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Changing Demographics: How Teachers are Coping

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Background to the Study

Teacher retention after and, sometimes, even during the first years of initial employment is a serious issue facing schools in California today. In fact, 22% of the teachers leave the profession in their first four years of teaching (Reed *et al.*, 2006). Teacher attrition is understandable when one considers the increasing complexities teachers face in the classrooms today. One of the complexities identified by the teachers is the increasing number of English Language Learners (henceforth ELLs) in their classrooms (Potter *et. al.*, 2001).

The changing demographics of the student population is the driving force behind the innovative ways of approaching instruction in the United States today, particularly in efforts to make grade level content comprehensible to ELLs. According to the United States Department of Education, California enrolled the largest number of ELLs in the 2004-2005 school year, almost 1.6 million, a 26% increase from ten years ago (Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA) of the U.S. Department of Education, 2004-2005). The Demographics Unit from the California Department of Education (henceforth CDE) indicates that 85.3% of these ELLs are Spanish speakers, whereas 71.6% of teachers are White (from CDE Educational Demographics Unit, 2006-2007). These statistics demonstrate not only the linguistic gap between teachers and their ELLs, but also a cultural gap. Given this gap, it is hardly surprising that, in his 2007 summary report, “A Possible Dream: Retaining California Teachers so all Students Learn,” Futernick (2007) reports that 18% of teachers surveyed indicated that their decision to leave the profession was related to “the school staff not being committed or prepared to meet the instructional needs of English learners” (p. 96).

There is no doubt the increasing number of ELLs in classrooms, and the responsibility of making grade-level content comprehensible and accessible to them add to the complexity of teaching. The complexity is compounded by the No Child Left Behind Act of 2001, which makes all teachers and schools accountable for each students’ academic progress.

The purpose of No Child Left Behind is to ensure academic success for all students by closing the achievement gap between low performing students and high performing students; however, because of the pressures of standardized testing and the repercussions of low standardized test scores, teachers often teach to the test and drill students rather than provide them with a broad education (McKenzie, 2003). Within these circumstances, it is not surprising then that teachers have acknowledged inadequate preparation and lack of support to address the academic needs of ELLs as some of the reasons for leaving the profession (National Commission on Teaching and America's Future, 2002).

Statement of the Problem

The No Child Left Behind Act has generated a surge of books and articles addressing the laws governing the education of ELLs, the importance of understanding the historical and cultural background of English learners and the instructional methodology and materials to make grade-level content comprehensible and accessible to ELLs (See Diaz-Rico & Weed, 2006, Echevarria & Graves, 2007, Gonzalez et al., 2006, Balderrama & Diaz-Rico, 2006, and Ariza, 2006). Although these materials have been developed to provide teachers with a better understanding of students' backgrounds and to equip them with instructional tools to make grade level content comprehensible for their ELLs, teachers are still attributing one of their reasons for leaving the profession to inadequate preparation in meeting the instructional needs of ELLs (Futernick, 2007).

Limited research has been done to explore the reasons for teachers' sense of inadequacy when required to teach ELL students. There is a need to investigate teacher perceived challenges in addition to instructional methodology in order to gain insight into deeper issues that may contribute to the troubling phenomenon of teacher retention as it relates to ELLs.

Purpose of the study

The additional dimensions ELLs bring to the classroom include layers comprised of their linguistic, historical and cultural backgrounds. In recent books on ELL issues (See Diaz-Rico & Weed, 2006, Echevarria & Graves, 2007, Gonzalez et al., 2006, Balderrama & Diaz-Rico, 2006, and Ariza, 2006), teachers are almost persuaded to take on the role of intercultural educators, bridging the gaps between students not only academically, but also culturally. Furthermore, the literature also points to teachers as representatives for these students within and between schools, families, and the communities. There is no doubt that these subtle demands contribute to the complexities of working with ELLs.

The purpose of this study is to make a small attempt at understanding one facet of the unfortunate phenomenon of teacher attrition by gaining some insight into the ways in which a small number of teachers manage—or, possibly, fail to manage—the challenges of working with ELLs. Specifically, the study will explore the challenges identified by a small number of teachers, the ways in which they approach these challenges, and their understanding of the relationship between the challenges they face in working with ELLs and teacher attrition.

Research Questions

The following questions have guided this study:

1. How do the teachers in this study describe the challenges associated with teaching ELLs?
2. In what ways do these teachers address (or fail to address) each of these challenges?
3. How do these teachers perceive the role that ELLs play in a teachers' decision to leave the profession?

Methodology

Qualitative Analysis of Narrative and Narrative Analysis Design

This study employed an analysis of narrative and narrative analysis approach (Polkinghorne, 1995) in order to understand the perceptions of teachers working with ELLs. Polkinghorne (1995) differentiates the two types of analysis. He notes, for instance, that the analysis of narratives approach identifies categories and themes within and across the narrative data generated during interviews. The narrative analysis approach, on the other hand, involves constructing a story or stories from the interviews. The narrative analysis approach “must fit the data while at the same time bringing an order and meaningfulness that is not apparent in the data themselves” (Polkinghorne, 1995, p. 16) and reconceptualize the individual and shared themes by emplotting them into stories. Kramp (2004) asserts that although these two methods seem to appear contradictory, they can complement each other and be used together for a richer analysis of the interviews where the analysis of narratives can identify the individual and shared themes to inform and shape the plots of the stories that can then be created through narrative analysis.

Participant Selection Procedures

Five public school teachers in San Diego County, with three or more years of experience teaching ELLs mainstreamed into their classrooms, were participants in this study. This sample of teachers was selected through convenience sampling (i.e., using an email list provided by a professor at an Institute of Higher Education in the San Diego area initially. Snowball sampling was used thereafter; in this situation, snowball sampling involved asking participants to recommend other teachers who may have a different perspective from theirs. The teachers were contacted via email with a description of this study and an invitation to participate (See Appendix B for Email to Recruit Participants and Appendix C for Email to Recruit Recommended Participants). Contingent on the number of responses and the degree of difference among those who responded, all measures were taken to select a diversified sampling based on the criteria listed above (Patton, 2002). See Table 1 below for a description of the participants.

