre- and Post-EASI

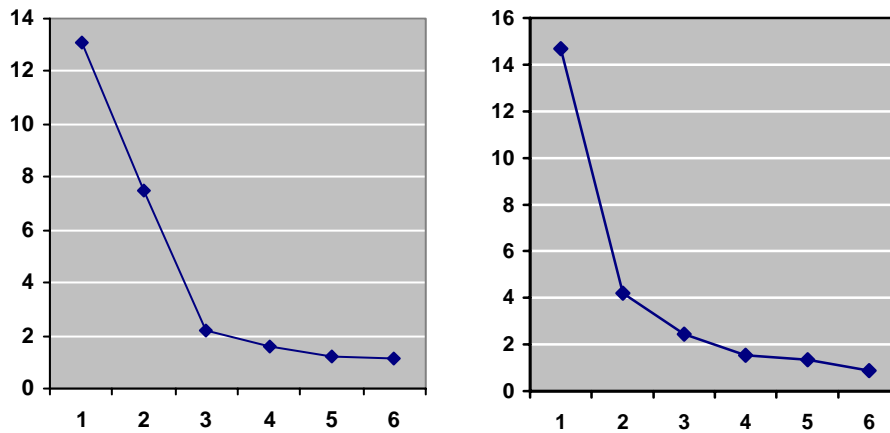
	Pre-EASI	Post-EASI
N	219	229
Cronbach Alpha	.93	.96
Communality Estimate	.79	.70
Total Eigenvalue	30.68	28.24
Factor 1 Eigenvalue	13.15	14.69
Factor 2 Eigenvalue	7.46	4.19
Factor 3 Eigenvalue	2.23	2.44

Figure 1 contains a comparison of the Scree plots for the pre- and post-EASI factor analyses. Three factors were retained and these factors accounted for 74% of the variability on the pre-EASI and 75% on the post-EASI. The addition of other factors did not add significantly, and interpretability was very clear for these three factors.

Table 3 includes the Eigenvalues for each of the items and the factors with which they loaded. In the table, all eigenvalues were multiplied by 100 and rounded to the nearest integer. Values greater than .430295, or those considered clearly loading on one factor, were flagged by an asterisk (*). The standardized regression coefficient scores of the pre- and post-course factor analysis are shown using the Promax rotation method, which is an oblique rotation. The reference structure for the rotated factor pattern had

clear results. The items were not complex, meaning that each item loaded with one and only one factor.

Figure 1. Scree Plot of Eigenvalues of Factors on Pre- and Post-EASI



Similar results were obtained on both pre- and post-EASI factor analyses. The same items loaded on the same factors for both administrations with the exception of only one item. On the pre- and post-EASI, the 20 knowledge and skills items loaded on one factor which was named Perceptions of ESOL Knowledge and Skills (PEKS). Factor two loaded with the ten items on reported attitude toward inclusion of ELL students in the mainstream classroom on both of the surveys and was named Attitudes toward Inclusion (ATI). On the post-EASI all ten of the classroom methods items loaded clearly on Factor 3, and it was named Perceived Effectiveness of Instructional Methods (PEIM). For the pre-EASI, nine classroom methods loaded with factor PEIM. The item “ESOL course field experience” had an eigenvalue that was equal for factor two and three, and it was not greater than .430295, which was the value set for this factor analysis.

Table 3. Factor Structure of Instrument

Item	PEKS Factor 1		ATI Factor 2		PEIM Factor 3	
	Pre	Post	Pre	Post	Pre	Post
Knowledge L3	90*	81*	4	4	-8	3
Skill L3	90*	93*	0	-13	-4	2
Knowledge L2	89*	78*	6	-8	-5	2
Skill L2	89*	90*	0	-15	1	1
Skill L4	88*	86*	-5	-10	1	-2
Knowledge Adapt. Content	88*	65*	3	22	-10	-10
Knowledge L4	87*	77*	3	4	-6	2
Knowledge L1	86*	71*	5	9	-3	7
Skill L1	85*	86*	1	-11	4	2
Knowledge ESOL Methods	85*	66*	-4	13	-3	5
Knowledge ESOL Assessment	84*	64*	-3	20	-1	-1
Skill Adapt. Content	79*	66*	-4	8	16	12
Skill Policies	78*	65*	6	-3	-4	8
Skill ESOL Assessment	78*	72*	-3	-5	8	10
Skill ESOL Methods	77*	67*	-3	-4	2	-3
Knowledge Policies	73*	56*	4	10	-6	-2
Knowledge SLA	70*	50*	2	27	5	-17
Skill Culture	59*	61*	-2	12	17	-6
Skill SLA	51*	61*	-10	3	28	7
Knowledge Culture	48*	46*	12	27	5	-17

Table 3 (Continued). Factor Structure of Instrument

Item	PEKS Factor 1		ATI Factor 2		PEIM Factor 3	
	Pre	Post	Pre	Post	Pre	Post
Attitude toward mainstreaming L2 learners	3	-11	85*	48*	-6	31
Attitude toward mainstreaming L3 learners	14	11	83*	73*	-12	-5
Attitude toward mainstreaming L1 learners	-6	-17	77*	42*	-7	34
Attitude support mainstreaming	-1	-10	69*	71*	9	7
Attitude benefit mainstreaming	4	2	63*	71*	6	2
Attitude toward mainstreaming L4 learners	19	20	59*	52*	-5	-11
Attitude support ESOL education	-7	4	58*	76*	23	4
Attitude support ESOL teacher training	-3	0	55*	76*	23	5
Attitude benefit ESOL teacher training	-17	11	53*	64*	20	6
Attitude benefit of being bilingual	3	11	50*	58*	18	-4
ESOL infused readings	3	4	-6	-13	84*	84*
ESOL infused activities/ discussions	14	25	-11	-1	82*	64*
ESOL infused case studies	1	8	-3	-6	79*	80*
ESOL infused reflective assignments	11	4	6	-1	73*	80*
ESOL course reflective assignments	5	-7	18	15	63*	73*
ESOL infused field experience	11	9	1	3	62*	70*
ESOL course readings	-16	-2	18	-1	55*	72*
ESOL course case studies	-25	-8	17	14	50*	66*
ESOL course activities/ discussions	3	13	24	22	50*	48*
ESOL course field experience	3	13	30	25	30	48*

To establish the relationship further between the 40 items on the EASI and the factors, Pearson correlations were run between the three new factors and the items on the survey (see Table 4 for the results for the post-EASI factor correlation). The group of items that loaded on each of the factors was used to create a variable by computing the average scores for these items. On the post-EASI, the twenty items for participants' perception of their ESOL knowledge and skill had a correlation of .99 with factor 1 (PEKS). The ten items for participants' attitudes toward inclusion had a correlation of .97 with factor 2 (ATI). The ten items on the participants' perception of effectiveness of ESOL instructional methods had a correlation of .99 with factor 3 (PEIM).

Table 4

Pearson Correlation Coefficients for Items within Factors on the Post-EASI

FACTOR NAME	FACTOR 1	FACTOR 2	FACTOR 3
Perceived ESOL Knowledge and Skill (PEKS)	0.99426 p = <.0001		
Attitudes toward Inclusion (ATI)		0.97169 p = <.0001	
Perceived Effectiveness of Instructional Methods (PEIM)			0.98913 p = <.0001

Descriptive Data

Table 5 contains the descriptive data for the pre- and post-EASI by factor. These data include the means, standard deviations, Cronbach alpha reliability coefficients, skewness, and kurtosis for all four measures. The following section contains the results of the tests for reliability and assumptions for MANOVAS.

Instrument Characteristics

Reliability. Cronbach coefficient alphas were calculated for the items included in the three factors for both course one and two, for both the pre- and the post-EASI results. Reliability indices observed on all occasions were between .87 and .96 (Table 5). Reliability indices of .70 (Byrnes and Kiger, 1994) are considered adequate for similar perceptual measures,

Normality. The skewness and kurtosis indices are included in Table 5 for the three factors for both course one and two, for both the pre- and the post-course measures. The distributions for the participants' perception of ESOL knowledge and skill (PEKS) are varied. Course one pre-course PEKS is positively skewed, while post-course PEKS appears to be more normally distributed. The distributions for the pre- and post PEKS for course two are similar in that both are slightly negatively skewed and relatively flat.

The distributions for participants' attitude toward inclusion (ATI) share some similar characteristics. They are all negatively skewed and reasonably flat. The distributions for participants' perception of ESOL instructional methods (PEIM) are again negatively skewed and relatively flat. Since the deviation from a normal distribution is not large, and the distributions are relatively similar, MANOVA should be robust to the observed distribution variations (Stevens, 2002).

Table 5. Descriptive Data for Pre- and Post-EASI by Factor

		ESOL Knowledge and Skills (PEKS)	Attitude toward Inclusion (ATI)	Instructional Methods (PEIM)
	Mean	1.49	3.19	2.81
	SD	.43	.59	.64
Course One Pre- (n=163)	Γ	.94	.88	.87
	S	1.35	-.54	-.13
	K	1.71	-.21	-.38
	Mean	3.03	3.38	2.86
	SD	.52	.49	.61
Course One Post- (n=125)	Γ	.95	.87	.88
	S	-.28	-.88	-.16
	K	-.46	.60	-.49
	Mean	2.65	3.20	2.64
	SD	.52	.60	.62
Course Two Pre- (n=100)	Γ	.95	.90	.89
	S	-.27	-.94	-.08
	K	.12	.77	-.29
	Mean	3.26	3.37	2.67
	SD	.52	.57	.79
Course Two Post- (n=95)	Γ	.96	.90	.93
	S	-.59	-.95	-.19
	K	-.20	.79	-.71

Note: Means are on a four-point scale that ranges from 1 to 4.

Homogeneity of covariance. The homogeneity of covariance was assessed using Box's M test. The significant p-values for both the pre-EASI ($p=.0021$) and the post-EASI ($p=.0011$) indicate that the homogeneity of covariance assumption was violated. The number of participants in course one and two is balanced, however, and MANOVA is robust to violations of this magnitude when there are similar numbers in the two groups compared (Stevens, 2002). Added to the similar size of both groups, the amount of covariance between course one and two participants was very similar. On the pre-EASI, course one had a covariance value of -3.79 and course two had a covariance of -4.07. On the post-EASI, course one had a covariance value of -4.26 and course two had a covariance of -4.18.

Effect Size

To get a sense of the effect size for the set of tests, Mahalanobis distance was calculated. The value for the distance between the two courses (course one and two) was $d^2 = 1.101$. The value for the distance between the two times (from pre- to post-EASI) was $d^2 = 3.53$. The values obtained indicate a large difference between the mean vectors since a value over 1 is considered a large effect (Stevens, 2002).

Hypothesis One Results

Null hypothesis one states there are no significant differences in preservice teachers' perceptions of their knowledge and skill and their attitudes toward inclusion between students enrolled in ESOL course one and ESOL course two for either a pre-course measure or a post-course measure.

Over-all Effect between Courses

Table 5 contains the means and standard deviations for the pre-EASI and post-EASI in both courses (course one and two). The MANOVA for a main effect for differences between the groups by course and time was statistically significant ($\Lambda = .68$, $F(2,470) = 112.27$, $p = <.0001$). Since there was an over-all significant effect for the variable course, differences across courses were examined for the pre- and the post-course measures. To control for a type 1 error for the two sets of tests, the modified Bonferroni approach was adopted. In order to be significant, the p must be $<.025$.

There was a significant difference for the pre-course measure for the effect between course one and two ($\Lambda = .39$, $F(2,257) = 192.99$, $p = <.0001$, $\alpha = .025$). Participants in course two rated their ESOL knowledge and skills (PEKS) significantly higher than participants in course one, $F(1,258) = 376.32$, $p = <.0001$, $\alpha = .025$. On the other hand, participants in course two did not have significantly more positive attitudes toward inclusion (ATI) on the pre-course measure than participants in course one, $F(1,258) = .01$, $p = .9279 > \alpha = .025$.

Results for the post-course measure by course were similar. There was a significant difference between course one and course two ($\Lambda = .93$, $F(2,211) = 7.24$, $p = .0009$, $\alpha = .025$). Participants in course two had significantly higher ratings of their ESOL knowledge and skills (PEKS) than participants in course one, $F(1,212) = 10.38$, $p = .0015$. Similar to the pre-course measure, participants in course two did not have significantly more positive attitudes about inclusion (ATI), $F(1,212) = .011$, $p = .7387$ than participants in course one.

ESOL Knowledge and Skills (PEKS) Differences by Course

For descriptive purposes, Table 6 contains the means for the items within the knowledge and skill (PEKS) factor for the pre-course EASI. Participants' responses within each of the ten content areas for the related knowledge and skill items were averaged resulting in ten total items rather than ten knowledge items and ten skill items. For example, in the content area "ESOL policies and practices", the knowledge item for ESOL policies and practices and the skill item for ESOL policies and practices were averaged, resulting in a mean for that content area.

On the pre-course measure, course one participants' perceptions of their ESOL knowledge and skill (PEKS) were very low, with the lowest rating being 1.19 on a 4-point scale for working with level two language ESOL students. No rating was above 2.25, which was observed for perception of knowledge and skill in relating to culturally diverse students.

Course two participants' ratings of their ESOL knowledge and skill were close to the midpoint on the scale of 2.5 in all content areas, with the exception of "relating to culturally diverse students", which had a mean of 3.04. The highest means for both groups of participants related to their perception of their knowledge and skill in relating to culturally diverse students (Table 6).

