Running Head: Preparing Pre-service Teachers to work with ELLs

Preparing Pre-service Teachers to work with English Language Learners

Carolina Serna and Nicholas Meier

California State University Monterey Bay

100 Campus Center

College of Professional Studies

Seaside, CA 93955

Email: cserna@csumb.edu; nmeier@csumb.edu

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Preparing Pre-service Teachers to work with English Language Learners

Abstract

This study examined the perspectives of teacher credential candidates' regarding their preparation to teach English language learners (ELLs). Participants' knowledge and perspectives were assessed at the beginning of the program and reassessed at the end of the program. The study employed qualitative research methods, including observations, surveys, and structured interviews. The findings examined the following areas: What the candidates learned; where they learned it, how prepared they felt; and what they felt they still needed. While candidates felt reasonably prepared overall, they felt insecure regarding working with beginning English learners. They would have liked more examples of exemplary practice and more opportunities for practice themselves.

In 2005-2006 the population of English language learners (ELLs) in public schools in the United States was approximately 5 million (U.S. Department of Education, 2008). This number represents approximately 10% of the total K-12 student population. In 2009, California had an ELL student population of 1.56 million representing approximately 25% of the total public school enrollment; the majority of these students (1.3 million) speak Spanish as their primary language (California Department of Education, 2009). ELLs as a group demonstrate performance far below that of their native English speaking peers, and are slow to show gains in closing the achievement gap (Abedi & Dietel, 1994). Given the growing population of ELLs and the large

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

achievement gap, it is critical for teachers to be prepared to effectively address the

educational needs of ELLs.

This study examined the perspectives of credential candidates' in a Multiple

Subjects[1] teacher credential program during the 2008-2009 academic year regarding

their preparation to teach English language learners (ELLs). Candidates' prior

knowledge was assessed at the beginning of the program and used to inform instruction

during the remainder of the program. The data will be used to inform overall program

development and instruction in courses designed to prepare teachers to work with ELLs.

The following research questions guided the study:

1.   What are credential candidates' perceptions of their preparation to teach

English language learners?

2.   How do these perceptions inform the design of the curriculum in teacher

preparation programs for working with English language learners?

Teacher Preparation and English Language Learners

According to Darling-Hammond and Baratz-Snowden (2005) teacher

preparation curriculum needs to provide a framework to facilitate candidates'

understanding of effective teaching and learning. This study focuses on the degree to

---

[1] A "Multiple Subjects Credential:" is the credential that most California teachers receive to teach the elementary grades. While it is officially a K-12 credential, it authorizes the teacher to teach only in a self-contained classroom, which typically means in an elementary school setting. California's standard route for credentialing is a post-B.A. fifth year program of approximately two semesters of course work, including student teaching. This leads to a preliminary credential. During the teacher's first two years as a new teacher they receive additional training through their district sponsored induction program, leading to their full credential. This study investigates their training during the two semesters of university course work and student teaching for the preliminary Multiple Subjects credential.
Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

which our program provides such a framework around the issues of teaching second language learners.

A survey conducted by the National Center for Education Statistics (1999), indicates that 54 percent of public school K-12 teachers had ELLs in their classrooms and only 20 percent indicated that they were well prepared to address the needs of students with limited English proficiency. A study examining perceptions' of teachers who work with ELLs in Idaho reported a major challenge as being that many teachers were not qualified to work with linguistically diverse students. Teachers discussed the pressure resulting from additional responsibilities leading some of them to consider leaving the field (Batt, 2008). Clearly, there is a need to examine teachers' perceptions and seek ways to better equip and support them to provide instruction to an increasingly diverse student population.

Teacher Preparation in California

Currently all teachers in California are required to obtain authorization to teach English learners (California Senate Bill 2042, 1998). The results of a survey of over 5,000 K-12 teachers in California conducted by Gándara and colleagues (Gándara & Maxwell-Jolly, 2006) revealed the challenges teachers encountered including difficulties communicating with parents and lacking an understanding of ELL's home and community experiences. Variability in students' academic and language abilities made it difficult to meet their needs. Some secondary teachers found it challenging to communicate with students about academic content as well as social or personal issues. All of the teachers expressed the need for more time to teach, more adequate materials to teach English language development, and additional paraprofessional assistance.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

A study by de Oliveira and Athanases (2007) revealed that new teachers advocated for students by providing differentiated instruction, designing appropriate interventions, and addressing sociopolitical issues such as race, language and class. These various forms of advocacy provide specific areas that can be further developed in teacher preparation programs to equip future teachers to work with ELLs.