Table 1: Participant Description

Participant	Gender	Yrs. Teaching	Grade	Subject
Mr. LEP	M	3	10 th	English
Ms. S.C.	F	4	7 th and 8 th	Science
Ms. Heart	F	3	9-12 th	Art and Animation
Ms. Ram	F	3	7 th and 8 th	Math and Computer
Ms. Jessy	F	24	K and 1 st	Multiple Subject

Data Collection Procedures

In-depth interviews approximating forty minutes in duration were conducted during the last week of November and the first week of December of 2007. Standardized, open-ended interviewing techniques were used to ask teachers to discuss their experiences working with ELLs. In particular, the questions asked teachers to identify the challenges encountered, the approaches used to overcome these challenges, and their perceptions about teacher attrition in light of their revelation of ELL issues (See Appendix A for a copy of the interview guide that will be employed). The researcher utilized Wolcott’s (1990) suggestions for increasing validity including listening carefully to the participant during the interview, tape recording the interviews for transcription, taking written notes on the responses accurately and repeated listening to the tape recorded interviews. The interviews were transcribed verbatim, and the researcher asked each participant to validate the content of the transcripts and clarify and/or elaborate on any responses they believed did not clearly represent their thinking via email correspondence.

Data Analysis

Amadeus Pro software was used to digitally record the in-depth interviews with the five participants, which were then transcribed and analyzed using both an analysis of narrative and narrative of analysis approach. Both predetermined and emerging categories (Polkinghorne, 1995) were used in the analysis of narratives component of the research design. For example, the predetermined categories of challenges included instructional, relational, psychological and/or emotional. Each of these functioned as a subcategory under the overarching category of “challenges of working with ELLs.” As with all predetermined categories in qualitative studies, these categories became extraneous as the transcripts were analyzed and other categories emerged and assumed their place. Each interview was individually coded in the first phase of data analysis. In the second phase, a cross-case analysis approach was used, where themes across the interviews were compared and synthesized.

Richmond (2002) provides a framework for creating a story map based on the themes that emerge from the data. This study used Richmond’s (2002) organizational structures with respect to chronology of time (past experiences, present experiences, future intentions). The stories (or a story if themes considerably overlap) of the teacher’s perceptions of the challenges of working with ELLs were constructed using these maps as an organizational framework. In order to verify the accuracy of the stories generated from the data, the researcher used the principle of member checking. The participants were provided a hard copy or an email attachment of their stories and were asked to provide feedback regarding the authenticity of their stories.

Wolcott’s (1999) suggestions on increasing the validity of the analysis was utilized in reporting the study including beginning to write early in the research process for an accurate account of what was experienced and learned, provide “thick descriptions” (Geertz quoted in Wolcott, 1999) so that readers can draw their own conclusions by ‘seeing’ for themselves, make note of the discrepancies and continue making sense of them, and be accurate and forthcoming and honest with the presentation of data (pp. 129-131). In addition, after the completion of the report, Wolcott (1999) suggests that it would be valuable to get feedback from colleagues and perhaps other readers who are not familiar with the field or qualitative research and can provide a fresh perspective on the analyses drawn from the data. For this reason, this report has been read by two colleagues who were not familiar with this field and their feedback as to the clarity and accessibility to those who are not involved in the teaching profession was taken into consideration during the revision process.

Findings

Through the analysis of narrative, seven categories teachers have encountered while working with ELLs emerged. See Table 2 for a summary of challenges that emerged from the interviews.

Table 2: Challenges of Working with ELLs

CHALLENGES	EXAMPLES
SITUATIONAL CHALLENGES	Large number of ELLs Untrained teacher aids Pressures of testing, reduced creative process
INSTRUCTIONAL CHALLENGES	Time consuming to everything down into very simple terms. Gauging current level Reporting results to parents based on standards to students and parents Snowball effect of not reaching grade level standards Students don’t feel successful and get disheartened
LINGUISTIC CHALLENGES	Communicating with students and parents Student lack of English mastery Explaining content –area terminology Spelling
	Students lack of understanding about their own culture

CULTURAL CHALLENGES	Racism Discrimination Different work ethic: lack of inner motivation is not always present
PERSONAL CHALLENGES	Cannot speak students' primary language Feeling like a failure when students don't succeed Gaining respect as a teacher with few years of experience Frustrating that they don't get it Challenge to figure out how to reach them
BEHAVIOR CHALLENGES	Manners Frustration of not understanding leads to behavior issues Students sometimes misrepresent their ability in English.
BUREAUOCRATIC CHALLENGES	Interference of district personnel in the work of teacher groups

Challenges that were based on the current situation such as the laws governing the current educational system with regards to ELLs and the large number of ELLs in a single classroom were categorized as “Situational Challenges.” Examples of this include testing as a result of the No Child Left Behind act, having to teach to the curriculum resulting in less time to dedicate to creative learning in the form of art or merely having time to converse with the students. Any discussion on the differentiation of instruction was coded as “Instructional Challenges.” One teacher, Mr. LEP describes the difficulty of having students at the 1st and 2nd grade reading level mixed with those who are placed at the college reading level in his 10th grade English class. Another teacher, Ms. S.C. described the challenges of differentiation in terms of content knowledge background. She mentioned many times the difficulty of trying to figure out where her students are at in order to reach them. Another challenge, which described the difficulties of communicating to students and parents were categorized as “Linguistic Challenges.” Most of the teachers interviewed discussed some degree of challenge associated with language barrier and the inability to communicate not only with the students, but also with their parents. Some themes emerged relating to cultural notions and those were categorized as “Cultural Challenges.” A cultural challenge described by one teacher, Ms. Heart was that she was surprised at her ELLs lack of awareness of some of their own cultural celebrations and artists. “Personal Challenges” had many features related to linguistic and instructional challenges, but when focused on personal struggles and self-identified inadequacies were placed under this category. For example, Ms. RAM described her inability to speak the Spanish language and tries to use whatever knowledge she has in the language to communicate to her students. Mr. LEP describes his lack of understanding of some of the Asian languages to be able to draw parallels within vocabulary instruction, as he is able to do with Spanish being a speaker of a romance language himself. Another personal challenge described by many of the teachers included the frustration associated with the inability to reach the students and bring them to an understanding of the grade-level material as their English-only peers. “Behavioral Challenges” was a category identified, however, these were sometimes qualified as related to the grade level that they teach and not specifically to ELLs. In one case, Ms. Heart mentioned students pretending that they do not understand what she has

asked them to do and when a translator proves otherwise, she proceeds with a decision on a disciplinary action. “Bureaucratic Challenges” was mentioned once and was determined as a category based on previous literature on teacher retention where teachers cite this particular challenge as a reason for leaving the profession. Only one teacher, Mr. LEP, discussed district personnel getting in the way sometimes of the teachers tight-knit group, which works very closely together in a professional learning community to find and try revisited or innovative strategies with their students.