Table 6

Means of PEKS Items by Course on Pre-EASI

ESOL Subject matter Knowledge and Skill Perception in working with ESOL students in the mainstream classroom...	Course One n=163		Course Two n=100	
	Mean	SD	Mean	SD
Applying ESOL Policies and Practices	1.49	.55	2.61	.60
Relating to Culturally Diverse Students	2.25	.75	3.04	.58
Teaching English as a Second Language along with the content	1.79	.58	2.60	.63
Using ESOL Methods	1.59	.65	2.82	.63
Adapting Content for ESOL Students	1.45	.57	2.68	.59
Assessing ESOL Students	1.41	.56	2.52	.66
Working with Level 1 Language ELL students	1.21	.43	2.40	.68
Working with Level 2 Language ELL students	1.19	.42	2.46	.63
Working with Level 3 Language ELL students	1.21	.46	2.60	.63
Working with Level 4 Language ELL students	1.25	.52	2.70	.63

Note: Mean values are an average of the individual knowledge and skill items for each content area.

Table 7 includes the average of the knowledge and skill means from the post-EASI results (see discussion in previous section for method of computing this average). For course one, participants' ratings of their ESOL knowledge and skill (PEKS) across content areas shifted to the positive side of the scale, with all mean scores near 3.0 on the 4.0 scale. For course two ratings of their ESOL knowledge and skill (PEKS) on the post-EASI were more positive yet, with scores near 3.20. Again both groups were most positive about their perception of their knowledge and skill in relating to culturally diverse students. The amount of variance, as described by the standard deviations, is

more similar between the two groups than on the pre-EASI. Additional information about responses from participants on knowledge and skill individual items is also provided in Appendices M, N, O, and P.

Table 7

Means of PEKS Items by Course on Post-EASI

ESOL Subject matter Knowledge and Skill Perception in working with ESOL students in the mainstream classroom...	Course One n=125		Course Two n=95	
	Mean	SD	Mean	SD
Applying ESOL Policies and Practices	2.95	.58	3.12	.62
Relating to Culturally Diverse Students	3.31	.56	3.44	.56
Teaching English as a Second Language along with the content	3.03	.54	3.16	.56
Using ESOL Methods	3.17	.58	3.43	.54
Adapting Content for ESOL Students	3.11	.58	3.22	.59
Assessing ESOL Students	3.02	.60	3.17	.62
Working with Level 1 Language ELL students	2.92	.64	3.18	.68
Working with Level 2 Language ELL students	2.93	.68	3.23	.64
Working with Level 3 Language ELL students	2.96	.71	3.28	.59
Working with Level 4 Language ELL students	3.00	.74	3.33	.59

Note: Mean values are an average of the individual knowledge and skill items for each content area.

Attitude toward Inclusion (ATI) Differences by Course

Table 8 includes the means on the posttest of the individual items for the participants in course one and two for their attitude toward inclusion (ATI) factor. There were no significant differences between participants' attitudes between course one and

course two, and one can see the similarities between attitude item means across the two groups. Students were positive in their attitudes about inclusion since all item means were on the positive side of the scale in both courses. The participants' least positive attitude ratings were related to the more complex area of having the lower levels of language proficiency students in the mainstream classroom. The more proficient in English that the ELL student is, the more willing the participants are to say that the student should be in the mainstream classroom. Appendices Q and R have additional information about the percentage of responses for each option within each item.

Table 8

Means of ATI items by Course on Post-EASI

ESOL Attitude toward working with ESOL students in the mainstream classroom...	Course One n=125		Course Two n=95	
	Mean	SD	Mean	SD
Benefit of ESOL Education to my teaching	3.60	.64	3.43	.81
Knowing a Second language is more of a benefit than a problem for ESOL students	3.60	.64	3.61	.70
All Students Benefit from having ESOL students in the mainstream classroom	3.42	.70	3.44	.74
All teachers should have ESOL training	3.69	.62	3.48	.82
I support having ESOL students in all mainstream classrooms	3.37	.79	3.33	.84
ESOL education is important to me.	3.58	.61	3.40	.84
Mainstreaming is best for ELL Level 1 students	2.64	1.00	2.66	1.04
Mainstreaming is best for ELL Level 2 students	2.88	.88	3.05	.86
Mainstreaming is best for ELL Level 3 students	3.36	.67	3.54	.62
Mainstreaming is best for ELL Level 4 students	3.65	.58	3.73	.51

Hypothesis Two Results

Null hypothesis two states there are no significant differences in preservice teachers' perceptions of their knowledge and skill and their attitudes toward inclusion within ESOL course one and ESOL course two, from the pre- to the post-course measures.

Assumptions

Only a subset of the sample (n=102) volunteered to complete both the pre- and post-EASI; therefore, the distributions for only this subgroup were examined. Table 9 contains the descriptive data including mean differences between pre- and post-course tests (posttest scores – pretest scores), standard deviations, skewness, and kurtosis. The mean differences from pre- to post-course EASI results were positive for both courses. The distributions for the differences for perception of ESOL knowledge and skill (PEKS) were similar in that they were slightly negatively skewed and relatively flat for both courses. There were similarities across courses in the distributions for attitudes toward inclusion. Both groups' distributions were positively skewed and mound-shaped. Since the groups are similar in size, a multivariate repeated measures analysis should be robust to the observed distribution variations (Stevens, 2002).

Table 9. Descriptive Data for Pre- to Post-EASI Differences by Factor

		ESOL Knowledge and Skills (PEKS)	Attitude toward Inclusion (ATI)
	M diff.	1.46	.26
Course One (n=56)	SD	.57	.61
	S	-.22	.66
	K	-.74	.51
	M diff.	.74	.27
Course Two (n=50)	SD	.52	.60
	S	.33	1.25
	K	-.41	2.64

Note: Mean difference from pre- to posttest are from a four-point scale that ranges from 1 to 4.

Over-all Effect within Courses

A multivariate repeated measure analysis was conducted to compare the differences from pre- to post-EASI, within each course. The over-all effect from pre- to post-course measure was significant ($\Lambda = .75$, $F(1,100) = 32.29$, $p = <.0001$). Since there was an over-all significant effect for the variable time, differences for perception of ESOL knowledge and skill (PEKS) factor and attitude toward inclusion (ATI) factor were examined. To control for a type 1 error for the two sets of tests, the modified Bonferroni approach was adopted. In order to be significant, the p must be smaller than $< .025$.

There was a significant difference in the means from pre- to post-EASI for participants' perception of their ESOL knowledge and skill (PEKS), $F(1,100) = 41.49$,

$p < .0001 < \alpha = .025$. The differences for PEKS were significant both for course one participants $F(1,52) = 125.52, p < .0001$, and course two participants, $F(1, 48) = 47.39, p < .0001$.

ESOL Knowledge and Skill (PEKS) Differences within Group

Table 10 includes the means and standard deviations for the differences from pre- to post-EASI for the content area items within the knowledge and skill (PEKS) factor for course one and two. These scores represent the amount of growth for participants in each of the ESOL content areas. Mean differences within each of the content areas were positive for both groups of participants.

Course one participants' difference means range from .92 to 1.75. The lowest difference was for "relating to culturally diverse students", which was the content item with the highest rating on both the pre- and post-course measures. The highest difference means were for the items related to working with the various language levels of ELL students in the mainstream classroom, which ranged from 1.67 to 1.75. Most of the score differences represented an increase from pre- to posttest above 1.5 points on a 4-point scale, which represents a substantial growth.

Course two participants' difference means range from .47 to .86. Similar to course one results, the lowest difference mean was for "relating to culturally diverse students", which was also the content item with the highest mean on both the pre- and post-course measures. Most of the other differences were close to .65 with exception of the difference ratings for items related to working with the various language levels of ELL students with language levels 1 – 3, which ranged from .82 to .86. Although not as

large as Course one differences, they were also significant as demonstrated by the MANOVA results.

Table 10

Differences from Pre- to Post-EASI by Course for PEKS items

ESOL Subject matter Knowledge and Skill Perception in working with ESOL students in the mainstream classroom...	Course One n=56		Course Two n=50	
	Diff Mean	SD	Diff Mean	SD
Applying ESOL Policies and Practices	1.40	.75	.62	.67
Relating to Culturally Diverse Students	.92	.86	.47	.63
Teaching English as a Second Language along with the content	1.11	.73	.68	.71
Using ESOL Methods	1.49	.69	.64	.66
Adapting Content for ESOL Students	1.64	.77	.64	.67
Assessing ESOL Students	1.66	.71	.75	.74
Working with Level 1 Language ELL students	1.67	.68	.84	.73
Working with Level 2 Language ELL students	1.70	.68	.86	.68
Working with Level 3 Language ELL students	1.72	.76	.82	.71
Working with Level 4 Language ELL students	1.75	.82	.67	.69

Note: Mean differences are posttest – pretest, and SD are for the difference scores.

Attitudes toward Inclusion (ATI) Differences within Courses

There were no significant differences between pre- and post-EASI means for participants' attitude toward inclusion (ATI), $F(1,100) = 0.06$, $p = .8066$, $> \alpha = .025$. The pre- and post-EASI means for both classes are illustrated in Table 11. Most of the means were on the positive side of the scale to begin with, and they continued on the positive

side at the end of the course. The largest pre- to post-course differences were in participants' attitude toward working with students at the lower language levels in the mainstream classroom. Appendices Q and R include details about the results of the individual items included in the Attitudes toward Inclusion (ATI) factor.

Table 11

Differences from Pre- to Post-EASI by Course for ATI items

ESOL Attitude toward working with ESOL students in the mainstream classroom...	Course One n=56		Course Two n=50	
	Mean	SD	Mean	SD
Benefit of ESOL Education to my teaching	.00	.82	.38	1.08
Knowing a Second language is more of a benefit than a problem for ESOL students	.19	.75	.21	.74
All Students Benefit from having ESOL students in the mainstream classroom	.45	.77	.26	.97
All teachers should have ESOL training	.09	.80	-.05	1.04
I support having ESOL students in all mainstream classrooms	.24	.86	.16	.83
ESOL education is important to me.	-.19	.93	.04	.88
Mainstreaming is best for ELL Level 1 students	.25	1.32	.62	1.06
Mainstreaming is best for ELL Level 2 students	.26	1.15	.62	.95
Mainstreaming is best for ELL Level 3 students	.63	1.05	.42	.81
Mainstreaming is best for ELL Level 4 students	.71	1.01	.20	.73

Hypothesis Three Results

Hypothesis three states that there are no significant differences in preservice teachers' perception of the effectiveness of the specific instructional methods in their ESOL education courses. These methods include: (a) reflective assignments, (b) field

experiences, (c) classroom cases, (d) activities/ discussions, and (e) readings. Items on the survey instrument included these instructional methods in the ESOL courses and also in the ESOL-infused courses (see description of ESOL-infused courses and ESOL infusion in chapter one).

MANOVA was run with the independent variable course (course one and course two) for the post-course measure only because this was the measure of their course experience. The dependent measure was the perceived effectiveness of instructional methods (PEIM) factor from the EASI - ESOL Awareness Survey Instrument. The factor and its loadings were described previously in the common factor analysis section. Table 5 contains the descriptive statistics for the PEIM factor including the means, standard deviations, Cronbach alpha coefficient, skewness, and kurtosis for course one and two.

Differences on PEIM Factor

There were significant differences between the courses on perceived effectiveness of instructional methods (PEIM), $\Lambda = .98$, $F(1,215) 4.11$, $p = .0437$. Participants in the ESOL course one and participants in ESOL course two view the effectiveness of some of the instructional methods differently.

Table 12 includes the means and standard deviations for the individual teaching methods within the perception of ESOL instructional methods (PEIM) factor for course one and two. The instructional methods rated highest and lowest by the groups were the same for both courses. Ratings were higher for all methods by participants in course one, and all of the means are on the positive side of the 4-point scale with the exception of “ESOL-infused readings” (2.44) and “ESOL readings” (2.47). The means for participants in course two were all above the midpoint (2.50) with the exception of

“ESOL readings” (2.05) and “ESOL-infused readings” (2.09). There was more variability in the ratings of the participants in the final course.

Table 12

Post-EASI Means on Instructional Methods Items

By Course	Course One Mean	Course One SD	Course Two Mean	Course Two SD
ESOL Reflective Assignments	2.97	.80	2.61	1.20
ESOL Field Experience	3.35	.84	3.25	.99
ESOL Case Study Work	3.01	.76	2.69	1.02
ESOL Classroom activities/ discussions	3.09	.76	2.99	.98
ESOL Readings	2.47	.92	2.05	.98
ESOL-Infused Reflective Assignments	2.75	.86	2.62	1.02
ESOL-Infused Field Experience	2.89	1.09	2.95	1.13
ESOL-Infused Case Study Work	2.64	.97	2.49	.99
ESOL-Infused Classroom activities/ discussions	2.96	.86	2.86	.98
ESOL-Infused Readings	2.44	.92	2.09	.95

Note: These data include all participants from MANOVA (Table 5)

Appendices S and T have additional data on individual items for instructional methods (PEIM). Appendix S contains percentages of responses in each category for each item on the pre-EASI. Appendix T contains percentages of responses in each category for each item on the post-EASI.