Gándara and Maxwell-Jolly's (2006) discuss areas in need of further research including the need to explore the relationship between the high percentage of candidates who earn their credentials and choose not to teach and the lack of preparation to teach ELLs expressed by some credential candidates.

The California State University system of 22 campuses is where the large majority of California teachers receive their training. To understand the quality of these programs the University conducts a yearly quantitative study which asks new teachers who came from state credentialing programs, and their supervisors or administrators, to describe how well they feel their University training prepared them on a variety of areas of teaching. Preparedness to work with ELLs is one of the areas examined. It has been consistently listed as an area for concern.

Educational significance of study

In light of current demographic trends and persistent concerns about the academic achievement of English learners, teachers face the challenge of implementing curriculum that addresses the literacy needs of ELLs (Wong-Fillmore & Snow, 2000). The present study, while limited in scope, will take the emic perspective of the teacher candidates in order to identify specific changes that can improve courses designed to prepare teachers to work with ELLs.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Methods

The present study employed qualitative research methods, including participant observation, surveys and, structured interviews. The design facilitated the study of teaching methods and participant perspectives. The study, conducted at a small California State University, focused on the candidates' perspectives of their preparation to teach English language learners. It focused on one cohort of approximately 20 students over the two semesters of their credential program during the 2008-2009 academic year. Fourteen of the students completed both the initial and exit surveys. Nine of those students participated in extended interviews that took place toward the second half of the second semester.

The surveys focused on teachers' knowledge of theory and practice in regards to working with ELLs and their sense of competency to work with such populations (Appendix A). The exit survey added questions asking respondents to reflect on the aspects of the program that they found helpful and where they felt they were particularly lacking in preparation (Appendix B).

The interviews were carried out by graduate students in the Masters in Education program at the University acting as research assistants. During the interviews, candidates were asked open-ended questions to further probe them about both their knowledge in regards to working with ELLs and their perspectives on how the program prepared them to work with this population of students. They were also asked for ideas for how they thought the program might have better prepared them.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Six classroom observations took place, two sessions each in three different courses. These observations were also carried out by the research assistants. In some cases there was more than one research assistant observing the same session.

The researchers and research assistants first individually or in pairs developed their own major themes and coding categories. Next the research team met as a whole and reviewed the various themes and settled on themes and codes that appeared most consistent with the research question and the patterns noticed in the data. These themes were reviewed and refined at various stages in the data collection process using an iterative process (Huberman & Miles, 1994).

Findings

This study set out to explore credential candidates' perceptions of their preparation to teach ELLs, and then to consider the implications for teacher education of these upon entering the program. The large majority of the teacher credential candidates had little to no academic background in issues of second language learning and working with English language learners. About half had some experience working with such students. Often this experience was in undergraduate field placements. The other half had little to no such experience.

By the end of the two semester program, the candidates felt they had a grasp of basic theoretical knowledge and various strategies for working with ELLs. They did feel a tension, however, between what they were being taught at the university and what they were experiencing in the field. Overall they left feeling somewhat prepared to teach ELLs, yet many felt they needed more experience and more concrete strategies.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Based on the analysis of the data collected, these finding are organized around the following themes:

- What Candidates Entered Knowing

- What Candidates Learned

- Where They Learned It

- Field / University Tension

- How Prepared Candidates Felt

- What Candidates Felt They Still Need

What Candidates Entered Knowing

In surveying the students, it was clear that they came into the teacher education program with very little knowledge about the theories or practice of teaching second language learners. Of the 17 candidates who responded to the initial survey only two said they had any previous academic training (see Table 1). Only about half entered the program with any experience working with such populations (see Table 2).

Table 1: Have you had any previous academic preparation (undergraduate coursework, job training, personal research) to equip you to teach English learners?

Undergrad course	2
None	15

Table 2: Do you have any previous experience working with English learners?

Some	7
Minimal	2
None	8

Candidates' answers to open-ended questions about how they might work with these students or strategies they might use, for the most part reflected this naiveté. When asked in the survey, "How can you teach students English if you don't speak their

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

language?" answers ranged from "I think a lot of it is trial and error, I don't have a good strategy" to "By using pictures and gestures you can teach them a lot of vocabulary" and "By turning to the physical world, the world of symbols, using universal grammar and literacy rules that can apply to any student."