Teachers provided various strategies to address some of the challenges described above. Some of the ways to address “Situational Challenges” was derived from the interview question asking about any advice they have for new teachers. These included not teaching to the curriculum because children are being taught, not the subject, knowing where to get support and using small groups with specialized instruction to meet the specific needs of students rather than whole group lessons, latching on to a mentor who is willing to provide the continued support needed, observing other teachers teach and observing yourself teach by videotaping yourself.

Most of the strategies teachers discussed addressed the “Instructional and Linguistic Challenges” described above. For example, teachers listed many SDAIE (Specially Designed Academic Instruction in English) strategies they use to make the content accessible to their ELL students such as chunking, repetition, rephrasing, assessing prior knowledge, modeling, simplifying, using cognates for vocabulary instruction providing time, using hands-on manipulatives and bringing in regalia and visual images. Other strategies included having a buddy system where one student is bilingual to enable translation when necessary. In addressing some of the “Cultural Challenges,” one teacher, Mr. LEP described bringing in current events from around the world, using concepts when learning about biographies such as gender and comparing it to the notion of gender in the student’s countries. In addressing “Behavioral Challenges,” Ms. RAM describes how a teacher needs to teach manners to the students because both parents are working, however, she does mention that this is not specific to ELLs, but all students. She also says that some of the racist or discriminatory remarks should be addressed immediately and carefully as they come up in class. Again, she mentions that this is not specific to ELLs, but provides one example of a Mexican student who creates a power point and states, ‘If you want it done right, call a Mexican.’ She says that a comment like this needs to be addressed immediately. Another important finding was the emphasis on support that most teachers alluded to. For example, two teachers mentioned participating in a Professional Community Learning (PLC) where teachers get together and discuss new ideas, strategies, try them out, and try things differently. One teacher, Mr. LEP, discusses the tight-knit culture of this group and the support system created within the work that they are doing on a day-to-day basis. He states that district personnel that come in sometimes are more an interference in their close-knit community of teachers. Ms. Jessy mentioned the importance of having continual support between teachers, especially providing mentorship to new teachers in the way of modeling instruction, providing feedback, reading professional literature, discussing them, and applying some of the knowledge learned therein.

A Narrative Analysis of the data using Richmond’s (2002) Story Map appears below. The story will reflect the chronological events as they pertain to work with English language learners using a composite story from themes that emerged in the narratives.

Chronology	Experiences of Working With ELLs	Themes
Past Experiences	Initial challenges	Situational, Instructional, Linguistic, Cultural, Personal, Behavioral, Beurocratic Challenges
Present Experiences	Day-to-day strategies	Strategies to address the Situational, Instructional, Linguistic, Cultural, Personal, Behavioral, Beurocratic Challenges
Future Intentions	Goals	Short-term and long-term goals in the teaching profession. Advice to incoming teachers

The following is a narrative analysis of the teachers’ interviews written from a viewpoint of a teacher reflecting back on her experiences as a teacher. The experiences and strategies used to address these challenges are a composite sketch of all of the teachers interviewed. The narrative story is primarily based on direct quotes from the teachers and when necessary, sentences were modified or inserted for smoother transitional purposes.

The Frontlines of Teaching English Language Learners: Personal Reflections

I think I have been teaching for a long time, probably about 24, 25 years now. In my classroom where I taught for 15 years, I had about 70% second language learners and 30% English only students. I think in my classroom now compared to my classroom where I was before, there was a clear-cut line between the English language learners versus the mainstream and here, there is no clear-cut line. I feel that in my classroom, when I taught 10th grade English, I will be teaching students that do not have a great reading ability in English as those who are up to college reading based on the accelerated-reading testing program that we use for assessing reading levels. So in any kind of classroom, one classroom may have students that run the gamut between first, second grade reading levels and college reading levels and the differentiation of the instruction that goes into that at times are extraordinarily difficult.

Prior to 227, we had bilingual program where they would receive their Reading and Mathematics in the percentages, so kindergarten would begin at 90% Spanish and 10% English-10 and then at the next level, 80% Spanish and 20% English and so on. Supposedly that was happening where they would get more and more English instruction through the years. In order to meet the integration law, the students were placed in the role sheet, integrated, and then they would show up for attendance and calendar in the

elementary grades and then split into their language level classes for core instruction. Then they would go back to their other classes for science and math and things like that. It was probably about five, six years ago now. The district for a while, had decided to group the students by their levels based on the CELDT (California English Language Development Test) and it was when we first started giving them the CELDT. The rash of this STAR testing has you know, and I think things have started to switch again where we're starting to realize that it's the whole person that's important, emotional, physical, intellectual - the whole being is what is important and in learning we need to look at that and adjust our instruction to meet those needs not trying to mould the children so they can learn what's in the teaching elements curriculum.

So one teacher would have all the level 1 and 2 language learners and it was really hard. As teams, we decided to switch around which teacher would have the lowest level because for a while, the same teachers were having that same group year after year and the year that I took that group, I could hardly speak to the parents, so I always had to have an interpreter. There was always someone on-site, you know another teacher, an instructional aide who was available. It was frustrating. I would have teachers who would have to call home if there was a behavior issue, and I would have to speak to parents. It was a challenge, but it was not impossible. Children were really low academically and I started to feel like a bad teacher even though intellectually, I knew that wasn't the case. I kept on trying new things, and I can understand the frustration. Typically, brand new teachers get put into a classrooms that are a challenge because the teachers that have been around a while find ways to manipulate the system, let's say, and so the brand new teachers get into combination classrooms, with two grades, and two or three languages. It's frustrating and challenging. I can really empathize because of that one year. I knew enough to ask for support. I've been around long enough to know - to ask for the help and so I could run small group learning with three qualified teachers teaching the group of students. I also brought a volunteer into the classroom consistently. I did everything I could to learn to teach these students in small groups because whole class learning was really difficult.

In my opinion, because the classrooms are so enriched, and I understand the legality of making sure that they getting the grammar practice and using the core curriculum, I understand it all, but I feel that it could be taught, by a teacher who knows and understands language development, that I feel that it could be taught within the regular classroom environment.

And I really think that's part of the frustration for the teachers who have been teaching for less than five years. You know, they've come into the profession during this No Child Left Behind and they only see, you know, here is your teacher manual. It says, scene one, week one day one, you have to do this for day one and you know, it's impossible to do that because first of all, not every child is going to be interested in it. You'll have kids saying, "I don't want to do it." And you know, when the teacher does not have the background knowledge to say these are the skills I need to teach on day one, "Okay. Let me go to my box of tricks and pull out all these things to teach the things I'm going to teach on day one." They don't have those boxes of tricks and so they try to

follow the scripted curriculum and its so frustrating because you're teaching people, you're not teaching the subject. They don't feel relaxed. There's no creativity involved in it and I think that part of teaching is using your imagination, using your creativity to have fun with your students.