Other Instructional Methods Perceived as Effective

Participants were asked on the post-EASI to name other course components that had influenced their attitudes and feelings about ESOL education and 51 students responded. The responses cited 16 different classroom activities or methods including lesson planning (n=15), exams and quizzes (n=6), LEP Analysis (n=5), methods demonstrations (n=4), personal experience (n=3), on-line activities (n=3), group work (n=2), videos (n=2), observations (n=2), interviews with LEP students (n=2), and class work (n=2). Others that were mentioned only once were; lectures, interning with ESOL students in a classroom, debates, class review, and being in class.

Chapter Five Discussion

The purpose of this chapter is to discuss the findings from chapter four and compare the findings with results from past research. The implications will be described for preservice teachers' programs in general. This section contains first the primary research question, then each of the three null hypotheses. Finally, it includes a discussion of how these findings can impact ESOL education at this college of education as well as areas still needing further study.

Primary Question

The primary research question was: "What perceptions do preservice teachers have of the effectiveness of their ESOL education courses in preparing them with the necessary knowledge, skills, and attitudes regarding having ELL students in their mainstream classrooms?" Teachers' attitudes are important and can affect the learning that takes place in their future classrooms for this at-risk population. The impact of teachers' attitudes on the performance of their students across disciplines is well established (Case, 1996; Garcia, 1999; Jussim, 1989; Krashen, 1981; Van Reusen, Shoho, & Barker, 2001; Van Hook, 2002, and Youngs & Youngs, 2001).

Survey Instrument

The survey developed for this study (EASI) helped to measure how preservice teachers in this college of education perceive their ESOL education and their ability to

teach ELL students effectively in their mainstream classrooms. This section will compare these preservice teachers' perceptions to what is reported in related research.

Reliability and Validity of the EASI

The pre- and post-EASI yielded reliability indices of .93 and .96 respectively. The observed reliability coefficients were higher than those obtained on other similar survey instruments. For example, the Language Attitudes Scale (LATS), a survey that has been widely accepted and used in many attitudinal studies over the past 10 years had a reported Cronbach alpha index of .72 (Byrnes & Kiger, 1994). Another study assessed students' attitudes using the Cultural Diversity Awareness Inventory (CDAI) and reported a Cronbach alpha index of .56 (Milner, 2003), which is considered very low for attitudinal measures.

All items on the EASI loaded very clearly on one of three factors on both the pre- and post-course surveys. The interpretability of the three factors is very good. The items are very easy to describe, and they do not overlap with one another.

PEKS Factor

The first factor can be explained by all the items that were identified on the survey instrument as perception of "knowledge and skill". Perception of knowledge and skill are closely related and sometimes hard to distinguish. These findings show that in the minds of these participants, the two constructs were clustered together.

The loading of knowledge and skills is consistent with literature that shows the connection between the two constructs and defines skill as the "ability to carry out a particular activity" and knowledge as "the information you need to perform the skill". The combination of these two perceptions results in a feeling of competency (BECTA,

2004, p. 1). Perceptions of competency can help to influence personal growth plans (Ingersul & Kinman, 2002), can be very beneficial personally, and can lead to a strong sense of self efficacy. The preservice teachers' perception of their knowledge and skill (PEKS) possibly resembles a teachers' self-efficacy, which is defined as "the belief that one has the necessary skills and abilities to bring about student learning" (Walker, 1992, p.10).

ATI Factor

The second factor can be explained by all the items that were identified on the survey instrument as "support" and "benefit" of ESOL education and inclusion. Participants in this study did not differentiate significantly between the support and benefit items, and the factor analysis showed that the benefit and support items were measuring the same thing in this study.

This finding is in contrast to a study that showed a clear distinction between support and benefit by its participants. Garriott et al. looked at preservice teachers' beliefs about inclusive education. The participants were very positive about inclusion, but stated that the special education classroom was the best place to educate even students with mild disabilities. The researchers concluded that participants saw a benefit in inclusion, but were not as willing to support it (Garriott et al., 2003). Other studies have found that participants' level of support for inclusion differed according to the severity of the disability (Grier, 2001; and Shade & Steward, 2001).

Participants' ratings for attitudes toward inclusion (ATI) were encouraging to see. These ratings were already high at the beginning of the first course, and ranged in the mid-threes on a four-point scale. Most of these already high scores improved slightly

over time. Research has shown that teachers' attitudes toward diversity have improved over the past ten years (Milner et al., 2003): They are generally positive and exposure to diversity enhances appreciation (Youngs & Youngs, 2001). As this university is located in a very diverse state, it could be a factor in explaining the generally positive attitudes of the preservice teachers toward ESOL students because teachers from states with more diverse populations have been found to be more positive (Byrnes, 1996). Follow-up studies in this university should examine the relationship between contact with diversity specifically and the attitude toward inclusion (ATI) factor.

PEIM Factor

The third factor can be explained by the items identified on the survey instrument as "Perceived Effectiveness of Instructional Methods" (PEIM). The factor analysis showed that to the participants in this study, all the ESOL instructional methods and ESOL-infused instructional methods were within the same factor. The following instructional methods have been found to have an effect on preservice teachers' attitudes: (a) reflective teaching/learning (Bailey et al., 1998; Lee, 2004; and Leistyna, 2004), (b) case studies (Kagan, 1993; and Montecinos et al., 1999), (c) field experiences (Agnello & Mittag, 1999; Linek et al., 1999; Mason, 1999; Shade & Stewart, 2001; and Wiggins & Follo, 1999), (d) Integration, continuity among courses (Byrnes et al., 1996) and (e) portfolio development (Bailey et al., & Wenzlaff, 1998).

Hypothesis One: Differences by Course

The first hypothesis states there are no significant differences in preservice teachers' perceptions of their knowledge and skill (PEKS) and their attitudes toward inclusion (ATI) between students enrolled in the initial ESOL course and in the final

ESOL course for either a pre-course measure or a post-course measure. This question compared participants near the beginning of their course of study to participants near the end of their course of study. Significance was found for differences in the perception of ESOL knowledge and skill (PEKS) factor but not for the attitude toward inclusion (ATI) factor.

Differences by Perception of ESOL Knowledge and Skill (PEKS)

There is a difference between the perceptions of participants in these two courses as it relates to their ESOL knowledge and skill (PEKS). More confidence in their knowledge and skill is indicated as preservice teachers in this program near the completion of their ESOL education. The other experiences they have in their lives and teacher education certainly have an effect on these differences as well.

Hoy (2002) concluded that self-perception of ability tends to rise during preservice training and then fall a bit during their first year of teaching. Walker (1992) believes that student-teachers may have an overly-optimistic view of their ability, and Bandura (1994) proposed that errors in self-appraisal tend to be on the positive side, and may include over-estimating one's abilities, but this is indicative of a normal self-perception, and it has a positive effect on accomplishments.

The results of this survey reflect positively on the education program at this university, as participants in this program reported their skills gradually increasing and ending at a very high level at the end of the final course. While these results could be overly optimistic, this optimism might also carry them through the initial teaching stages where they can practice the skills through experience.

Differences by Attitude toward Inclusion (ATI)

There were no significant differences between the groups on their attitude toward inclusion (ATI). Participants' attitudes toward inclusion are not really different whether they are in the initial ESOL course that is taken near the beginning of their program of study, or their final ESOL course that is taken near the end of their program of study.

Little attention has been given to the impact of ESOL education on preservice teachers' attitudes, and most research has focused on looking at the effect of one course rather than the longer-term effect of a program of studies on pre-service teachers' attitudes. Most general preservice education studies have not found differences in preservice teachers' attitudes and beliefs as a result of their program of studies.

Richardson's (1996) summary of research on the role of attitudes and beliefs in learning to teach stated that change was more likely to take place in in-service training rather than pre-service programs. Jordan's (1995) findings agree with this, and he suggests that preservice teacher education programs do not generally alter students' attitudes and beliefs that they have developed during 18 to 20 years of formative experiences. Kagan (1992) also found that personal beliefs that were brought into educational programs generally remained inflexible.

While possibly inflexible, similar to these studies, the preservice teachers observed in this study were very positive throughout their educational experience. The preservice teachers did not encounter anything in their programs that altered their already positive attitudes toward inclusion of ELL students in the mainstream classroom.

Hypothesis Two: Differences from Pre- to Post-EASI within Group

Null hypothesis two states there are no significant differences from pre- to post-course surveys measuring preservice teachers' perceptions of their knowledge, skills, and attitudes toward having ELL students in their mainstream classrooms. This question examined growth and changes participants exhibited (from pre- to post-EASI) in a single course. Significance was found for differences in the perception of ESOL knowledge and skill (PEKS) factor but not in the attitude toward inclusion (ATI) factor.

Discussion of ESOL Knowledge and Skill (PEKS) within Group

On perception of participants' ESOL knowledge and skill (PEKS), both groups had significant gains in scores from pre- to post-course scores. The gains were higher for the initial course participants than for the final course participants, but this is to be expected as the means in the final course were higher to start with and ended higher as well. The learning curve is higher at the beginning of a program. These results are similar to findings from the pilot test where there was a 46% difference in initial participants' perception of their knowledge and ability to work with ELL students from the pre- to post-course survey (Smith, 2004).

These are the results that are encouraging to see in methods courses where practical skills are acquired. It is good to see course participants improve in their perception of knowledge and skill in the course subject areas significantly, and a course is judged as effective if this is achieved. This study does not provide empirical evidence of participants' competence, but it proposed to explore differences in their perception of their knowledge and skill during one semester of course work. The participants affirm clearly that they perceive their knowledge and skill to have improved significantly. In

the case of this study, a single course significantly changed participants' perceptions of their ESOL knowledge and skill (PEKS).

Discussion of Attitudes toward Inclusion (ATI) within Group

ATI scores were stable and similar for both groups and only slightly higher for both the initial and final course participants on the post-course survey. These findings are consistent with studies that have not shown any significant changes in preservice teachers' attitudes as a result of courses taken (Agnello & Mittag, 1999; Boger & Boger, 2000; Kagan, 1992; Knudson, 1998; and Schick, 1995). In a study of preservice teachers' beliefs versus practice regarding ELL literacy instruction, Knudson (1998) conducted a beliefs inventory on 106 student teachers from various majors, concluding that student teachers do not usually change their dominant theoretical orientation. In another survey of teachers' attitudes toward diversity, 31 graduate students participated in a pre- and post-course questionnaire and there was no significant change (Schick, 1995).

The individual item means within the ATI factor were already on the positive side of the scale at the beginning of the course, so from a practical point of view, there wasn't much room for improvement with exception to their attitudes toward inclusion of the ELL students with lower language levels. These started out much lower and ended comparable to the other attitudinal scores.

This differentiation of ELL students by language level is similar to what was found in a study of general and special education pre-service teachers' attitude toward inclusion. The results of that study seemed to indicate that a single course (Survey of Special Education) could significantly change preservice teachers' attitudes toward the inclusion of students with mild disabilities into the general classroom (Shade & Stewart,

2001). Shade and Stewart administered a 48-item inclusion inventory to general education (n=122) and special education (n=72) majors pre- and post- a showed significance in five out of the eight sub-scales for both groups. ELL students are not considered disabled, but special accommodations must be made to the lesson delivery in the mainstream classroom in order to assist the language learner with language development, and at the same time, ensure that the ELL students are learning the same content as the rest of the class.

Hypothesis Three: Effectiveness of Methods in ESOL Education

Null hypothesis three states that there are no significant differences in the preservice teachers' perceptions of the effectiveness of the specific methods in their ESOL courses. Significance was found for differences in participants' perception of the effectiveness of the specific methods.

No studies were found that examined participants' perception of the effectiveness of specific methods of instruction in ESOL education courses. Youngs and Youngs found that ESL training had an over-all impact on participants' attitudes, but they were unable to identify the most successful type of ESL training (2001). In a review of educational studies on attitudes, Richardson (1996) found that most of the studies that reported a change in preservice teachers' attitudes employed the elements of reflective teaching and/or constructivist approaches, therefore affirming that instructional methods appear to make a difference.

Discussion of PEIM Differences between Courses

Although the means were higher for participants in course one than for participants in course two regarding the perception of the effectiveness of each of the

instructional methods, both courses ranked the individual instructional methods similarly, and most of the means were on the positive side of the scale with the exception of readings. Participants in both courses rated the effectiveness of field experience in their ESOL Education highest, readings as the lowest on the effectiveness scale, and reflective assignments somewhere in the middle.

Readings and reflective assignments. It is not surprising that participants express a preference for activities that do not involve reading and writing. The findings in this study are similar to those found by Weisman and Garza (2002) while looking at preservice teacher attitudes toward diversity on a pre- and post- course survey linked to a multicultural education course. They said,

Significantly, the activities that were identified as being least helpful to their growth were often those that required more critical examination of their own beliefs and assumptions. For example, journal writing, the supplementary readings, and the film activity were often referred to as redundant and ineffective (p. 32).

Milner et al (2003) recommended that all teacher education programs should center on reflective assignments. They felt that reflection would lead preservice teachers to self-realization, which in turn would result in serious improvements in their teaching. Research that examined preservice teachers' reflective writing assignments while taking a university course, concluded that students' reflective assignments produced empathy toward English language learners, and the empathy led to their increased awareness of the ELL students' classroom presence. In the study titled 'Preparing secondary subject area teachers to teach linguistically and culturally diverse students', Dong (2004) examined

the reflective work of 26 graduate students enrolled in her Language, Literacy, and Culture in Education course. Through course readings, 25 hours of field observation, class discussions, and writing reflections, she concluded that the students' empathy grew toward English language learners in the classroom. Dong saw evidence of this growth through her students' reflective writing. These findings show that although preservice teachers do not perceive reading and reflective writing assignments as influential, they may help sustain the positive perceptions toward inclusion.