To the survey question "How can you teach literacy to students who are not literate in their own language," answers ranged from "I have no idea" to "I think this would be challenging, but in a way it is the same as how native English speakers learn how to read" and "I think you have to make teaching more explicit, especially when explaining ideas like concepts of print." These answers displayed a general naiveté or admission of their ignorance, although a few students showed a degree of sophistication. Such answers were not unexpected, but provided us a sense of where the students were starting at (the knowledge and experience the students had at the beginning of the credential program).

What Candidates Learned

The survey data as well as the interview data indicated that Candidates learned various strategies for working with ELLs such as realia, graphic organizers, Specially Designed Academic Instruction in English (SDAIE) and frontloading vocabulary. In response to a survey question asking what had helped candidates the most in their preparation to teach ELLs, candidates mentioned specific strategies as well as four courses in particular. These four courses included the course addressing cultural and linguistic diversity as well as the two literacy methods courses and a course that addressed English language learners, social studies and art. With respect to strategies, one candidate commented, "The various strategies discussed in [the Reading methods courses

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

and the Pedagogy for Linguistically and Culturally Diverse Students course] along with experience in my placements." Another candidate responded, "focused techniques and strategies for ELLs, modifying lessons and sheltered plans."

Candidates also mentioned the value they gained in learning about theoretical knowledge, such as learning about the stages of English language acquisition and scaffolding instruction as expressed by one candidate, "SDAIE training has been the most helpful and useful, but also understanding the process by which all students learn literacy." Another candidate responded, "Class discussions, videos and applying what I have learned through these methods in the classroom." The Candidates' survey and interview responses indicated that the knowledge they obtained from the program included learning about strategies as well as theoretical knowledge about literacy learning.

Where Candidates Learned It

An analysis of the data revealed that Candidates acquired knowledge regarding how to teach ELLs through their coursework and fieldwork. Specifically, the candidates mentioned the course addressing pedagogies for culturally and linguistically diverse learners. The course mentioned next most often was the literacy methodology course. For instance when asked where they had obtained this knowledge, one candidate responded, " My two literacy classes … and my placement in a classroom with many ELLs."

Candidates also indicated the value they found in their field placements in obtaining the opportunity to see the methods modeled and having access to working with ELLs. Candidates' responses to where they learned to work effectively with ELLS, included the following, " The field experience and observations of my peers and

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

professors," "The various strategies discussed in ED 612, 616, 617 along with experience in my placements." Another candidate explained, "Being in a classroom first semester with almost all ELL students while taking [the reading and pedagogy for culturally and linguistically diverse students classes]. Had lots of hands on opportunities to try what I was learning."

Candidates indicated that they obtained knowledge and practice to prepare them to work with ELLs through their coursework and field placements.

University/ Field Tension

Another finding addressed the tension that manifested itself in a disconnect between the theory taught in the University courses and the practice in the field. Candidates felt that some of the practices they learned in their University courses were not reflected in their field placements. As one candidate expressed, "They're aware that they have some responsibility to provide theoretical background… and there may be some disconnect between what is actually happening in the classroom versus what I'm learning in their rooms." At times students made comments about the fact that the classrooms where they were placed were following such strict pacing guidelines that the teaching they observed did not include a variety of methods for addressing the diverse learners in the classroom. For instance, one candidate explained, "I feel that I have not utilized every skill that I've studied and I would feel better practicing them for my own teaching preference." Based on student responses, it appears that candidates would have appreciated more alignment between the content taught in their University courses and the teaching practice they were observing in their student teaching placements. Candidates acknowledged that University faculty were doing the best they could as

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

articulated in the following response, "I think they've done the most they could hope for.

I mean, they have exposed me to everything and given me an opportunity to definitely get

my feet wet."

How Prepared Candidates Felt

Our central research question was to find out whether and in what ways

candidates left the program feeling prepared to teach these English language learners. We

can look at this first quantitatively, comparing their initial survey responses to their exit

responses. Of the 14 students who completed both the initial and exit survey, when they

entered the program 6 said they were not at all, 6 somewhat, and 2 were very

"Knowledge[able] of process of second language learning," whereas when they left, only

1 said not at all, 9 said somewhat, and 4 said they were very knowledgeable of the

process. From these responses, we see that while they do not see themselves as very

knowledgeable, virtually none now feel not at all knowledgeable. We do note that the

number of students choosing "Very Confident" drops from six to four. One explanation

might be explained by the adage, "The more you know, the more you know you don't

know." In other words, as they learned more about the complexities of working with

English language learners, they may have lost some of their initial over confidence.

Table 3: How confident do you feel about your knowledge regarding the process it takes
for individuals to learn a second language?