I'm not saying that that doesn't happen at all. I'm just saying you feel more pressure not to take out the art as often and not to take ten minutes to be silly. Let the kids have free choice where you can sit down and have conversations with children without the pressure. "You have to put this away now, we have to go on to the next subject," like you're on a treadmill racing through the day.

Another challenge would be the academic standards for second language learners especially for the younger ages if they are limited English speaking, and held accountable to the same standards. I think they should be because you want them to learn the grade level material however, it's sometimes difficult to say to parents, "Your child is making progress," but the report card would say, "below grade level," because they can't meet these standards - because they don't know enough English and yet, they are making tremendous progress. We have to grade them based on the standards and are they meeting what's expected for the grade level at that point of the year, not how much progress they've made although you can say or you can write it as comments or you can give them a grade for effort with "excellent." But they're trying really hard, yet still it seems like from my experience in the other school I worked at, I felt lucky if I had five students meeting the grade level at the end of the school year out of a class of 20. And so the challenge is that they don't meet the standard, and it seems like year after year they fall further and further behind.

As a teacher, it took a few years to figure out where they students are at, but for the most part, I can pretty much figure out the pace as far as what they're going to understand and what I need to do to get them to that. It just takes a lot of time. It takes them a longer time to conceptualize what they are learning about, if it's not familiar, which for some topics is just completely new. And sometimes in science, for example, my students may have not had science in a long time or have had very little, you know, so it just depends on their experience and that can be difficult.

I think I was expecting them to understand certain things better, so I wanted to teach them how to put things on a KWL chart or a concept map before even giving them any instruction. And when I realized that wasn't happening, it ended up that I needed to give them a vocabulary bank which sometimes worked and sometimes didn't. I really just had to scaffold it so that they had a little bit here, a little bit there of instruction and also a little bit of guidance. It was just more frustrating for me to try to figure out about where exactly they were at, or what they knew, and so the more I could associate with things that were familiar to them, experiences that they had had, because most students had had similar, you know, just growing up, some similar experiences. I had to figure out where that was at, to know their background, and just kind of know, okay that maybe they do go to you know a lot of them cross the border fairly frequently and knowing certain things like that just made it easier for me to compare and make analogies and such and maybe

enable them to show what they know, and not try to water things down either. I think that was the hardest, one of the hardest things because I still wanted to give them and help them understand the content stuff to the degree that I wanted them to and you know I still also have English only speakers also so you know I didn't want to water things down for them. I wanted to make sure that the content was still the same.

Since it's completely new terminology, and for them to really understand it, it takes a lot more time. I mean I don't go through the textbook exactly chapter by chapter, but I also give my students, "Hey, read this." I tell them that maybe we're reading a paragraph or maybe a page. We'll only focus on maybe a couple pages that day. We use a lot more hands-on stuff, regalia to really trying to truly make them understand and try to associate it with things that are familiar to them. But even still, the bigger words or verbs or what not can be difficult for them to understand.

I barely speak Spanish or any other language other than English. I have had, the majority of our ELL students are Spanish speakers. I have had Chinese students, though as well. So the challenge is always the same. How do you communicate? So, I use a lot of layman's sign language. I just show them physically what I'm looking for. I do a lot of hands-on modeling and showing them how to do it. And I having them show me they understood by doing it. I often use a buddy system for translation so a student will sit next to a student who is fluent in both languages. I sometimes would offer translated documents for directions and I also offer a lot of visual aids. I try to speak it. And I'll get really embarrassed. But when I'm speaking with parents I try speaking Spanish to them and they try speaking English to me. And then we'll both laugh and decide maybe we better have a translator. And so she was trying to do English and I was Spanish and they speak English and I speak it I like they do, and so they know I'm trying and I had one lady just start laughing and she said we get translator kay. So we were both trying. She was trying to do English. I was trying to do Spanish and so I try. I've taken three semesters of Spanish and I still cannot speak it. If my phone dies out, we're really going to have to quit, so I try. I try speaking the language, but I cannot role my r's.

I think bilingualism goes a long way. If a teacher knows the language or has an understanding of a romance language than he can tap into the cognates or whatever it happens to be and say, "You guys know this word. What's this word in Spanish? Oh, so you do know this word and you do know what it means. You just didn't translate it yet." The problem is that it's impossible for teachers to know all languages represented in the classroom. He may not be able to do the same with for example, the Filipino students, because the language is so dissimilar. He may work on trying to understand the Filipino language so that he can make the same types of references that he does for Spanish, but its hard because its not a European language. And those dissimilarities are much more difficult perhaps because of the laps in having no Asian background or no Asian training and so it may be very hard to associate with that.

I think that the environment that I work in forces kind of at least thinking about ways of assessing prior knowledge for the students in making material relevant. It is my

day to day is what allows me modify and shape my lessons to make it more accessible to various learners.

I have to break things down into simple words, key words that I recall in Spanish and so, when things get a little too complicated, I really rely on their peers do translate, to help me elaborate if something, if there is a behavior problem or if something needs to be expressed more clearly, I will rely on translators whether in parent contact or directions that need to be more explicitly expressed then I will rely on office aids who speaks Spanish or the language I am looking for.

I use a lot of hands-on and so that helps. Being in math, I use a lot of manipulatives. For fractions, I use candy bars. I also use what they call a chromo board. Its like a white board that I carry around with me. It's like a tablet, a smartboard type of tablet that I carry around. A lot of them do not like to get up in front of the class, not ELLs, but a lot of them just don't like them so I bring it to them, and it projects onto the screen and see the answers that way without standing up and making people notice them. They feel a lot more comfortable sitting at their desk and giving the answers. I tell that if they are incorrect, I will help them through it. So everyone gets the feeling that I'll try it and they know she'll help me through it. I don't tell them oh they're wrong, I will help them through it, so that if they don't know the answer then I'll whisper it through them and everybody kind of giggles and It just helps them be a little bit more relaxed. So if they don't know the answer, I'll whisper and everybody gets a laugh here and there so it's just not singling out one person.

I do a lot of drawing. If we focus on language arts only, we do a lot of modeled writing, or generating a list of words we could use, or I would write a quick icon type picture and match it so students that don't necessarily understand the vocabulary would see the picture and I try to use a lot of synonyms in order to you know hopefully give them more understanding from the children. Lots of body movements and actions and kinesthetic connections so if I'm having the children tell me the sentence that they are going to write, I will do movements to act out the sentence that they can get, so a lot of you know, lots of TPR. Drawing on photographs and pictures or regalia when available and appropriate. When I worked in the school, so that they can access the core curriculum in the language arts program, I often brought in lots of props with the vocabulary like I dug through the garage like when we were studying tools and brought tools.