Field experiences. Likewise, it is consistent with educational literature that participants ranked field experience the highest. Research conducted on the effects of field experience has shown its importance in the preservice teachers' educational experience. Mason (1999), found that attitudes can change through well-conceived field experiences. Likewise, Malone conducted a meta-analysis of the effects of early field experiences on preservice teachers' attitudes. It pointed to evidence that the most profound differences were found in students who were placed in low SES schools (cited by Mason, 1999).

In a similar study comparing urban to suburban schools, based on the findings from their study on preservice teachers' awareness of multiculturalism and diversity, Milner et al. (2003) recommend that teacher education programs increase preservice teachers' opportunities to interact with diverse groups of students and be exposed to a variety of teaching contexts early in their programs. Florida has the optimal conditions in its diverse population of students to accomplish this in its K-12 school settings (OMSLE, 2002 LEP Student Statistics).

No conclusions can be made from these results other than that the participants in their initial course generally perceived the methods used as more effective than the participants in their final course. Since their attitudes toward these instructional methods did not change as a result of the course (no differences from pre- to post-EASI), what causes the initial course participants to perceive that these instructional methods have a greater effect on their attitudes toward ESOL education? Do courses taken at the beginning of one's program of study have a stronger effect? Future studies can be made on these differences by asking participants in the final course to compare the present course effectiveness with other ones they have taken.

Limitations to this Study

There are certain limitations to the findings in this study. First, data were collected from only one teacher education college in Florida. The sample population was very diverse, but the findings from this study may not be generalizable to teacher education programs in other parts of the country. It may be valuable to compare these data with data collected in other parts of the country.

Secondly, these findings are limited to one semester in the experience in the university. This cannot be generalized to other semesters without comparing data over a longer period of time. Future studies can follow these participants through their educational experiences and compare them with other groups of participants.

Thirdly, the experiences of participants in their initial course cannot be directly compared with participants in their final course. These results are limited to understanding better this particular group of participants' perceptions.

Survey Instrument Recommendations

The survey instrument was effective in helping to better understand the perceptions of the preservice teachers regarding the ESOL education program in this college of education.

The following changes are recommended to the survey instrument (EASI): (a) the identification code for each participant could be computer-generated based on a few of the questions. This would make it easier to collect descriptive data on the post-course survey and compare it by semester, and (b) the section that surveys perceptions of course methods can also be expanded to include specific classroom activities that were suggested by participants in this study.

Further Studies

Data on preservice teachers' perceptions of their knowledge, skills, and attitudes should be collected on a continuing basis. This is good practice, and this information will be useful for accreditation review purposes. Added to this, the group that was in the initial course should be surveyed again in their final course. The results of the two final groups can then be compared for differences.

Several other topics for further study have emerged from the results of this study. A qualitative study by major, content analysis of ESOL infusion portfolios of preservice teachers, and a further study of perceptions of course effectiveness would be useful follow-ups to this study.

Since no conclusions could be made about differences by major in this study, it would be interesting to conduct a qualitative examination of differences in perceptions by program of study. A qualitative study would not be impacted by the imbalanced number

of participants in each of the majors. An investigation of differences by program of study could impact how curriculum is further developed. Curriculum could be better fitted to each program's needs.

Perceptions of course effectiveness could be studied by conducting surveys of student expectations for their ESOL courses. A better understanding of participants' expectations, and a better understanding on their part of the rationale and scope of the course could help avoid any mismatch of expectations.

An understanding of the quality of preservice teachers' work could be useful to compare with the information about their perceptions of their skill that was collected in this study. A content analysis of students' ESOL portfolio would add more information about the quality of the work they are doing and how that matches their perceptions of their ESOL skill and knowledge.

Based on research found on influences to preservice teachers' attitudes, a study can also be conducted using the information on contact with diversity that participants completed with the demographical section of the EASI. Statistical tests could explore differences between participants by amount of contact with diversity.

Final Thoughts

This study investigated the perceptions of preservice teachers' knowledge, skills and attitudes toward working with English language learners in mainstream classrooms during one semester. The results have been revealing and have given tools toward continuing to monitor the educational program in search of improving preservice teachers' perceptions toward working with this critical population of students that cannot and should not be left behind as we boldly step into the twenty-first century.

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Appendices

Appendix A: Initial ESOL Course Syllabus

COLLEGE OF EDUCATION

DEPARTMENTAL COURSE SYLLABUS

Required elements of the departmental syllabus:

1. **Course Prefix and Number:** FLE 4362
2. **Course Title:** ESOL 1 – Curriculum and Pedagogy of ESOL
3. **Course Coordinator(s):** Phil Smith
4. **Course Prerequisites (if any):** None

5. **Course Description:**

This course is designed to prepare pre-professional (pre-service) teachers to provide linguistically and culturally appropriate instruction, learning opportunities and assessment for English Language Learners (ELLs) in grades K-12.

6. **Course Goals and Objectives:**

This course presents an overview of English Language Learners' rights and policies, and the five subject areas pertinent to teaching English Language Learners: Cross-Cultural Communication and Understanding, Applied Linguistics and Second Language Acquisition, Methods in Teaching English as a Second Language, Curriculum Development and Adaptation, and Language Assessment. These five subject areas, which are the focus of the course modules, promote the understanding of first and second language acquisition processes, facilitate the development of culturally and linguistically appropriate instructional and assessment skills, and present effective means for modifying curricula. More detailed goals and objectives for each of these subject areas are given below.

- 1.0 Develop an understanding for the need for training to work with LEP students, i.e. the demographic, sociocultural, legal and pedagogical reasons

Appendix A: (Continued)

- 2.0 Develop cultural awareness in order to understand better the influences of various aspects of culture on teaching and learning and understand the influence that home, school, and community relationships have on academic achievement and school adjustment of LEP students
- 3.0 Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices
- 4.0 Understand and implement methods of English language development to use with all levels of English language learners.
- 5.0 Develop instructional strategies that integrate language and curricular content learning
- 6.0 Understand the role, function and types of assessment in the education of LEP students

7. **Content Outline:**

Providing Equal Education Opportunity for the LEP Student: National and State Efforts

- 1.1 Demographic changes into the 21st century and their implications
- 1.2 Rationale for providing services to the LEP student
- 1.3 International efforts in providing equitable education for minority second language populations
- 1.4 National efforts in providing equal education opportunities for LEP students
- 1.5 Florida's efforts in providing equal education opportunities for LEP students
- 1.6 Examples of programs designed to meet the needs of LEP students (national and state) as they are situated within social and political contexts of language policy
- 1.7 Examples of national and state organizations, which support ESOL

Developing Cultural Awareness in order to Bridge Home/Community/School Gap

- 2.1 Stages of cultural adjustment
- 2.2 Stereotypes and other preconceived ideas concerning cultures and cultural characteristics
- 2.3 Factors that influence LEP parent involvement in the school

Appendix A: (Continued)

- 2.4 Strategies and activities that promote parent, school and community relationships in the classroom
- 2.5 Culturally responsive pedagogy

Second Language Acquisition Issues

- 3.1 Approaches to Language Acquisition
- 3.2 Literacy processing and schema building
- 3.3 Literacy levels and multiple literacies
- 3.4 Proficiency scales and assessment
- 3.5 Communicative Competence & Literacy
- 3.6 BICS & CALP and Cummins' Quadrants
- 3.7 Technology assisted second language acquisition

Methods of English Language Development

- 4.1 Historical methods of English language development Instruction
- 4.2 ESL goals and standards
- 4.3 ESL strategies in content areas
- 4.4 Whole language techniques
- 4.5 Cooperative learning strategies
- 4.6 English language development through technology

Content Area Instruction

- 6.1 Promoting literacy in the classroom
- 6.2 The SDAIE Model
- 6.3 Teaching learning strategies
- 6.4 Approaches to teaching multicultural content
- 6.5 Integrating higher order thinking skills for English language learners
- 6.6 Content area application
- 6.7 Technology in the classroom

Appendix A: (Continued)

Assessing LEP Students and Monitoring Student Progress

- 5.1 Cultural nature of assessment
- 5.2 Types of assessment and assessment characteristics
- 5.3 Alternative approaches to assessment
- 5.4 Monitoring student progress
- 5.5 Assessment of LEP oral language output using SOLOM (Student Oral Language Observation Matrix)

8. **Evaluation of Student Outcomes:**

All modules of this course include evaluation activities to support the application of the knowledge and skills needed for effective teaching of LEP students.

Campus Class	LFAD Class
<p>The evaluation/assessment activities are:</p> <ul style="list-style-type: none"> (a) Quizzes/Reading Checks on assigned readings (b) Performance tests (c) Case study and other assigned activities <ul style="list-style-type: none"> -Cultural awareness tasks -SOLOM -Language Learning Interview (d) Lesson Planning Modification <ul style="list-style-type: none"> -Methods Demonstration (e) Resource portfolio <ul style="list-style-type: none"> -field experience -reflection of overall field experience 	<p>The evaluation/assessment activities:</p> <ul style="list-style-type: none"> (a) Reaction Papers to Assigned Readings and Performance Checks (b) Performance Tests (c) Case study and other assigned activities <ul style="list-style-type: none"> -Cultural awareness tasks -SOLOM -Language Learning Interview (d) Lesson Planning <ul style="list-style-type: none"> -Methods Demonstration (e) Resource portfolio <ul style="list-style-type: none"> -field experience -reflection of overall field experience

Appendix A: (Continued)

9. Grading Criteria:

Campus Classes	LFAD Class
<p>The final grade will be based on the following categories and weights:</p> <p>a. Quizzes on assigned readings 10%</p> <p>b. Field experience and related Assignments 30%</p> <p>c. ESOL Comprehensive Exam 20%</p> <p>d. Case study 10%</p> <p>e. Lesson planning and methods 25%</p> <p>f. Resource portfolio 5%</p> <p>Grades will be assigned using the following standard:</p> <p>A= 90 or better B = 80-89 C = 70- 79 D = 60 – 69 F = 59 or lower</p>	<p>The final grade will be based on the following categories and weights:</p> <p>a. Quizzes on assigned readings 10%</p> <p>b. Field experience and related Assignments 30%</p> <p>c. ESOL Comprehensive Exam 20%</p> <p>d. Case study 10%</p> <p>e. Lesson planning and methods 25%</p> <p>f. Resource portfolio 5%</p> <p>Grades will be assigned using the following standard:</p> <p>A= 90 or better B = 80-89 C = 70- 79 D = 60 – 69 F = 59 or lower</p>

10. Textbook(s) and Readings:

- A. Campus class – Diaz-Rico and Weed. (2002). “The Crosscultural, Language, and Academic Development Handbook” 2nd Edition.
- B. LFAD class – Diaz-Rico and Weed. (2002). “The Crosscultural, Language, and Academic Development Handbook” 2nd Edition.

Appendix B: Final ESOL Course Syllabus

COLLEGE OF EDUCATION

DEPARTMENTAL COURSE SYLLABUS

Required elements of the departmental syllabus:

1. **Course Prefix and Number:** FLE 4364
2. **Course Title:** ESOL 3 – Applying Linguistics to ESOL Teaching and Testing
3. **Regular Instructor(s):** Michelle Macy
4. **Course Prerequisites (if any):** ESOL 1 & 2

5. **Course Description:**

This course provides an overview of the components of language, linking them to methods and techniques of providing comprehensible instruction to English Language Learners (ELLs). Designed for preservice and inservice teachers, this course supports the development of professional literacy skills geared toward appropriate pedagogical practices for the instruction of ELL students in the United States.