	Initial survey	Exit Survey
Very confident	6	4
Somewhat confident	2	9
Not at all confident	6	1

Similarly, when asked about their confidence to teach literacy to English language

learners, when they entered seven said not at all, six said somewhat, and one said very

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

confident. When they finished none said they were not at all, 10 said somewhat, and 4

very confident. (One wonders why the one who still claims that they are not at all

knowledgeable of the process feels somewhat confident to teach it!).

Table 3: How confident do you feel about your knowledge regarding the process it takes
for individuals to learn a second language?

	Initial survey	Exit Survey
Very confident	1	4
Somewhat confident	6	10
Not at all confident	7	0

This same sense of being somewhat prepared, but still somewhat apprehensive,

was evident in the interviews and written answers to the open-ended survey questions.

One candidate did say outright "I feel very well prepared." More typical was the sense

that they felt that given the limited time span of a nine-month teacher education program

and all there is to learn, this is as much as they could expect. "[The program has] done the

most they can hope for." Their sense was that they were given a set of general strategies,

some basic theory, but now they need to go out and learn what really works by trying it

on their own students when they have their own classrooms. "It's given me the

information and techniques and the research… but [it's] kind of trial and error after that."

What Candidates Felt They Need

While based on one interpretation of the research as presented so far, one could

conclude that students found their preparation to be satisfactory with little need to

consider significant changes. However, a closer look at the data does give a sense of

areas to consider strengthening the preparation. There were some trends where candidates

felt particularly insecure or less prepared. A common response was that they felt

particularly concerned about the new-comers, the students at the beginner levels. The

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

candidates understood how the strategies could include students of limited English, but what to do with the one's with little to no English? "I feel like I can teach intermediate and advanced, however beginning feels a bit scary because I have no experience." This was also connected to a similar concern about dealing with the range of levels they may have. Students have a real concern about meeting the needs of students whose abilities vary greatly. "The most challenging thing to me is the varying levels and how to reach all students."

A third concern was that they often had little opportunities to explicitly teach an English Language Development (ELD) or Specifically Designed Academic Instruction in English (SDAIE) lesson. While they were expected to consider the needs of the second language learners in their lesson plans, this was seen as an add-on, and not central to the lesson plans they created. Rarely did their co-operating teachers in their student teaching placements give them opportunities to teach the ELD portion, if such lessons existed in the classrooms at all. "We haven't really had the opportunity to go through that process of planning and the feedback and implementing them. I feel like I haven't really had much support as far as reaching that goal," said one student.

A final concern that went along with this was seeing more examples of good practice. The Candidates may have had little opportunities to see explicit teaching oriented toward second language learning, or what they saw may not have been particularly good practice. In terms of what they received at the University, many felt that the strategies they learned were generic. They wanted a better idea of what these strategies would look like in practice. "I would probably want to see more specific techniques and examples of how those techniques are utilized like straight up video

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

footage from classes with an English speaking teacher and a whole lot of … foreign

language kids."

In sum, students felt they did not have enough experience seeing good practice or

getting to try it out for themselves. Where they did learn strategies and theories, they felt

insecure about being able to translate these to specific lesson plans. They particularly

were worried about their ability to work with newcomers, or to apply the strategies in a

classroom with a wide spectrum of language levels and abilities.

Limitations

The findings of this research need to be considered as extremely tentative and

cannot be seen as necessarily generalizable. This is a small sample of a small program.

The findings could be idiosyncratic to this sample of candidates, or to this particular

program. Also, our question was to a large degree *emic*, that is, the question asked for the

perception of the students as to their preparation and needs. Especially, given that our

research at this point took place before they have become practicing teachers, these

students perception on these issues may or may not reflect their actual abilities and

competence. Despite these limitations, we believe that our findings align with the

previous research in this area, the anecdotal evidence we had been hearing for years in

our own program, and to some extent these issues also reflect issues that appear to be

consistent with CSU Systemwide data mentioned earlier.

Implications

This research found that while teacher candidates came in with limited knowledge

and experience, the candidates in this program felt reasonably well prepared to work with

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

English language learners. However at the same time, they were apprehensive regarding the limited experience they had, and the opportunities to see exemplary practice.

Based on this research, what can we do to improve our teacher education program, and what can others learn from our findings of this small teacher education program? To attempt to provide some answers to these questions, this section will discuss the implications for practitioners working in k-12 schools with such students, be they teachers, administrators, or those working in forms of professional development. Next we will discuss the implications of this for our program and other teacher educators. Lastly we will discuss the implications for other researchers and our own further research.