I've actually been using a lot more foldables with them, having them trying to draw what we're talking about which can be a really difficult thing for them and I sit there, I think, this should be easy, but I want them to critically think about what to draw, what does this mean to them and that sometimes takes a while, but when they do get it, they understand it and they understand and can explain that feature. So, I found that that was very helpful.

I use power point, which allows me to look around the classroom and check to make sure the students are taking then notes necessary. I do a lot of observational

checking, monitoring the progress that they are making. I simplify the definitions that I feel that students should know not necessarily the dictionary definitions as far as paraphrasing to make it accessible to as many learners as possible. And I always include an image, something that they can associate with the word whether it be some sort of sometimes it's funny, sometimes it's serious, sometimes it's... It's something that they can draw an association with or the word becomes more tangible to them.

It is the vocabulary that is the big barrier between any type of language vs. the English language because there are so many different parts to you know even what am I trying to say – divide. You have the divider, you have the quotient and they're you have to explain what or you have the reciprocal or reverse operation and you have so many different words for the meaning of one thing. Another example is solve, evaluate, answer, simplify. The kids have to know the English language to decipher. Getting into the language that some of these kids hear - when they hear simplify, we're doing exponents, 6 to the 4th power and 6 to the 3rd power should be 6th to the 7th power, but they want to solve it. Oh, 6 X, 6 X, 6 X, 6 X, 6 X, 6 X, 6 X and get this humungous number, but all they need to do is just go 6th to the 7th power, but they want to solve it and trying to tell them don't solve it just tell me what it is in simplifying and so I think it is a, I don't want to say it is a problem, but it is challenging because the English language has so many different words for one thing.

I try to use a few key words that I know in their native language to create a relationship, to create a comfort level so that they know okay now I know what she is talking about and in that automatically, a naturally comes quite a bit of humor because I'm using such a layman's speech. I'm butchering the language and they think that's funny and if I acknowledge that it's funny instead of be insulted, we draw a kind of friendly relationship. I make my feeble attempts at retracting and remembering words from college. They really admire the effort that I make, and they think it's funny. It helps to get things started. And then, I go back to the same concepts chunking parts, translating, buddy system, modeling, demonstrating, showing them exactly what I'm looking for.

Usually chunking helps, patience, finding out who your support system is and if you can be allotted an aid, finding out who the stronger, looking at the list such as the one that I get at the beginning of the year, looking at your list, identifying who your students are even before you've even met them, and looking at the list and identifying who is stronger or English language learners who are more proficient and pairing them up before they even come in the class. Just really being aware of what's going to be entering the room and not being thrown off guard by it and then communication with parents. I actually have them all sign a contract at the beginning of the year and is specifically asks if what language is spoken at home, is a translator needed for home phone calls, and are there any other concerns the student or the parent have that I should be aware of as far as the physical, emotional, whatever it is. Does he need glasses, does he need to sit in front of the room, do they need to be... one teacher, oh I'm sorry, one parent said notify me when my student does below B. Simply notify me. So, things like that. I give them an opportunity at the beginning of the year for the parents to also you know kind of tell me

anything and that's another way of me finding out okay, are they coming from a non-English background, are they speaking non-English at home, gives me a little heads up.

I feel that they're participating but I feel that sometimes if they don't feel like they're being successful in what they're doing, they get disheartened and maybe don't want to try, or don't want to answer something, or are very quiet. I mean I have a few students that are just very quiet and they might be able to express themselves on paper if you give them enough time, but its very hard for some of them seemingly to express and it's just they're so quiet and I don't want to, it's one of those you don't want to bring them up too much that you embarrass them. But you need to know what they know and it is kind of a challenge sometimes maybe when they're fearful or very shy.

It just seems like that a lot of the techniques, structured techniques that I end up using benefit the English language learners. Like, I'm fairly structured in my approach to just keeping their work together and I know it's been a big thing for a number of teachers who use the interactive notebooks and so I have them keep all their stuff in one spiral notebook whether that be gluing in or writing the notes on a page and that tends to assist them in keeping at least because it's not, it doesn't make complete sense because it's in English because you know maybe they don't know quite completely well, but at least all of their science stuff is in order and the page numbers are in order. 1, 2, 3, 4, and that seems to assist them in that at least mentally, I mean physically getting the things in order, but also mentally getting it kind of in order what we're doing in class.

For instance I did the Ph lab today and things turned color and they were just like, oh. They just loved that. And so you know, for me, I don't think, I mean even if I went to students that were English language learners and English only students. It seems that my English learner students find that very helpful, very beneficial, but also, they just again it is frustrating that you know, it can be frustrating that they don't get it, or comprehend things so quickly. You just sit there and you're like, "Wait a second. I just understood it," you know you say, "Okay, I'm teaching this, so I have to understand it," but maybe they really just still even if there is a cultural difference, even if they don't really get it that fast. There's still an internal energy that they bring to class everyday. Even if things aren't going very well for them, yeah, they have their down days, but you have, I know I have my down days, too but they still always come more of the youthful energy than ever and that just makes me to want to okay, you know, I like this science material and I want to tell you about it. You know they help motivate me, and you know, it's science also you see it all the time. It's interesting.

To really work on visuals, visualizing, and also working off pictures or a lot of, just a lot of you know, feeling where they're at, figuring out where they're at, but also pictures are important or having them, you know, giving them ideas of what it is you're trying to get across, in picture form, in and then also tactile form. Like just kinesthetic so that they can graph things in other ways, so that they also, you know, the new terminology, and the new way of doing something isn't so foreign to them. It can be familiarized to them.

Really thinking, paying attention to the students and one of the things I found through experience with phonics and sounding out words, I found that English language, Spanish anyway, English language learners we often would break each consonant down and do more chunking so they needed more if the word would be cat, I would say, ca-t instead of c-at, they needed me to chunk the initial part, put the initial consonant with the vowel, so that they for some reason, they hear better. Which in our curriculum, we often do word families so –at would be the chunk so you would just confuse them change the initial consonant and I found that that would confuse them and they couldn't hear the rhyme so like it kind of happened by accident you know how that happens, and so I found that when I chunked the initial part, then they started to learn the words.