6. **Course Goals and Objectives:**

1. Students will demonstrate comprehension of the subfields of Linguistics by defining, describing and applying to social and classroom contexts the disciplines of:
 - Phonetics
 - Phonology
 - Morphology
 - Semantics
 - Syntax
 - Discourse and Text Analysis
 - Pragmatics
2. Students will apply their comprehension of the subfields of Linguistics through:
 - Analyzing authentic oral and written language of LEP students (from videotaped and/or audiotaped oral samples and samples of student writing) in class
 - Developing a case study describing an LEP student's linguistic competence

Appendix B: (Continued)

Students will apply their knowledge of Linguistics to developing, implementing, and evaluating appropriate instruction through:

- Developing lesson plans and assessment measures for a variety of topics with appropriate instructional modifications for LEP students
- Developing a case study describing an LEP student's English language and literacy development, and American cultural competency

7. **Content Outline:**

Sociolinguistics

- Language use across America
- Language as a social, economic and political tool
- Code switching and transfer

Language Components

Phonology

- What is phonology?
- The sounds of American English
- Sociolinguistics and phonology
- Learned pronunciations
- Chosen pronunciations
- LEP phonological characteristics and samples
- Non-L1 factors that impact phonological production
- Implications for oral production and assessment thereof
- Implications for written production and assessment thereof
- Teaching
- Direct instruction
- Lesson planning

Morphology

- What is morphology?
- The morpheme types in English
- Sociolinguistics and morphemes
- Learned usage
- Chosen usage
- LEP morphological usage, knowledge, avoidance and samples
- L1 & L2 morpheme acquisition order studies
- Implications for oral production and assessment thereof
- Implications for written production and assessment thereof

Appendix B: (Continued)

- Teaching
- Direct instruction
- Lesson planning

Semantics

- What is semantics?
- English words – denotations & connotations
- Sociolinguistics and semantics
- Regional/dialectal variations in use
- LEP semantic usage, knowledge, avoidance and samples
- Nuance issues
- L1 transfer issues (inappropriate matching & false cognates)
- Phrasal verbs and other English difficulties
- Implications for oral production and assessment thereof
- Implications for written production and assessment thereof
- Teaching
- Direct instruction
- Lesson planning

Syntax

- What is syntax?
- Word order in English
- Sociolinguistics and syntax
- Learned orders
- Chosen orders
- LEP syntactic characteristics and samples
- L1 factors that impact syntactic production
- Implications for oral production and assessment thereof
- Implications for written production and assessment thereof
- Teaching
- Direct instruction
- Lesson planning

Oral & Written Discourse

- What is oral discourse?
- What is written discourse?
- Features of U.S. English discourse.
- Sociolinguistics and discourse
- LEP discourse features and samples

Appendix B: (Continued)

- L1 factors that impact discourse production
- Implications for oral production and assessment thereof
- Implications for written production and assessment thereof
- Teaching
- Direct instruction
- Lesson planning

Pragmatics

- What is pragmatics?
- Native-like pragmatics in American cultural contexts
- Sociolinguistics and pragmatics
- Learned pragmatics x context
- Chosen pragmatics x context
- LEP pragmatic characteristics and samples
- L1 cultural factors that impact pragmatic proficiency
- Implications for stereotyping and prejudice
- Implications for oral production and assessment thereof
- Implications for written production and assessment thereof
- Teaching
- Direct instruction
- Lesson planning

Differences & Exceptionalities

Native Speaker Production Errors

- Production Errors
- Anticipations
- Preservations
- Metathesis
- Additions and omissions
- Malpropisms
- Perception Errors

Native Speaker Differences

- Accent - regional
- Usage

Native Speaker Atypical Language Development

- Hearing impairments
- Visual impairments
- Other physical impairments
- Dyslexia/Dysphasia
- Aphasias
- Additional complications
- Stutters
- Autism/ linguistic savants

Non-Native Speaker Production Errors

- Mistakes
- Errors
- Proficiency level, Development & Interlanguage

Non-Native Speaker Differences

- Accent - international
- Usage

Non-Native Speaker Atypical Language Development

- Distinguishing speaker differences from physical and psycho/neurological exceptionalities
- Procedures for assessment
- Procedures for IEPs
- ESOL methods/strategies and exceptionalities

3. Application

- Language knowledge as a tool in the classroom
- Identifying native and non-native elements of LEP student language production
- Evaluating native and non-native elements of LEP student language production
- Developing appropriate instructional interventions
- Developing appropriate instructional tools
- Developing appropriate instructional plans
- Developing appropriate instructional assessments

Appendix B: (Continued)

8. **Evaluation of Student Outcomes:**

All readings, activities, and assignments of this course are filled with numerous varied evaluation activities to support mastery of the knowledge and skills needed for effective teaching of LEP students.

Campus Class	Distance Learning Class
<p>The evaluation/assessment activities are:</p> <p>(a) Profile and Analysis of LEP students’ linguistic development</p> <ul style="list-style-type: none"> • Student profile and introduction • Phonetic description and phonological patterns • Morphological and semantic description • Syntax and discourse • Pragmatic and sociocultural competence • Literacy development <p>AP 1, 3, 5, 7, 8, 11; COECF 1, 2, 4, 5, 6; ESOL 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p>(b) Weekly Quizzes</p> <p>(c) Tests</p> <p>(d) Professional Resource Folder</p> <p>(e) ESOL Lesson Plans for a minimum of one week of instruction (lesson plans for the mainstream class with ESOL appropriate modifications) & Rationale for Approach, Methods, and Techniques Used</p> <p>AP 1, 2, 4, 5, 7, 8, 9, 10; COECF 1, 2, 4, 5, 6; ESOL 1, 5, 6, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24</p>	<p>The evaluation/assessment activities are:</p> <p>(a) Profile and Analysis of LEP students’ linguistic development</p> <ul style="list-style-type: none"> • Student profile and introduction • Phonetic description and phonological patterns • Morphological and semantic description • Syntax and discourse • Pragmatic and sociocultural competence • Literacy development <p>AP 1, 3, 5, 7, 8, 11; COECF 1, 2, 4, 5, 6; ESOL 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p>(b) Weekly Quizzes</p> <p>(c) Tests</p> <p>(d) Professional Resource Folder</p> <p>(e) ESOL Lesson Plans for a minimum of one week of instruction (lesson plans for the mainstream class with ESOL appropriate modifications) & Rationale for Approach, Methods, and Techniques Used</p> <p>AP 1, 2, 4, 5, 7, 8, 9, 10; COECF 1, 2, 4, 5, 6; ESOL 1, 5, 6, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24</p>

Appendix B: (Continued)

9. Grading Criteria:

Campus Classes	Distance Learning Class
<p>The final grade will be based on the following categories and weights:</p> <ul style="list-style-type: none"> (a) Profile & Analysis of an LEP student's linguistic development--25% (b) Weekly Quizzes--10% (c) Tests-30% (d) ESOL Folder—5% (e) ESOL Lesson Plans & Rationale for Approach, Methods, and Techniques Used--30% <p>Grades will be assigned using the following standard:</p> <p>A= 90 or better B = 80-89 C = 70- 79 D = 60 –69 F = 59 or lower</p>	<p>The final grade will be based on the following categories and weights:</p> <ul style="list-style-type: none"> (a) Profile & Analysis of an LEP student's linguistic development--25% (b) Weekly Quizzes--5% (c) Tests-30% (d) ESOL Folder—5% (e) ESOL Lesson Plans & Rationale for Approach, Methods, and Techniques Used--30% (f) On-line participation-5% <p>Grades will be assigned using the following standard:</p> <p>A= 90 or better B = 80-89 C = 70- 79 D = 60 –69 F = 59 or lower</p>

10. Textbook(s) and Readings:

Ariza, E. N.; Morales-Jones, C. A.; Yahya, N., & Zainuddin, H. (2002). Why ESOL? Theories and issues in teaching English as a second language. 2nd Edition.

ESOL 3 Course Packet containing blank rubrics (ProCopy)

EASI - ESOL Awareness Survey Instrument

Pre-Course Survey

General Questions:

1. What course are you presently enrolled in? FLE 4315 FLE 4316 ESOL 1 ESOL
3 N/A
-

2. In order to match your pre-course survey with your post-course survey, please enter first two letters of your last name (Smith = SM) and last three digits of your SSN (e.g.,: SM228):

3. Please fill in the last name of your present ESOL instructor

4. Gender: Male Female

5. Age:

6. Educational Major: Elementary Ed. Early Childhood Ed. Special Ed. English Ed.
 For. Lang. Ed. Other
-

7. Is English your home language? yes no

8. Are you bilingual? yes no

9. Course delivery mode: On Campus Distance learning

10. Was this your preference?
 Yes No

Appendix C: (Continued)

11. Please check all areas where you have experienced **ethnic/cultural diversity (culture different than yours)**:

Diverse: neighborhood classmates in elementary school classmates in high school

friends/roommates at university colleagues at work close friends family

12. Approximately how many hours have you spent working directly with ESOL students prior to this course?

very little/no experience 6 hrs or more 2 weeks or more 1 semester or more

13. How effective do you feel this ESOL course will be in preparing you to help ESOL students in a mainstream classroom?

1- not very effective 2 - somewhat effective 3- mostly effective

14. Have you taken any previous ESOL courses? yes no 15. Was it On Campus or Distance Learning?

16. If yes, how do you rate the effectiveness of your previous ESOL course in preparing you to help ESOL students in a mainstream classroom? 1- not very effective 2- somewhat effective 3- mostly effective

..... **ESOL Content Knowledge - In this set of questions, please reflect on your knowledge about the following ESOL content (not your skill):**

I know hardly anything about... I know a little about... I know generally about... I know a lot about...

Appendix C: (Continued)

1	Policies and rights of ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2	Cultural awareness.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3	Second language acquisition.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4	Methods of teaching ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5	Adaptation of content instruction for ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6	Alternative assessment for ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Meeting the educational needs of:		I know hardly anything about...	I know a little about...	I know generally about...	I know a lot about...
7	..... Pre-production (level 1) ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8	..... Early-production (level 2) ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9	..... Speech-emergent (level 3) ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10	..... Intermediate-fluency (level 4) ESOL students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

..... **ESOL Skills: In this set of questions, please reflect on your ESOL skills, (ability to work with ESOL students). Please rate your level of skill in the following ESOL content areas:**

..... I have hardly any skill in... I have a little skill in... I am generally skilled in... I have a lot of skill in...

Appendix C: (Continued)

- | | | | | | |
|----|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 14 | Using a variety of methods to teach content classes. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 15 | Setting language objectives in my content classes. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 12 | Responding appropriately to culturally diverse learners. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 13 | Working with people who do not speak English very well. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 16 | Assessing what ESOL students can do in my content classes, taking language demands into consideration. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 11 | Complying with the state policies and practices for teaching ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Meeting the language, cultural, and content matter needs of the ESOL students at the following levels of language proficiency:

- | | | | | | |
|----|--|----------------------------------|--------------------------------|---------------------------------|--------------------------------|
| | | I have hardly
any skill in... | I have a little
skill in... | I am generally
skilled in... | I have a lot of
skill in... |
| 17 |Pre-production (level 1) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 18 |Early-production (level 2) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 19 |Speech-emergent (level 3) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 20 |Intermediate-fluency (level 4) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

..... **Please answer how much you agree with the following statements about your feelings toward ESOL inclusion, that is: mainstreaming all ESOL students in regular classrooms.**

..... **These statements relate to the degree to which you feel there is a benefit to ESOL inclusion.**

I hardly or don't agree | agree a little | I somewhat agree | I mostly agree

Appendix C: (Continued)

- | | | | | | |
|----|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 21 | I think ESOL education will benefit my over-all teaching. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 22 | Knowing a second language is more of a benefit for ESOL students than a problem. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 23 | All students benefit from having ESOL students in their mainstream classrooms. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

These statements relate to the degree to which you feel support for ESOL inclusion. I hardly or don't agree | agree a little | I somewhat agree | I mostly agree

- | | | | | | |
|----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 24 | I think all teachers should have ESOL training. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 25 | I support having ESOL students in all mainstream classes. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 26 | ESOL education is important to me. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Mainstreaming is the best way to educate ESOL students at the various language production levels: I hardly or don't agree | agree a little | I somewhat agree | I mostly agree

- | | | | | | |
|----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 27 | Pre-production (level 1) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 28 | Early-production (level 2) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 29 | Speech-emergent (level 3) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 30 | Intermediate-fluency (level 4) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

..... **Please rate what you predict the effectiveness of specific components of this course will be in influencing your attitudes and feelings about ESOL education:**

..... Minimally Somewhat Quite Extremely

Appendix C: (Continued)

influential. influential influential influential

Please rate how you feel each of the following course components will influence your attitudes and feelings about ESOL education:

31	reflective assignments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
32	field experience	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
33	case study work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
34	activities/ discussions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
35	Readings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
41	other <input style="width: 100px; height: 15px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

..... Approximately how many non-ESOL courses have you taken in your program that have included ESOL content?

..... **Please rate how each of the following course components of ESOL-infused courses have influenced your attitudes and feelings about ESOL education:**

Minimally influential. Somewhat influential Quite influential Extremely influential

36	reflective assignments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
37	field experience	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
38	case study work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
39	activities/ discussions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
40	Readings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
42	other <input style="width: 100px; height: 15px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

EASI - ESOL Awareness Survey Instrument Post-Course Survey

General Questions:

1. What course are you presently enrolled in? FLE 4315 FLE 4316 ESOL 1
 ESOL 3 N/A
-

2. In order to match your pre-course survey with your post-course survey, please enter first two letters of your last name (Smith = SM) and last three digits of your SSN (e.g., SM228):

3. Please fill in the last name of your present ESOL instructor

4. How effective do you feel this ESOL course has been in preparing you to help ESOL students in a mainstream classroom?

- 1- not very effective 2 - somewhat effective 3- mostly effective

ESOL Content Knowledge - In this set of questions, please reflect on your knowledge about the following ESOL content (not your skill):

- | | | I know hardly anything about... | I know a little about... | I know generally about... | I know a lot about... |
|---|---------------------------------------|---------------------------------|----------------------------|----------------------------|----------------------------|
| 1 | Policies and rights of ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Appendix D: (Continued)

2	Cultural awareness.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3	Second language acquisition.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4	Methods of teaching ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5	Adaptation of content instruction for ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6	Alternative assessment for ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Meeting the educational needs of:	I know hardly anything about...	I know a little about...	I know generally about...	I know a lot about...
7	..... Pre-production (level 1) ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8	..... Early-production (level 2) ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9	..... Speech-emergent (level 3) ESOL students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10	..... Intermediate-fluency (level 4) ESOL students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

..... **ESOL Skills: In this set of questions, please reflect on your ESOL skills, (ability to work with ESOL students). Please rate your level of skill in the following ESOL content areas:**

		I have hardly any skill in...	I have a little skill in...	I am generally skilled in...	I have a lot of skill in...
14	Using a variety of methods to teach content classes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
15	Setting language objectives in my content classes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12	Responding appropriately to culturally diverse learners.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Appendix D: (Continued)

- 13 Working with people who do not speak English very well. 1 2 3 4
- 16 Assessing what ESOL students can do in my content classes, taking language demands into consideration. 1 2 3 4
- 11 Complying with the state policies and practices for teaching ESOL students. 1 2 3 4

- | | | I have hardly any skill in... | I have a little skill in... | I am generally skilled in... | I have a lot of skill in... |
|----|--|-------------------------------|-----------------------------|------------------------------|-----------------------------|
| 17 | Meeting the language, cultural, and content matter needs of the ESOL students at the following levels of language proficiency:
.....Pre-production (level 1) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 18 |Early-production (level 2) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 19 |Speech-emergent (level 3) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 20 |Intermediate-fluency (level 4) ESOL students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

..... Please answer how much you agree with the following statements about your feelings toward ESOL inclusion, that is: mainstreaming all ESOL students in regular classrooms.