Implications for Practitioners

We believe that new teachers, and those new to working with ELLs need to be pro-active in asking for support. For instance, novice teachers can ask other more experienced colleagues to mentor them during their first year of teaching. Moreover, novice teachers might meet with their principal on a regular basis during their first few years of teaching to discuss their progress and obtain additional support as needed. Outside of the school, novice teachers can join educator organizations such as local chapters of the International Reading Association, California Association of Bilingual Education as well as seek professional development opportunities offered through these organizations and other institutions of higher education. Given the current budgetary situation throughout the nation, teachers will need to play a more active role in obtaining the support they need in order to continue developing professionally. ELD instruction needs to by systematic and structured through such methods as Specially Designed Academic Instruction in English (SDAIE) and the Structured Instructional Observational

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Protocol (SIOP), making sure both targeted language lessons are provided as well as integration into all subject areas. As teacher education programs are too short to provide all the training needed, ongoing professional development is a necessity. This also implies keeping up-to-date on current research and effective strategies.

Implications for Teacher Education

Obviously, we, as teacher educators, need to be knowledgeable about effective practices and theories for working with English language learners and with the student populations that our teacher candidates will be working with. This means keeping up on the literature, and making sure we observe exemplary teachers in the field ourselves. Our teacher candidates know when we do not speak with earned authority and authenticity. An excellent recent book on the research on second language learning is California Department of Education's *Improving education of English learners: Research-based approaches* (California Department of Education, in press). A particularly good text to use for teacher education or professional development is Pauline Gibbons' *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom (Gibbons, 2002)*. Cary's book, *Working with Second Language Learners* (Cary, 2007), uses vignettes of actual classroom teachers to illustrate key issues in effective practice.

Once we make sure that we know about second language learning theory and practice, the question becomes how to impart this to our teacher candidates. As we know from general learning theory, to learn something students need opportunities to see examples, models of what it is we expect them to learn. Then we need to help them understand what they are seeing, and give them opportunities to practice what they are learning. We assume this is true for children. It is just as true for student teachers.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

As was made clear in some of the research, students wanted their courses to not just give them theories, and explain strategies, but they wanted these strategies to be taught in a way that made it clear what these strategies look like in practice with the students they are and will be working with. We can easily teach strategies and theories, what is harder is to make these theories and strategies concrete. Our students appreciated when the activities in the university classroom modeled what they might be able to do in their own classrooms.

As mentioned in the findings, students need opportunities to see good practice. One of the things that this implies is strong relationships with field placements. Best is professional development relationships, where the university and the teachers in the field are learning from each other. At a minimum, there needs to be some assessment system to insure that the placements student teachers are in are places where they will have opportunities to see good practices.

With the above two aspects in place, learning good theory and strategies in coursework, and positive placements (or even in the absence of the latter, if we have no control over that), our job is to make the connections between the two. A complaint of many of our candidates was that we're not doing a good job helping them see how what we were teaching them connected to what they were seeing in the field and what they could do differently even if what they are seeing is not good practice, given the local conditions.

Lastly, as our candidates pointed out they needed more opportunities to practice what they are learning. Many learning theories argue (Darling-Hammond, Low, Rossbach, & Nelson, 2003) it is not until the learner can put the learning in practice that

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

it is likely to be internalized. Part of doing this refers back to our relations with our field placements. Using our influence to assure that the cooperating teachers understand that they need to provide opportunities for the student teacher to practice teaching lessons that are explicitly about meeting the language needs of the English language learners. Along with being given the opportunity to practice, is the opportunity to receive feedback and reflect on that process, getting our students in the habit of engaging in the cycle of inquiry that is key to reflective practice (Cochran-Smith & Lytle, 2001).

Implications for Research

One area that research has had difficulty demonstrating is the direct effects of teacher education programs on the practices and abilities of teachers (Cochran-Smith & Zeichner, 2005). There is clearly a need to research this further. Without such knowledge, we are basing what we do in training pre-service teachers on assumptions that may or may not be accurate. While a lot is known about effective practices for working with second language learning, there is clearly more to be known. There is also always the need to understand what are effective practices for teacher educators to help preservice teachers learn these practices.

We are planning on continuing this research project to follow up with this group of candidates into their first year of teaching, interviewing them as beginning teachers, and observing their teaching to see if we can find any evidence of the influence of our program on their teaching. As we follow up with this group of students we will also be replicating the study with a new group of teacher candidates.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Appendix A

Initial Survey

Teacher Candidate Survey- Preparation to teach English Learners

1. Have you had any previous academic preparation (undergraduate coursework, job training, personal research) to equip you to teach English learners? If yes, explain.