Honestly, its one of those things where SDAIE strategies, scaffolding, basically any means that I can get across to them, I use. For some year, some class, some student, the means differ but the end result is that these students go on and move on out and a lot of them get displaced and it's...the ones who get displaced that fail in my class tend to fail in other classes as well and those are the ones I don't get the second semester. As far as dealing with it in the classroom, sometimes there's a fair amount of frustration as well as just being trial and error. If something doesn't work in one class, then I will try it again in the next group, make it better the best that can and if it doesn't work than revise it as quickly as possible

Focusing on the big idea is another strategy so that you're getting across the big idea and don't worry as much about the smaller details because if they understand the big idea, the details will fall into place and also just understand that you might have to change things a little bit or modify things. Giving them a short reading, or condensed reading or something extra such as overheads or extra slides or animation something that can help them grasp the content or maybe have them do extra practice at home.

My class offers an opportunity to have a lot of freedom and if the student is not mature enough be it ELL or native speaker then that becomes then an issue. Hopefully, they are mature enough to handle the situation. I have encountered instances where and EL student will take advantage of the fact that I've acknowledged their ELL level and they will abuse that and misbehave. Sometimes they will abuse that pretending like they don't understand, and then I say okay and then get a translator and the translator will say he totally knows what you're talking about and then I will say I thought that was the case, then I will talk about the disciplinary action at that point.

I would say that universally the challenge that I was able to relate with other teachers in different courses was the amount of ELL students in one particular class without the assistance of an aid or translator. It can become very time consuming for me to break everything down into very simple terms. I've been offered someone who can help me, but they are not a regular teacher in my room, nor are they always available.

I think teachers leave mainly because it was harder than they thought it was going to be. It was more time consuming than they ever thought it was going to be. Just much more time consuming, much more stressful than they had anticipated. Time consuming

and not at all what you expected, what they expected. I think I probably had a more realistic of what I was getting into. My mother is a veteran teacher and so I had a large understanding already of what teaching really took and entailed, what kinds of behaviors I was encountering, what type of region I was going to be teaching in.

I work with beginning teachers now. It's talking to them through the years. You know, some of the recent professional development that I've gone through where it's ongoing support and you get to observe a mentor teaching not something, like you can see how it should be done. I think its getting into each others' classrooms more often is really powerful and having reflection time after the observation, not just go watch and say oh that's a really good idea, but having time. We have professional learning communities now. We are supposed to meet with our grade levels, set goals, and then talk about strategies and then go try them and come back and talk about how it went and you know that's going to take different forms with different teams obviously you know, its not going to all follow the model exactly, but that I think is powerful because you are working on one thing and you have agreed upon strategies to try, you go and try it, and then you assess the results and talk about what do you need to do more so that's the way the model is working, but really newer teachers need not just BTSA but having someone they can latch on to, who is willing to and sometimes they have to, you have to seek that out, somebody at your grade level I really need, can I come watch you teach, can I ask the principal for, can I come during when my students are in P.E. or during my prep time you know can you come in and do a lesson for me with my own children and that's really powerful, too. A lot of times when a teacher goes in, when a teacher comes into my classroom and watches me teach my students, the comment would be, but your children were behaving and you did not have and so I then I say, well let me go into your classroom and teach their own students. They like it so much better when its their own students. Videotaping yourself teaching is powerful and watching your students is another way. So that is a strategy I would really recommend for newer teachers and nobody has to see that video, just you. Or peers who you feel safe with and you can laugh about it.

All the statements that I give myself sometimes doesn't always pan out, but staying on top of the kids, staying positive because ultimately every teacher brings in their own teaching style and their own teaching methodology that they figure out for themselves, but one thing I think that stays consistent is at least in my school, is remaining positive despite the environment, despite all of the things we struggle with on a day-to-day basis. Even though, you know, you do get down, ultimately, you get the crop of kids that comes up that really does benefit from it all and when you get to see that, when you get to listen to them, when you get to sharing that with them, that's the part that is really encouraging. I don't think we get the... when I worked in Santa Barbara, I think a lot of the students on a day-to-day basis impressed me and impressed a lot of the teachers. I don't think that's true here as it was there and it might be because of the, again, because of the language, because of the populations that we worked with, but I think its just a matter of them being optimistic and staying positive in the things that we do.

You know honestly, I don't think that the conversations we have are that different from the professionals who are trying to get closer to the best way to teach. We do have conversations and we work in small learning communities. At least, we've recently taken up, very strongly, the DuFour model of professional learning communities and so, we do have those conversations. At times, we do have district personnel who come in and who honestly tend to get more in the way of our little tight-knit community than anything else. But, we perhaps bring new perspectives we haven't considered in a while. We always have teachers who go to new trainings and bring back what they've learned to the rest of us so that it can never end. You know, instead of just two people, everybody gets to learn something new.

I want to continue with that training and continue to learn myself because one of my frustrations in professional development is you'll go to for like a two-day workshop and you know you might get one really good idea and you might just use that idea. Yes. You still have a lot of information and you use it not knowing you are using it, but if you don't have continual support like somebody saying why don't you read this, this is kind of like what we've learned. Let's read this book together and let's talk about it. If you don't have continual support, the workshop has some impact, but not as powerful as it could be, but something that you continue to strive for

One of the things is that I am able to relate to my students is because I bring in my own life, my own personal experiences into the classroom and because of this, they feel that the natural guard that students have between themselves and the teacher is let down, but as professionals there is a professional learning communities that we use and so teachers themselves discuss teaching methodology, new strategies etc. that have worked well in their classrooms, and that have not worked well in their classrooms as well.

With the cultural differences, unfortunately with that region came huge amounts of poverty, so I had a quite a large stance/expanse of understanding of what a poverty-stricken family was able to do or not do. In terms of the classroom, are they going to have an area to do homework, probably not. Are they going to have extra supplies at home, probably not. So it helped me to be a little more realistic in terms of the region. A more affluent region is probably going to have an area in the house where they students can sit down to do their homework and might have extra supplies at home.

Culturally, it seems that the work ethic is different. When I talk to parents sometimes, the support isn't always there. I don't mean to stereotype but it's just different for, interestingly enough, it's different for different students. My students who, my English learners who are, not all of my English learners, I shouldn't say that but some of my students that are English learners, just don't, the motivation from the family is not necessarily there. Motivation from themselves, like inner motivation, like just wanting to do well. That striving to do well, is not present for them. I have had recently this semester number of my English learners and I've had in the last few years in one of my particular classes that are very hard working and striving to do well. It's almost more of a...I think its almost more of a cultural difference of certain English learners.

The curriculum is set to a certain degree, but we work our way around it as much as possible and we try not to use only the state mandated or the district mandated texts because their seems to be this kind of limited kind of a. It's not great reading. So a lot of cultural awareness that I would possibly do is just asking the kids to share their own experiences. Just recently we read essays on biographies and I asked them to focus on gender differences. And in the process I said okay, read them, talk about the Hispanic machismo and how that could effect possibly someone growing up and their life experiences for both men and women.