..... These statements relate to the degree to which you feel there is a benefit to ESOL inclusion. I hardly or don't agree I agree a little I somewhat agree I mostly agree

- 21 I think ESOL education will benefit my over-all teaching. 1 2 3 4
- 22 Knowing a second language is more of a benefit for ESOL students than a problem. 1 2 3 4
- 23 All students benefit from having ESOL students in their mainstream classrooms. 1 2 3 4

..... These statements relate to the degree to which you feel support for ESOL inclusion. I hardly or don't agree I agree a little I somewhat agree I mostly agree

Appendix D: (Continued)

- 24 I think all teachers should have ESOL training. 1 2 3 4
- 25 I support having ESOL students in all mainstream classes. 1 2 3 4
- 26 ESOL education is important to me. 1 2 3 4

Mainstreaming is the best way to educate ESOL students at the various language production levels: I hardly or don't agree I agree a little I somewhat agree I mostly agree

- 27 Pre-production (level 1) ESOL students. 1 2 3 4
- 28 Early-production (level 2) ESOL students. 1 2 3 4
- 29 Speech-emergent (level 3) ESOL students. 1 2 3 4
- 30 Intermediate-fluency (level 4) ESOL students. 1 2 3 4

..... **Please rate the effectiveness of specific components of this course in influencing your attitudes and feelings about ESOL education:**

..... **Please rate how you feel each of the following course components has influenced your attitudes and feelings about ESOL education:** Minimally influential. Somewhat influential. Quite influential. Extremely influential

- 31 reflective assignments 1 2 3 4
- 32 field experience 1 2 3 4
- 33 case study work 1 2 3 4
- 34 activities/ discussions 1 2 3 4

Appendix D: (Continued)

- 35 Readings 1 2 3 4
- 41 other 1 2 3 4

..... ESOL-Infused Courses: Approximately how many other courses have you taken, other than your ESOL courses, that have included ESOL content ?

..... **Please rate how each of the following course components of the ESOL-infused course has influenced your attitudes and feelings about ESOL education:**

Minimally influential. Somewhat influential Quite influential Extremely influential

- 36 reflective assignments 1 2 3 4
- 37 field experience 1 2 3 4
- 38 case study work 1 2 3 4
- 39 activities/ discussions 1 2 3 4
- 40 Readings 1 2 3 4
- 42 other 1 2 3 4

Appendix E - Florida ESOL Performance Standards

Standard 1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

Standard 2: Recognize the major differences and similarities between the different cultural groups in the United States

Standard 3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students

Standard 4: Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students

Standard 7: Locate and acquire relevant resources in ESOL methodologies.

Standard 8: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.

Standard 9: Develop experiential and interactive literacy activities for LEP students, using current information on linguistics and cognitive processes

Standard 10: Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.

Standard 11: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing

Standard 12: Apply content-based ESOL approaches to instruction

Standard 13: Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results

Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels

Standard 16: Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom

Appendix E: (Continued)

Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels.

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students

Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques

Standard 20: Administer tests and interpret test results, applying basic measurement concepts

Standard 21: Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

Standard 22: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum

Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

Standard 24: Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.

Standard 25: Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

**ESOL Requirements Information
Undergraduate Early Childhood and Elementary Education**

Students Admitted Fall 2002 or Later

The administration, faculty, and staff are committed to preparing College of Education (COE) students to excel in teaching children from all cultural and linguistic backgrounds. In Florida there are hundreds of thousands of K-12 students who are in English for Speakers of Other Languages (ESOL) programs, and the Florida Department of Education (FL DOE) requires that every graduate of a teacher certification program complete coursework and other requirements to prepare them for teaching ESOL students. The requirements are as follows:

**ESOL Endorsement
Required**

Language Arts Teachers—5 Areas:

- Early Childhood
- Elementary
- English
- Foreign Language
- Special Education

**NO ESOL ENDORSEMENT
REQUIRED**

Other Teachers:

- Math
- Science
- Social Studies
- Physical Education
- Computer Education
- Art
- Music
- Theater
- Reading
- Business Education

Future teachers of subjects other than Language Arts take one course, FLE 4365, to meet the state requirements. Future Language Arts teachers are required to obtain the ESOL Endorsement (a form of an add-on certificate) and have two options to meet this requirement: 1) they may take 5 courses (15 credits) in ESOL Education (see <http://www.coedu.usf.edu/esol> for information on this option); **OR** 2) they may complete the requirements for the ESOL Endorsement Through Infusion option.

Special Note: Undergraduate Elementary and Early Childhood students who were admitted to their programs prior to Fall 2002 follow the same requirements as the undergraduate Special Education students. These students may elect to take ESOL II in lieu of the ESOL binder requirement.

Appendix F: (Continued)

ESOL ENDORSEMENT THROUGH INFUSION—3 Course Model

The following information applies only to undergraduate students in Early Childhood and Elementary Education who entered the program fall 2002 or later.

The ESOL Endorsement Through Infusion option is a special program approved by the Florida Department of Education that allows students to take 9 credits of ESOL courses (currently all courses have a temporary number—EDG 4909, with the title ESOL 1, ESOL 2, and ESOL 3) and complete other ESOL requirements that take the place of the remaining 6 credits of coursework. USF is proud to be the first ESOL Endorsement through Infusion program in the state of Florida that has received approval for all 5 areas that can obtain the ESOL Endorsement.

SPECIAL REQUIREMENTS OF ESOL ENDORSEMENT THROUGH INFUSION

When students in any of the 5 Language Arts areas obtain their degree, they are eligible for certification in their area (e.g., Elementary Education) as well as the ESOL Endorsement. Because the ESOL Endorsement through Infusion option waives 6 credits of coursework, the Florida Department of Education requires documentation proving that each student has met the same standards as if s/he completed the 5 ESOL Education courses. In addition to completing ESOL I, ESOL II, and ESOL III, each student is expected to complete the following:

- 1) An ESOL folder that includes assignments from the three ESOL courses and sign-off sheets for ESOL-related assignments in most of the courses taken as part of the major;
- 2) An early field experience with ESOL students;
- 3) A late field experience (or internship) with ESOL students;
- 4) A comprehensive ESOL Education examination. This is broken up into three parts, given as the final exams of ESOL 1, ESOL 2, and ESOL 3.

Items 1-4 take the place of 6 credits of ESOL Education coursework and are required, in addition to ESOL 1, ESOL 2, and ESOL 3, to graduate.

Methods of the ESOL Endorsement Through Infusion Program

ESOL Education Course Sequence (ESOL 1, ESOL 2, and ESOL 3)

Appendix F: (Continued)

Students must enroll in ESOL 1 during their first semester in the College of Education. This means that when these students reach junior status and are first admitted to the College of Education, and/or when students take the first course in the College of Education (other than the 3 prerequisite education courses necessary for admission to the College of Education), they must enroll in ESOL 1. ESOL 1 is offered in the fall, spring, and summer semesters.

ESOL 1 is a prerequisite for ESOL 2. ESOL 2 can be taken any time between ESOL 1 and 3, and it is the only course that does not have an associated field experience, so it is offered during fall, spring, and summer.

ESOL 2 is a prerequisite for ESOL 3, and ESOL 3 is taken for 3 credits the semester prior to graduation and together with the next to last internship. ESOL 3 is only offered during the fall and spring semesters.

ESOL 1, ESOL 2, and ESOL 3 are offered on campus as well as through distance learning. For information on requirements for enrolling in the distance learning courses, please see <http://www.coedu.usf.edu/esol/distancelearning>. The number of distance learning courses is limited and they tend to fill up quickly, so please plan accordingly.

ESOL Folder

The ESOL Folder collects all assignments and test results from ESOL 1, ESOL 2, and ESOL 3 as well as check off sheets from the ESOL infused courses. The structure of the folder is explained in ESOL 1. As they complete each ESOL infused course on the list, students place the course syllabus and the checklists in their folder. In addition, they write and include a short reflection for each course, noting how they addressed ESOL.

In ESOL 3, the ESOL office administrator completes a preliminary review of students' folders, listing which areas require additional work. During the final internship, the ESOL office administrator completes the final folder review after the student has completed any necessary additional work.

ESOL Early Field Experience

Students complete a 20-hour early field experience with an adult ESOL student in ESOL 1. The course instructor helps students find a field experience placement at an adult education center or community-based organization, and students complete a series of structured assignments including 6 volunteer tutoring hours with one or more students learning English for Speakers of Other Languages. In certain cases, students work with the ESOL student's family as well. Students in ESOL 1 are released from approximately 2 class meetings to compensate for a portion of the 20 field experience hours.

Appendix F: (Continued)

ESOL Late Field Experience

Toward the end of students' degree program, they are required to plan, implement, and evaluate lessons for one or more ESOL students over a series of weeks. Students will be given the ESOL Late Field Experience Form toward the end of their introductory ESOL course (ESOL 1). This form will be used by each student to document the completion of the minimum performance standards required in this late field experience. This form may be completed at any time after ESOL 1, and up through their final internship, and must be submitted to the ESOL office administrator for a final sign-off upon completion.

In ideal late field experience/internship situations, students will be placed in a classroom with an ESOL-endorsed teacher and one or more ESOL students. If this is not possible, students may be placed with a teacher who is in the process of obtaining the ESOL Endorsement, and an ESOL resource teacher will be consulted to help supervise the student's internship. Early Childhood, Elementary, and Special Education students are placed in a classroom with the appropriate ESOL conditions by their internship supervisor. If placements do not meet these requirements, students must inform the person or office that placed them as well as the ESOL office administrator immediately. Special arrangements may need to be made in cases where students are placed in classes without ESOL students—a minimum two-week re-assignment to an appropriate class may be necessary in some cases.

ESOL Comprehensive Examination

Students must pass a comprehensive ESOL Education examination in order to receive the ESOL endorsement. This exam covers the content of the 3 ESOL Education courses as well as the ESOL information that was “infused” into the program courses. The exam is divided into three parts, taken as the final exams of ESOL 1, ESOL 2, and the mid-term exam of ESOL 3. If students do not pass the exam, with a 70% or better, they may retake it during the same semester, or they may reschedule to retake the exam in the ESOL office the following semester.

Frequently Asked Questions About ESOL Endorsement Through Infusion

Where can I find information on the ESOL folder requirements?

The ESOL Education website, at <http://www.coedu.usf.edu/esol> includes detailed information on the folder requirements as well as the folder checklists for each program.

Appendix F: (Continued)

What if I transferred courses from another institution?

You must take your three ESOL education courses on this campus, along with the three corresponding parts to the ESOL comprehensive exam.

What if I took College of Education courses prior to the date that the ESOL Endorsement through Infusion program was approved, and do not have the necessary ESOL performance standards check-off form for a particular course?

Students who began taking ESOL-infused College of Education courses prior to certain dates (Spring 1999 for Early Childhood and Elementary, Fall 1999 for Special, and Fall 2000 for Foreign Language and English Education) may be required to complete alternate activities that address ESOL Performance Standards that are now addressed in those courses. You will find guidance on how to select appropriate alternate activities to compensate for the courses taken prior to when they became ESOL-infused from the ESOL office.

How do I prepare for the ESOL Comprehensive Exam?

You will receive guidance in each of the three ESOL classes.

How do I know when to enroll in the right courses?

Your Student Academic Services (SAS) report indicates which courses you need each semester. Please consult with your advisor on a regular basis to be sure that your schedule is appropriate.

Why do some programs require 2 courses and a binder?

Due to curricular differences, some undergraduate programs require 2 courses and a comprehensive binder. This is due to the number of courses in the program that can document the addition of ESOL competencies.