2. Do you know what the following acronyms stand for:

ESL : _____

ELL: _____

ELD: _____

CELDT_____

SDAIE_____

CLAD _____

3. Do you have any previous experience working with English learners? If yes, explain.

4. What are your thoughts about the following questions :

How can you teach students English if you don't speak their language?

How can you teach literacy to students who are not literate in their native language?

5. If you had English learners in your class, do you think you would need to change or adapt your instruction to teach them? Explain.

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

6. What strategies or methods, if any, would you employ in your teaching to assist students who are learning the English language?

7. How confident do you feel about your knowledge regarding the process it takes for individuals to learn a second language? Explain.

Very confident _____   Somewhat confident _____ not confident _____

8. How confident do you feel about teaching literacy to English language learners? Explain.

Very confident _____   Somewhat confident _____ not confident _____

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

Appendix B

Name _____   **Date** _____

I. Exit Survey

ED 617 Teacher Candidate Survey- Preparation to teach English Learners

1. Have you had any previous academic preparation (undergraduate coursework, job training, personal research) to equip you to teach English learners? If yes, explain.

2. Do you know what the following acronyms stand for:

ESL : _____
ELL: _____
ELD: _____
CELDT_____
SDAIE_____
CLAD _____

3. Do you have any previous experience working with English learners? If yes, explain.

4. What are your thoughts about the following questions :

How can you teach students English if you don't speak their language?

How can you teach literacy to students who are not literate in their native language?

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

5. If you had English learners in your class, do you think you would need to change or adapt your instruction to teach them? Explain.

6. What strategies or methods, if any, would you employ in your teaching to assist students who are learning the English language?

7. How confident do you feel about your knowledge regarding the process it takes for individuals to learn a second language? Explain.

Very confident _____   Somewhat confident _____ not confident _____

8. How confident do you feel about teaching literacy to English language learners? Explain.

Very confident _____   Somewhat confident _____ not confident _____

9. What has helped you the most in your preparation to teach ELLs?

10. In what ways do you still feel unprepared to teach ELLs?

Meier/Serna

Running Head: Preparing Pre-service Teachers to work with ELLs

References

Abedi, J., & Dietel, R. (1994, June). Challenges in the No Child Left Behind act for English-language learners. *Phi Delta Kappan, 85,* 782-785.

Batt, E. G. (2008). Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. *Multicultural Education, 15*(3), 39-43.

California Department of Education (2009). Dataquest Retrieved June 25, 2009, from http://www.cde.ca.gov/ds/

California Department of Education (Ed.). (in press). *Improving education of English learners: Research-based approaches*. Sacramento, CA: CDE Press.

Cary, S. (2007). *Working with second language learners: Answers to teachers' top ten questions* (second ed.). Portsmouth, NH: Heinemann.

Cochran-Smith, M., & Lytle, S. L. (2001). Beyond certainty: Taking an inquiry stance on practice. In A. Lieberman (Ed.), *Teachers caught in the act*. New York: Teachers College Press.

Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*: Lawrence Erlbaum Associates.

Darling-Hammond, L., & Baratz-Snowden, J. C. (Eds.). (2005). *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*. San Francisco, CA: Jossey-Bass.

Darling-Hammond, L., Low, B., Rossbach, B., & Nelson, J. (2003). *The learning classroom: Theory into practice*. Burlington, VT: Annenberg/CPB.

de Oliviera, L. C., & Athanases, S. Z. (2007). Graduates' reports of advocating for English language learners. *Journal of Teacher Education, 58*(3), 202.

Gándara, P., & Maxwell-Jolly, J. (2006). Critical issues in developing the teacher corps for English learners. In K. Téllez & H. C. Waxman (Eds.), *Preparing quality educators for English language learners: Research, policies, and practices* (pp. 99–119). Mahwah, NJ: Lawrence Erlbaum.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Huberman, A. M., & Miles, M. (1994). Data management and analysis methods. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 428-444). Thousand Oaks, CA: Sage.

National Center for Education Statistics (1999). Teacher quality: A report on the preparation and qualifications of public school teachers Retrieved 7/1/09, from nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999080

Wong-Fillmore, L., & Snow, C. (2000). *What teachers need to know about language. (eric ed 4444379)*. Washington, D.C:: Center for Applied Linguistics.