In almost every one of my classes, I try to open the kids eyes to outside of National City to some degree or another, whether it is directly related to the text or reading that we are doing or if I heard something on NPR on the way to work that day, I'm always bringing in new ideas that they might not be aware of whether that be sexually transmitted diseases because its AIDS awareness month, or if we are talking about homosexuality in general. Last year, we spent a lot of time talking about what was going on in Uganda and Rwanda and there's always this kind of idea that nothing is ever limited to the textbook or to the classroom, but that everything is applicable in every way, shape and form in all aspects of their lives and in all cultures and that they are unique and that they certainly share similarities with many different cultures and with many groups of people.

I would say almost 75% of my kids are straight up bilingual. And then, you know, depending on the numbers there are a lot of people who speak predominantly English, but with a Filipino or Latino background or families and so even though they are classified as language English speakers, there English is not proficient. And so they go through their whole lives. They've been in America their whole lives and their families don't speak English at home, but there's no complete comprehension that goes or a complete mastery.

We have families that have been here for generations, but there is not a full mastery of English. At home, their moms and dads have been in the country their entire lives, but they still necessitate a translator or their needs to be some sort of modification in the communication.

Let me think. I guess one of my kids was doing a power point presentation. And his last line was if you need something done right, call a Mexican and so I looked at him and I said you mean, black people and philipino people and whites can't do it as good as Mexicans? And he said, No. Than you can't put that because that is a racial slur. You can put Call my dad and I because we do it better, but I said when you're isolating yourself as a Mexican. What if I say Call the whites, we do it better. And he said, well that is racist and I said well what's the difference. So, also, maybe not, but that was really one big issue that I had, but also oh, look at how fat she is. Well if she's fat than you are calling me fat, and no, no you're fat, that's not what I meant then you don't call anybody that. Because I am, I am overweight and trying to get them to realize sometimes how negative they are has challenge because the wording is different and so here at the school and in San Diego, what am I trying to say, it is an issue.

We are a heavily Hispanic region here, but it's more affluent so if I had to classify it, I would say lower to middle class. Certainly, we have poor students, but I think the whole population is changing as far as whose poor, whose you know, middle-class. I think that's kind of going with the whole society, they're changes, but this is different from the schools that I was subbing at. The schools that I was subbing at, were heavily African-American and Filipino and but in a major poverty area, and so you notice differences in behavior. They're more behavior problems I've encountered at a lower-income, lower economical status. They're so many problems that they are dealing with that are inappropriate for a child that cause stress, anger, frustration and in turn causes behavior problems.

Race against race. But, you know its not a really...If you can nip it at the start, there's no problem. If you would say, we don't talk that way or then it dies down and so there's nothing, I can't really pick it out, but I can feel it and I can say that how would you feel if they would say that to you and its not just race. They would say oh how ugly or something and then well I say how would you feel if someone would have said that to you. It doesn't feel good. And so why do you say that to them. You know. It's not just race, it's like every little thing, but that's normal for middle school.

Again, I can't put all English learners into one category, but I think some of the challenges that they face can be beyond the regular classroom, or beyond you know, outside of regular learning and it can be a challenge, behavior wise, or a challenge trying to facilitate their those students attitudes towards school is not necessarily ideal. So, it's a challenge to figure out how do I reach them if they don't really care.

I try to bring in multicultural lessons. For example, I try to give them one that they are familiar with, and give them one that they are uncomfortable with. In November, October, I do a Day of the Dead project and they can relate to it and actually just recently, I was surprised to find just how many of my Hispanic students don't really know about the Day of the Dead. So, I'm very surprised when they say what they learned from the project, and I go really, you didn't already know that? So, they're actually learning their own culture through the cultural project and as well as everyone else. Several of them are born here. But we are so close to the border so we actually have quite a large population who come in from Tijuana, some of them legally, some of them illegally. The population coming from Tijuana is a completely different breed, than the population that maybe lives here in the States. And they would recognize it themselves as well.

The next door neighbor that I had my first year of teaching and she worked for a year right next door to me and she had an ELL class and she did not speak a word of Spanish and she received a lot of support, a ton of support from her BTSA provider, but by the end of the year, she was absolutely wiped out and quit the profession. She was a motivated teacher who was eager to be there, but because of the classroom, and because of the...I mean she was not given...It was not fair for her to be given such a low-level English class with no Spanish background and I think it was the fault of the principal etc.

but all said and done, she didn't have the language background necessary in order to be that teacher.

But other teachers may say that it's not due to ELL. It's not due to being white in a Hispanic community. Its not being Hispanic in a white community. It's not being Japanese or anything. It has nothing to do with race, but it has to do with classroom management.

It is a challenge, however, I think its possible to reach the students that you don't think you can. I know of people who have gone to other districts because the English language learners, or the population is different. And, so I know of people that have not gone to certain districts or areas because they don't want to have such a high population of English learners.

I think that this is a struggle that I went through when I went to Grad school and when I was in grad school I said to myself, why am I doing this, why would I put myself through this trouble and it seems unnecessary. I mean I could be working with students on a day-to-day basis that just impress me and I could see them just shoot up and I could hear about them in the news a couple of years later, you know, going off to college and doing all of these wonderful things in their lives and it was hard for me to imagine that I was going to be down in this population and I say down because I was in Northern California, so geographically down, and but now that I'm here, it seems if I were at a school of say rich, white kids who all spoke English perfectly that if I have talents, my talents would be sort of wasted on them, that those kids would succeed anyway. It doesn't really matter whose teaching them. And I'm glad I'm with a population that needs to be motivated and need energetic teachers because I think I'm still one of those motivated, energetic teachers. The idea, the very idea of working for the next 30 years until I retire, whatever the job happens to be, is exhausting. But, it's hard for me to see myself doing anything else.

Limitations of the Study

Researcher's Bias and Lack of Shared Experience

The researcher has been an instructor of an ELL methods course for a graduate level teacher-training program, and as such, experiences of working with teachers and knowledge of one type of training with regards to working with ELLs may generate assumptions and preconceived notions of the teachers' experiences. In order to work around these presumptions, the researcher has added questions in the interview to include the teacher's account of the courses taken and any training or professional development attended with regards to working with ELLs.

As an Indian national, born and raised in Japan, and a former student of an international school there, the researcher may possess an understanding of the educational experience which is probably quite unlike that of the students here in the United States.