Appendix G – Table: Factor Structure of Instrument

Item	Factor 1		Factor 2		Factor 3	
	Pre	Post	Pre	Post	Pre	Post
Knowledge L3	90*	81*	4	4	-8	3
Skill L3	90*	93*	0	-13	-4	2
Knowledge L2	89*	78*	6	-8	-5	2
Skill L2	89*	90*	0	-15	1	1
Skill L4	88*	86*	-5	-10	1	-2
Knowledge Adapt. Content	88*	65*	3	22	-10	-10
Knowledge L4	87*	77*	3	4	-6	2
Knowledge L1	86*	71*	5	9	-3	7
Skill L1	85*	86*	1	-11	4	2
Knowledge ESOL Methods	85*	66*	-4	13	-3	5
Knowledge ESOL Assessment	84*	64*	-3	20	-1	-1
Skill Adapt. Content	79*	66*	-4	8	16	12
Skill Policies	78*	65*	6	-3	-4	8
Skill ESOL Assessment	78*	72*	-3	-5	8	10
Skill ESOL Methods	77*	67*	-3	-4	2	-3
Knowledge Policies	73*	56*	4	10	-6	-2
Knowledge SLA	70*	50*	2	27	5	-17
Skill Culture	59*	61*	-2	12	17	-6
Skill SLA	51*	61*	-10	3	28	7
Knowledge Culture	48*	46*	12	27	5	-17
Disposition L2	3	-11	85*	48*	-6	31
Disposition L3	14	11	83*	73*	-12	-5
Disposition L1	-6	-17	77*	42*	-7	34
Disposition support mainstreaming	-1	-10	69*	71*	9	7
Disposition benefit mainstreaming	4	2	63*	71*	6	2
Disposition L4	19	20	59*	52*	-5	-11
Disposition support ESOL education	-7	4	58*	76*	23	4
Disposition support ESOL teacher training	-3	0	55*	76*	23	5
Disposition benefit ESOL teacher training	-17	11	53*	64*	20	6
Disposition benefit of being bilingual	3	11	50*	58*	18	-4
ESOL infused readings	3	4	-6	-13	84*	84*
ESOL infused activities/ discussions	14	25	-11	-1	82*	64*
ESOL infused case studies	1	8	-3	-6	79*	80*
ESOL infused reflective assignments	11	4	6	-1	73*	80*
ESOL course reflective assignments	5	-7	18	15	63*	73*
ESOL infused field experience	11	9	1	3	62*	70*
ESOL course readings	-16	-2	18	-1	55*	72*
ESOL course case studies	-25	-8	17	14	50*	66*
ESOL course activities/ discussions	3	13	24	22	50*	48*
ESOL course field experience	3	13	30	25	30	48*

Appendix H – Initial ESOL Course Calendar

1.	1/11	Course Introduction Section 1 - LEP Policies and Practices
2.	1/18	Section 1 - LEP Policies and Practices <i>Web-based Assignment/ Quiz Due</i>
3.	1/25	Section 2 - Cultural Awareness On-line Quiz Ch. 8-10
4.	2/1	FIELD EXPERIENCE RELEASE TIME - NO CLASS
5.	2/8	Section 2 - Cultural Awareness Due: Cultural Self-Analysis
6.	2/15	Section 3 - Second Language Acquisition On-line Quiz Ch. 1-2
7.	2/22	Section 3 - Second Language Acquisition Due: Cultural Interview
8.	3/1	FIELD EXPERIENCE RELEASE TIME - NO CLASS
9.	3/8	Section 4 - Methods of Teaching ESOL On-line Quiz : Ch. 3-4 Due: ESOL Binder
10.	3/22	Section 4 - Methods of Teaching ESOL Due: SOLOM
11.	3/29	Section 5 - Content Adaptation Due: Language Learning interview On-line Quiz Ch. 5
12.	4/5	Web-based Instruction - Draft of Lesson Plan Due
13.	4/12	Section 5 - Content Adaptation
14.	4/19	Section 6 - Alternative Assessment Due: Final Draft of Lesson Plan On-line Quiz Ch. 7
15.	4/26	Case Study
16.	5/3	Final Exam (1-3 PM) Due: Field Exp. Log and Reflection

Appendix I: Final ESOL Course Calendar

01/17-01/30	Section 1 - Lesson Planning, ESOL folder and LEP analysis Due: Lesson Plan 1 Posting on Discussion Board Quiz 1
01/31-02/13	Section 2 - Phonology and Morphology (P 49-69) Due: Quiz 2 and posting on Discussion Board
02/14-02/27	Section 3 – Syntax & Semantics (P 70-89) Due: Quiz 3 and posting on Discussion Board
02/28-03/13	Section 4 - Discourse and Pragmatics (P 90-117) Due: Quiz 4 and Posting on Discussion Board LEP analysis part I
03/14-03/20	USF Spring Break
03/21-04/03	Section 5 - Literacy Due: Unit plan due Posting on Discussion Board
04/04-04/17	Section 6 – First and Second Language Acquisition (P 146-226) Due: Quiz 5 and posting on Discussion Board LEP Analysis (part I and II)
04/18-05/01	Section 7 – Assessment (P 236-268) Due: Take-home final exam or final project Posting on Discussion Board
03/26-04/03	Mid-term Exam (guide provided) available online

Appendix J: Pre-Course Letter to ESOL Instructors and Students

Dear ESOL Instructors:

In striving to provide the kind of ESOL service courses that are effective, the ESOL education department is very interested in hearing the opinions of your students in order to better understand your students' expectations for this course, and their perceptions of their knowledge, skills and dispositions toward ESOL. Some of the information from this survey will be used in a study called: "Teaching Inclusivity: Preservice Teachers' Perceptions of their Knowledge, Skills and Attitudes Toward Working with ELL Students in Mainstream Classrooms."

Your students' participation in this study is completely voluntary and their responses will be kept strictly confidential. The results of this survey will be aggregated, therefore anything that would identify any student personally will be replaced by a number that is unrelated to their personal identity. If you allow your students to participate, I ask that you give them some extra credit points for their effort. I will be giving you a list of students from your class that have participated in both the pre- and post-course surveys at the end of the semester. I will not have their names but you will be able to identify them by their instructor and the first 2 letters of their last name and the last 3 digits of their SSN's.

As a thank-you for allowing your students to participate, there will be a drawing for a \$50 gift certificate from Staples between the participating ESOL instructors.

Appendix J: (Continued)

Could you please send an email to your ESOL 3 students and post an announcement and a link to the introductory page to the study on the announcement page of your class Blackboard site until August 31st? The introductory link is at: <http://www.coedu.usf.edu/ESOL/introsurvey.htm> .

Thank you for considering participating in this study. If you have any questions, do not hesitate to contact me: (813) 974-1113

pcsmith@tempest.coedu.usf.edu

Sincerely, Phil Smith

Sample of letter you could send to your students and post on your announcement page of Blackboard:

Dear Students,

Some important research on preservice teachers' perceptions of their ESOL courses is being conducted this semester and you are invited to participate. If you participate in a pre- and post-course survey, you will receive 5 points of extra credit toward your final exam in this course. Details about this study can be found at: <http://www.coedu.usf.edu/ESOL/introsurvey.htm>

Have a great semester!

Appendix K: Post-Course Letter to ESOL Instructors and Students

Dear Colleagues,

Thank you so much for helping with the pre-course survey at the beginning of the semester. The response rate was very good. Here is a sample letter to [FLE 4315](#), [4316](#), [4362](#) and [4364](#) students informing them about the post-course survey and requesting their participation. I am posting this on the announcement page of [my Blackboard course](#) site and sending it as an email to all my students through the communication link on Blackboard. The survey is open from November 22 to December 3, and on December 4th, I will be sending you a list of all your students who participated, specifying whether they participated in one or both of the surveys. I will give my students who participated in both surveys 5 points of extra credit on the final, and I'll give 2 points to students who participate in only one of the surveys.

Thank you once again!

Appendix K: (Continued)

Sample Letter:

Dear Students,

The final part of the survey on preservice teachers' perceptions of their ESOL courses is now being conducted and you are invited to participate. Thank you for participating in the first part at the beginning of the semester. You will be receiving some extra credit points on your final exam for participating in this study. This survey will be available from November 22nd until December 3rd.

Details about this study can be found at:

<http://www.coedu.usf.edu/esol/EASI/introposteasi.htm>

ESOL Awareness Survey Instrument

Pre-Course Survey

Informed Consent to Participate in Human Participant Research

The following information is being presented to help you decide whether or not you want to be a part of a minimal risk research study. Please read carefully. If you do not understand something, you can call (813) 974-1113, or email your questions to Phil Smith, pcsmith@tempest.coedu.usf.edu

Title of Study: Teaching Inclusivity: Preservice Teachers' Perceptions of Their Knowledge, Skills and Attitudes Toward Working with ELL Students in Mainstream Classrooms.

Principle Investigator: Philip C. Smith

Department / College : Department of Secondary Education – College of Education

You are being asked to participate in a study of preservice teachers' perceptions of their knowledge, skills and attitudes toward working with English Language Learners (ELL students) in mainstream classrooms. There will be a pre- and post-course questionnaire. The purpose of these questionnaires are to help us understand your perceptions of this course, and other ESOL courses you have taken in the program.

The questionnaires should take about 15 minutes each to complete. By taking part in this research (the pre- and post-course surveys) you will get some extra credit points in your ESOL course. Other than that, you will not benefit from participating in this research, but your responses may help us understand your perceptions of this course and how well prepared you feel to help English language learners in your mainstream classrooms.

There are no known risks.

Your privacy and research records will be kept confidential to the extent of the law. Authorized research personnel, employees of the Department of Health and Human Services and the USF Institutional Review Board, its staff, and others acting on behalf of USF, may inspect the records from this research project.

Appendix L: (Continued)

The results of this study may be published. However, the data obtained from you will be combined with data from other people in the publication. The published results will not include your name or any other information that would personally identify you.

Your decision to participate in this study is completely voluntary. You are free to participate in this study or to withdraw at any time. Your decision to participate will in no way affect your student status.

If you have any questions after completing this study or would like to review the results of the study upon completion, please contact: Phil Smith – (813) 974-1113.

If you have questions regarding your rights as a person who is taking part in a research study, you may contact a member of the Division of Research Compliance of the University of South Florida at 813-974-5638.

Thank you for your time and efforts!

[Take Survey](#)

Appendix M: Pre-Course Knowledge Survey Items

Percentage of the Responses by Course	I know hardly anything about		I know a little about		I know generally about		I know a lot about	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
Policies and rights of ESOL students	51%	1%	38%	36%	10%	56%	1%	8%
Cultural awareness	11%	0%	33%	10%	44%	53%	11%	37%
Second language acquisition	43%	3%	43%	23%	11%	65%	2%	10%
Methods of teaching ESOL students	58%	3%	30%	21%	10%	57%	1%	19%
Adaptation of content instruction for ESOL students	63%	2%	27%	20%	7%	57%	2%	21%
Alternative assessment for ESOL students	69%	6%	22%	32%	7%	47%	1%	14%
Meeting the educational needs of..								
Level 1 ELL students	80%	10%	15%	33%	3%	50%	0%	7%
Level 2 ELL students	82%	7%	14%	33%	3%	53%	0%	7%
Level 3 ELL students	80%	5%	13%	25%	4%	62%	0%	7%
Level 4 ELL students	80%	4%	13%	21%	5%	63%	1%	11%

Appendix N: Post-Course Knowledge Survey Items

Percentage of the Responses by Course	I know hardly anything about		I know a little about		I know generally about		I know a lot about	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
Policies and rights of ESOL students	1%	0%	16%	16%	65%	57%	18%	27%
Cultural awareness	0%	0%	7%	8%	45%	31%	48%	60%
Second language acquisition	0%	0%	13%	11%	62%	52%	25%	37%
Methods of teaching ESOL students	0%	0%	11%	8%	45%	34%	44%	58%
Adaptation of content instruction for ESOL students	0%	0%	9%	8%	52%	39%	39%	53%
Alternative assessment for ESOL students	1%	2%	15%	11%	57%	46%	28%	42%
Meeting the educational needs of..								
Level 1 ELL students	1%	2%	18%	13%	52%	41%	28%	45%
Level 2 ELL students	3%	0%	18%	12%	51%	42%	28%	46%
Level 3 ELL students	3%	0%	17%	9%	50%	43%	30%	49%
Level 4 ELL students	4%	1%	15%	6%	47%	42%	33%	50%

Appendix O: Pre-Course Skill Survey Items

Percentage of the Responses by Course	I have hardly any skill		I have a little skill		I am generally skilled		I have a lot of skill	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
Complying with state policies and practices	71%	9%	20%	37%	7%	46%	1%	8%
Responding appropriately to culturally diverse learners	40%	3%	31%	32%	24%	46%	5%	20%
Working with people who do not speak English well	35%	12%	44%	46%	18%	34%	2%	9%
Using a variety of methods to teach content classes	53%	5%	29%	33%	16%	48%	1%	14%
Setting language objectives in my content classes	64%	8%	29%	49%	6%	40%	0%	3%
Assessing what ESOL students can do in my content classes	66%	12%	26%	49%	6%	34%	1%	6%
Meeting the language, cultural and content matter needs of ESOL students								
Level 1 – ELL students	81%	14%	15%	48%	2%	35%	0%	3%
Level 2 – ELL students	83%	10%	13%	50%	2%	37%	0%	3%
Level 3 – ELL students	80%	10%	14%	38%	2%	46%	1%	5%
Level 4 – ELL students	79%	6%	15%	37%	4%	9%	1%	9%

Appendix P: Post-Course Skill Survey Items

Skill Items	I have hardly any skill		I have a little skill		I am generally skilled		I have a lot of skill	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
Complying with state policies and practices	3%	3%	24%	15%	52%	49%	20%	33%
Responding appropriately to culturally diverse learners	1%	1%	12%	7%	52%	47%	35%	44%
Working with people who do not speak English well	2%	1%	25%	18%	50%	54%	23%	26%
Using a variety of methods to teach content classes	3%	0%	16%	7%	58%	51%	23%	42%
Setting language objectives in my content classes	3%	0%	22%	26%	54%	49%	21%	24%
Assessing what ESOL students can do in my content classes	2%	1%	24%	17%	52%	53%	22%	26%
Meeting the language, cultural and content matter needs of ESOL students								
Level 1 – ELL students	5%	1%	25%	18%	58%	52%	12%	28%
Level 2 – ELL students	5%	1%	25%	16%	55%	53%	15%	30%
Level 3 – ELL students	5%	0%	22%	14%	57%	54%	16%	31%
Level 4 – ELL students	5%	0%	20%	12%	55%	54%	21%	34%