Other than a small number of students from the United States, most of the students in this school were nonnative speakers of English. Many of these students were at least bilinguals, but there were many who were trilinguals, quadrilinguals and more. The students that came to this school with very low levels of English proficiency would be placed in an English as a Second Language classroom and mainstreamed irregardless of age. For example, when a student, age 15, reached a third grade proficiency level, he or she would be mainstreamed into the third grade classroom and work his or her way up to their age appropriate grade. Through the work the researcher has done with regards to ELLs in the United States, the researcher has some understanding of the processes involved with the placement of ELLs. However, the researcher still does not have the framework to completely understand the teachers' responses, but, on a positive note, this lack of reference may provide a novel analysis of the interview data.

Sensitive Topic and Political Correctness

In asking about the teachers' perceptions of ELLs, politically correct responses may limit their disclosures, especially because the researcher, an outsider to the teaching community, does not have the time to build the rapport it takes for free and honest responses. Also, the notion of research and the potential of having this study be read by others, may perhaps make the participant shy away from candid, frank responses to the genuine struggles and impressions of working with ELLs even though all measures have been taken to protect the identity of the participants in this study.

Number of Participants

Due to the small number of participants in this study, the findings cannot be generalized to all teachers working with ELLs in a traditional scientific sense; however, Merriam (1988) affirms that case studies provide an "in-depth understanding of the situation and meaning for those involved" (p. 19). She goes on to emphasize that this type of study is not on the product or finding confirmation of empirical research, but rather on the process of discovery. The insights gained through this process can directly influence "policy, practice, or future research" (p. 19). Donmoyer (1990) also presents an alternative way of thinking about generalizability particularly in the field of education where the interest and concern is about individual meaning making processes and perspectives. He makes the case that experiences are generalized from one situation to another for the individual and all experiences even those that are empirical need to progress through Piaget's schema model of assimilation, accommodation, integration and differentiation. A single case study, according to Donmoyer (1990) has the ability to give readers access to an experience they may have otherwise never had, provide a framework in which to understand the theoretical viewpoint of the researcher, but also have enough space to create one's own interpretation, and distance the readers from the sense of defensiveness commonly associated with the telling of direct experiences that might bear some threat psychologically (pp. 105-107). In this study, the readers may gain an understanding of the challenges teachers face in their work with ELLs, but may not have to directly reflect on their own practices in the immediate moment. However, it is hoped that the readers reflect on these stories in due time to inform their practices as knowledge

is in some form or another assimilated, accommodated, integrated, and differentiated. It is important to highlight again that the purpose of this study is to “understand, rather than to convince” (Wolcott, 1990, p. 148).

Timeframe of Study and Triangulation Difficulties

Since this study is being conducted under the time frame of one semester as part of a graduate studies course in Qualitative Research methodology, the triangulation of data is not possible. Ideally, if time had permitted, triangulation of the data would have been attempted for the purpose of gathering additional perspectives in order to provide a deeper understanding of the interview data and a more accurate representation of the data in the stories that are generated. Examples of data that could be obtained for this study include classroom observations (artifacts, classroom environment, teachers’ interactions with ELLs) and instructional methodology (lesson delivery, group work, use of regalia etc.) and an analysis of documents (handouts, lesson plans, professional development handouts, meeting minutes).

Future studies could explore whether the triangulation of data agrees with the analysis of the interview transcripts (convergence), shows differences within and between the analysis of the interview transcripts (inconsistency) or even completely different data (contradictory) (Mathison, 1988). The understanding from the triangulation of the data even those that may be contradictory would provide a better understanding and a more holistic picture of the issue under study.

Significance of the Study

In light of the current crisis of teacher attrition in California, this small-scale study has attempted to explore one issue that teachers have noted as a reason for leaving the profession – the lack of support and preparation of working with ELLs. The narrative analysis used in this study utilized the organizational schema of a storymap which allowed for a much deeper analysis of the issues teachers face in relation to working with ELLs. Richmond (2002) claims that the pattern of the story is a familiar concept to both storytellers and listeners, and is a meaningful way of organizing thoughts for both the participants and the researcher. Perhaps, future studies that build on this initial exploration may provide important feedback to teachers working with ELLs to understand the challenges encountered by teachers and the ways in which these challenges are addressed. These studies may also provide a sense of community for teachers working with ELLs through the experiential stories of the internal and external struggles, hopes and triumphs.

Appendix A

Interview Guide

1. For how many years have you been a teacher?
2. What grade level do you currently teach and which grades have you taught in the past? (If middle school teacher, than what grade and subject do you teach?)
3. Do you have English Language Learners in your class? If so, how many?
4. For how many years have you had experience working with English Language Learners?
5. How do you determine if a student is an English Language Learner?
6. What are some other challenges you have encountered while working with English Language Learners?
7. How have you addressed these challenges?
8. Have you taken any courses or professional development workshops related to English Language Learners? If so, have you drawn upon your learning from these courses/professional development workshops to address any of the challenges you mentioned?
9. Have you drawn on other skills (from other courses or even from your own life) to help you address some of these challenges?
10. Based on your experience of working with ELLs, what information/pieces of advice would be valuable for incoming teachers who will have ELLs?
11. What are your short term and long-term career goals?
12. Do you know any teachers who left or are planning to leave the teaching profession and the reasons why?

APPENDIX B

Email to Recruit Participants

Dear [Participant's Name],

I am a doctoral student at the University of San Diego currently conducting a study on teachers' experiences of working with English Language Learners.

In particular, I am seeking teachers who have at least 3 years experience working with English Language Learners mainstreamed in their classrooms. Because this study is seeking a diverse group of participants, not everyone who volunteers will be asked to participate, however, your willingness to be included in the participant pool would be greatly appreciated.

The interview will take place at a location convenient to you and should last no longer than 45 minutes. Participants will also receive a \$5 Starbucks gift card for their time.

If you are interested in participating in this study, please email me at sarina@sandiego.edu or call me at (760) 583-7194.

Warmest Regards,

Sarina Chugani Molina
sarina@sandiego.edu
760-583-7194

APPENDIX C

Email to Recruit Recommended Participants

Dear [Participant's Name],

I am currently a doctoral student at the University of San Diego conducting a study on teachers' experiences of working with English Language Learners. A teacher who has recently participated in this study has referred you to me as someone who may be interested in participating in this study. Because this study requires a diverse group of participants, not everyone who volunteers will be asked to participate, however, your willingness to be included in the participant pool would be greatly appreciated.

The interviews should last no longer than 45 minutes, and will take place mutually agreed upon location. All participants will receive a \$5.00 Starbucks gift card.

If you would like to participate in this study, or would like further information, please email me at sarina2@cox.net or call me at (760) 583-7194.

Warmest Regards,

Sarina Chugani Molina
sarina@sandiego.edu
760-583-7194

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