Appendix Q: Pre-Course Attitude Survey Items

Percentage of the Responses by Course	I hardly or don't agree		I agree a little		I somewhat agree		I mostly agree	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
ESOL education will benefit my over-all teaching	1%	6%	7%	16%	20%	32%	71%	46%
Knowing a second language is more of a benefit for ESOL students than a problem.	2%	2%	8%	12%	32%	29%	58%	57%
All students benefit from having ESOL students in their mainstream classrooms	3%	4%	16%	18%	33%	35%	46%	42%
I think all teachers should have ESOL training	1%	3%	6%	8%	19%	14%	73%	75%
I support having ESOL students in all mainstream classes.	4%	3%	16%	12%	31%	34%	47%	52%
ESOL education is important to me	1%	2%	6%	9%	22%	25%	70%	64%
Mainstreaming is the best way to educate ESOL students at the various language production levels								
Level 1 – ELL students	28%	31%	24%	24%	28%	31%	19%	13%
Level 2 – ELL students	15%	11%	29%	28%	34%	41%	20%	20%
Level 3 – ELL students	9%	4%	20%	13%	40%	40%	31%	43%
Level 4 – ELL students	7%	1%	14%	10%	31%	22%	47%	67%

Appendix R: Post-Course Attitude Survey Items

Percentage of the Responses by Course	I hardly or don't agree		I agree a little		I somewhat agree		I mostly agree	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
ESOL education will benefit my over-all teaching	2%	3%	4%	12%	28%	24%	67%	60%
Knowing a second language is more of a benefit for ESOL students than a problem.	2%	1%	4%	10%	28%	16%	66%	72%
All students benefit from having ESOL students in their mainstream classrooms	1%	2%	10%	9%	35%	32%	53%	56%
I think all teachers should have ESOL training	1%	2%	6%	15%	15%	16%	76%	66%
I support having ESOL students in all mainstream classes.	2%	3%	12%	15%	30%	28%	54%	53%
ESOL education is important to me	0%	2%	6%	16%	28%	20%	63%	59%
Mainstreaming is the best way to educate ESOL students at the various language production levels								
Level 1 – ELL students	16%	18%	25%	20%	37%	37%	22%	24%
Level 2 – ELL students	7%	3%	24%	25%	42%	36%	26%	36%
Level 3 – ELL students	1%	1%	8%	4%	44%	35%	46%	60%
Level 4 – ELL students	1%	1%	3%	0%	26%	24%	68%	75%

Appendix S: Pre-Course Instructional Methods Survey Items

Percentage of the Responses by Course	Minimally influential		Somewhat influential		Quite influential		Extremely influential	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
ESOL Reflective Assignments	5%	9%	26%	39%	47%	37%	20%	14%
ESOL Field Experience	1%	3%	6%	6%	30%	25%	61%	65%
ESOL Case Study Work	3%	11%	15%	37%	43%	35%	37%	16%
ESOL Classroom activities/ discussions	1%	5%	14%	20%	48%	40%	36%	34%
ESOL Readings	7%	27%	33%	44%	40%	16%	17%	11%
ESOL-Infused Reflective Assignments	14%	16%	21%	39%	25%	36%	10%	7%
ESOL-Infused Field Experience	13%	10%	9%	23%	20%	28%	28%	37%
ESOL-Infused Case Study Work	14%	20%	17%	38%	28%	27%	11%	12%
ESOL-Infused Classroom activities/ discussions	11%	8%	14%	26%	25%	43%	18%	20%
ESOL-Infused Readings	17%	23%	24%	47%	18%	20%	9%	7%

Appendix T: Post-Course Instructional Methods Survey Items

Percentage of the Responses by Course	Minimally influential		Somewhat influential		Quite influential		Extremely influential	
	Initial	final	Initial	final	Initial	final	Initial	final
By Course								
ESOL Reflective Assignments	2%	17%	26%	26%	42%	34%	28%	22%
ESOL Field Experience	4%	8%	12%	16%	29%	20%	55%	56%
ESOL Case Study Work	4%	16%	16%	23%	54%	35%	25%	25%
ESOL Classroom activities/ discussions	1%	11%	22%	16%	44%	36%	33%	37%
ESOL Readings	15%	34%	38%	37%	32%	18%	15%	11%
ESOL-Infused Reflective Assignments	7%	15%	27%	32%	42%	27%	19%	24%
ESOL-Infused Field Experience	15%	16%	15%	16%	28%	22%	36%	43%
ESOL-Infused Case Study Work	14%	16%	23%	35%	38%	28%	18%	18%
ESOL-Infused Classroom activities/ discussions	5%	10%	20%	26%	42%	32%	27%	31%
ESOL-Infused Readings	16%	31%	32%	39%	36%	19%	12%	25%

Appendix U: Table - PEKS and ATI by Major and Course

Major	Time	Course	N	PEKS	SD	ATI	SD
Elementary	Pre	Initial	122	1.47	.43	3.20	.59
Elementary	Post	Initial	42	3.05	.55	3.36	.60
Elementary	Pre	Final	88	2.61	.52	3.17	.57
Elementary	Post	Final	47	3.33	.52	3.38	.59
Early Ch.	Pre	Initial	13	1.37	.29	3.30	.57
Early Ch.	Post	Initial	7	2.42	.33	3.33	.56
Early Ch.	Pre	Final	1	1.40	-	1.00	-
Early Ch.	Post	Final	1	1.90	-	1.30	-
English	Pre	Initial	17	1.50	.30	3.04	.67
English	Post	Initial	10	3.02	.42	3.43	.31
English	Pre	Final	6	3.02	.33	3.66	.26
English	Post	Final	3	3.50	.32	3.85	.24
Special	Pre	Initial	7	1.62	.46	3.16	.65
Special	Post	Initial	3	3.33	.30	3.30	.70
Special	Pre	Final	4	2.81	.28	3.47	.26
Special	Post	Final	2	3.42	.18	3.30	.92
For. Lang.	Pre	Initial	3	1.50	.23	3.36	.55
For. Lang.	Post	Initial	2	3.47	.53	3.45	.78
For. Lang.	Pre	Final	3	2.75	.10	3.27	.87
For. Lang.	Post	Final	-	-	-	-	-

Appendix V: Description of the Content of the ESOL Courses

The six ESOL content areas examined were: (a) ESOL policies, (b) cultural awareness, (c) second language acquisition (SLA), (d) ESOL methods, (e) ESOL content adaptation, and (f) assessment of ESOL students. Course syllabi and calendars were examined to see how much time is allotted in each course for the various content areas (see Appendices A and B for course syllabi and H and I for course calendars).

Policies and practices. The initial course gives an over-view of policies and practices and students are involved in a web-based assignment where they explore sites related to the Florida Consent Decree (1990), and sites that give statistics about ELL students. The final course does not overtly teach this as a topic, but it is constantly discussed. The first chapter in the textbook used in the final ESOL course is titled ‘Legal rights of LEP students in the U. S.: An Historical Overview’ (Ariza et al., 2002), however this chapter is not required reading.

Cultural awareness. The initial course spends a couple of weeks on cultural awareness content, and several of its main assignments are related to culture (cultural self-analysis and cultural interview). Students are taught to put cultural objectives in all their lesson plans in order to connect the home and school cultures. The final course takes culture to the next level by teaching about the cultural aspects of language: discourse, pragmatics, non-verbal communication, and cross-cultural communication. Instructors ask students to continue to make connections with culture in their lesson plans and use the knowledge about culture from the initial ESOL course.

Appendix V: (Continued)

Second language acquisition (SLA). The initial course includes a section on SLA (second language acquisition) theory. It compares and contrasts learning a first language to learning a second language. It presents current findings about language learning and introduces students to the ELL language levels based on the Natural Approach to learning a language (Krashen & Terrell, 1983). The final course textbook also includes a chapter on ‘A knowledge base for language theories and applications’. The final course spends approximately a third of the semester on applied linguistics topics that are directly related to the LEP Analysis.

ESOL methods. The initial course introduces preservice teachers to whole language and communicative ESOL methods. One of the assignments in this course is to present a mini-methods demonstration to the class that is comprehensible to level one (pre-production) ELL students. The final course does not have a special section on ESOL methods, but these methods are seen in a video that is shown, and participants’ previous knowledge is refreshed.

Content adaptation for ESOL. Content adaptation for ESOL is introduced in the initial ESOL course and one of the main assignments in that course is to adapt a lesson plan for all four levels of ELL students. In the final ESOL course participants are required to write a fully ESOL-adapted unit plan that consists of approximately eight lesson plans. These are major assignments in both of these courses (Appendices A and B are course syllabi and Appendices H and I are course calendars).

Appendix V: (Continued)

Assessment of ESOL students. Assessment of ESOL students is also taught in both courses, and students are required to add appropriate assessment instruments to all their adapted lesson plans. This is complemented by what is taught in the “Educational Measurements” course, which is ESOL-infused.

In summary, the initial ESOL course is an overview of all six ESOL content areas, but the focus is most heavily on cultural awareness, ESOL methods, and content adaptation for ESOL students. The final ESOL course touches on all the topics as well, but concentrates on applied linguistics (as it is related to SLA) and content adaptation for ESOL students. The content that receives the least amount of emphasis is: policies and assessment.

Appendix W: Description of Instructional Methods in ESOL Courses

Instructional Methods in the Initial ESOL Course

The initial ESOL course requires that participants complete assignments that include all five of the methods/ activities included on the survey. Reflective assignments include a cultural self-analysis, where it is required to reflectively answer 20 self-study questions (Diaz-Rico & Weed, 2002, p. 255). The answers to those questions must be accompanied with a reflection on what the participant learned from doing this activity. Other reflective assignments include a reflection on his/her over-all field experience, and a reflection on the process of participating in a classroom case.

The ESOL field experience in the initial ESOL course involves a minimum of six hours of volunteering with ESOL students. This can be done through having a conversation partner, tutoring an ESOL student individually, helping in an ESOL class, or assisting ESOL students in a regular classroom. Added to the volunteer hours, several interviews need to be conducted, and finally, an analysis of a language learner's oral language ability needs to be completed. The focus of the volunteer time and the interviews with ESOL students is for the participant to have one-on-one experience with ESOL students.

A classroom case is conducted in class in cooperative groups. The classroom case is realistic but not a real situation. It was originally developed as part of the Empowering ESOL Teachers: An Overview, by Florida Atlantic University for the Florida Department of Education (Willig & Le, 1996). Students write an instructional plan in their 'LEP Committee' and then individually reflect on the process of participating in this activity.

Appendix W: (Continued)

Classroom activities include taking part in discussions, group work, watching films (on culture, methods, and content adaptation). Participants also present methods demonstrations to the class as a group project and evaluate each other's presentation.

Readings are connected to each course section and students are required to read approximately 300 pages during the semester. There are quizzes for every section in order to encourage them to keep up on the reading (Appendix H).

Instructional methods in the final ESOL course. Reflective assignments are a part of several requirements in the final ESOL course as well. Students are expected to post reflective discussions on the electronic discussion board for each topic. The LEP analysis requires reflective writing on a case study student.

There is not a regular ESOL field experience as a direct part of the final ESOL course, but the LEP analysis assignment requires one-on-one contact with an ELL student for an extended period of time. The preservice teacher conducts interviews and observations of an ELL student. This one-on-one contact is similar to some of the assignments in the initial ESOL course, but on a much higher level. The preservice teacher interviews the ELL student, conducts an in-depth analysis of his/her language ability, and prescribes linguistic help for this student.

The ESOL late field experience is not a part of one of the ESOL courses, but it may be done at any time after completion of the initial ESOL course, when the preservice teacher has any ESOL students in one of his/her internships. As a result of this, some of the participants in the final ESOL course may have more ESOL field experience than others. At this point, most participants are involved in regular internships through their

Appendix W: (Continued)

programs of study and many of them have ESOL students in their mainstream classrooms.

The LEP analysis is a case study that the participant creates on a real ELL student. This is in contrast to the classroom case used in the initial course. In the initial course the case is already there and all they have to do is create an instructional plan from the information provided. In the final ESOL course, they create the information and the instructional plan.

Classroom activities in the final ESOL course involve discussions, films, and group work. These are similar to the types of activities included in the initial ESOL course. Required readings are approximately 370 pages, plus many on-line resources. Quizzes are given in order to encourage the students to keep up on their reading (Appendices A and B are course syllabi and Appendices H and I are course calendars).

About the Author:

Philip C. Smith holds a Bachelor's degree in Religious Education, a Master of Science in Christian School Education, and The University of Cambridge's Advanced Diploma in English Language Teaching Management.

He spent five years teaching English, and then thirteen years directing English language institutes in Brazil. He was founder and director of the British Culture Center (Cultura Inglesa) in Aracaju, Brazil. He then directed a British Culture Center in Piedade, a suburb of Recife's Greater Metropolitan Area, in the North-east of Brazil.

Since his return to the United States, he has been involved in ESOL training for public school teachers in Florida, and was administrator of a K-12 private school.

He is presently a full-time instructor at the University of South Florida, Tampa, and is coordinator of the ESOL program in the College of Education. He has published an article on administration in foreign language programs, and also the results of the pilot study for this dissertation.