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Secondary Teacher Attitudes Targeting Inclusion of English Language Learners in Mainstream Classrooms

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Abstract

Educational leadership in public schools have struggled to service second language learners across the United States. Although support systems in urban education settings have seemed to be fully staffed, the surge of new immigrants, has posed challenges to classroom teachers. Unspoken attitudes of bias and perception of faculty members have been menacing and could have impeded equitable practice and performance of both the English language learner and the teacher. Previous research of Reeves (2002, 2004, & 2006) has inferred teachers have struggled with their attitudes toward ELLs in their mainstream classes and have indicated professional development as being essential. Specifically, high schools have had little research to indicate if progress has been made to address the issues of social justice and the effects on teacher attitudes and student performance. Inevitably, current research on secondary teacher attitudes toward ELLs in content-area subjects is important. Urban school districts have needed to hear and understand teachers' feelings to equitably plan and employ fundamental supports of practice for teachers that can be of benefit to ELLs.

Because of ongoing needs to seek further understanding of teachers attitudes toward linguistic diversity of ELLs in the mainstream classroom, a further examination of teacher attitudes within urban secondary schools, as relates to the inclusion of English Language Learners required further research. Therefore, four significant attitudinal themes were collected from teachers from the study in the form of questions. Those themes were attitudes toward: ELL inclusion in mainstream classes; modification of coursework for ELLs; ELL professional development for teachers; and teacher perceptions of second-language acquisition. The contents of the study consisted of an

introduction, a literature review, the methodology (sampling and design of the study), the research findings along with a conclusion and recommendations. The study was a survey and held in the largest school district in the State of Arkansas accessing 133 faculty members who all have had contact with ELLs in their content-area subjects. Last, school leaders and districts will find the recent research document to be realistic and applicable as they navigate support for teachers that enhance ELL proficiency rates.

Keywords: English Language Learner

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Chapter One: Introduction

Background of the Problem

English Language Learners (ELLs) have entered U.S. public schools at unprecedented rates (Tung, 2013). Specifically, in the state of Arkansas, "There has been a 90.1% increase of growth between the years 2000-2017 of foreign-born immigrants" (Migration Policy Institute, 2017, para. 1). Teachers' unspoken attitudes toward inclusion, coursework modification, professional development, and language have affected how English Language Learners (ELLs) access the curriculum equitably (Coady, Harper, & de Jong, 2016; Reeves, 2006). Moreover, there have been challenges for teachers to gain knowledge and skills that can engage English Language Learners in their classrooms (Elfers et al., 2009; Villegas, 2018; Villegas, Saizde-LaMora, Martin & Mills, 2018). The perceptual mindsets and beliefs of teachers have become hindrances for second language learners to equitably access the curriculum and find success in their English language development (Ajzen, 1991; Bandura, 1997; Coady et al., 2016; Powell & Kusma-Powell, 2011; Villegas et al., 2018). Therefore, review of historical, linguistic, and cultural patterns of ELLs in the U.S. were necessary when analyzing the perceptions of educators in the classroom (Reeves, 2006).

According to the U.S. Department of Education and the National Center for Education Statistics, "English Language Learners (ELLs) have accounted for 21 percent of all K-12 public school students. Furthermore, enrollment has been higher in urban areas with ELLs, constituting an average of 14.7 percent of total public-school enrollment, (The National Center for Education Statistics, 2018, para. 1). Also, teachers have been challenged by leading multiple English language levels: those who are fluent,

in English, other students who are learning English for the first time as a second language, and students who may be bilingual (The Iris Center, 2020).

Moreover, the shifts in demographics and diversity within school districts have been experiencing rapid growth, both culturally and linguistically (Howard, 2007). Within this deficit model of inequities, students have been taught by teachers with less than acceptable practices of bias within mainstream classrooms (Harry & Klingner, 2007; Losen & Skiba, 2010). The Iris Center (2020) indicated that more than 150 languages have been spoken in public schools. This type of increase in linguistic enrollment has indicated that teachers are needing adequate supports and training to be prepared to work with ELLs while overcoming attitudinal belief systems that breed failure (Karabenick & Clemens-Noda, 2004). Therefore, the impact of teacher attitudes and practices toward ELLs in mainstream classes has potentially inhibited English language development and has propelled ELL students to be at high-risk for failure while in school (Klinger, Artiles, & Barletta, 2006; Lesaux et al., 2006).

In regard to research on linguistic diversity, there has continued to be documented and recounted teachers' professional experiences who have taught in mainstream classrooms and have had inclusive encounters of working with ELLs in public school settings (Brown & Attardo, 2005; Yook, 2010). On the other hand, due to the language difficulties experienced by many secondary ELLs, their attempt to participate fully within mainstream classrooms has brought challenged attitudes to content area teachers (O'Brien, 2011). The achievement gap between ELLs and their non-ELL peers has been vast and has exacerbated teachers who do not know how to focus on and support ELLs in

their academic language development in secondary grades (The Center for American Progress, 2012).

The Office for Education Policy (OEP, 2019) has informed public school practitioners in Arkansas that English Language Learners (ELLs) have been a growing student population throughout Arkansas. They have articulated salient data collection points for consideration when understanding how to service ELLs within the state. Their metrics indicate, "40,000 of Arkansas' students have been ELLs and this has comprised about 8% of the total student population; also, the number of ELLs enrolled in Arkansas schools has more than doubled; and the majority of ELLs have attended school in Northwest Arkansas." (OEP, 2019, para. 1). Therefore, with the passage of Every Student Succeeds Act (2015), school districts have been accountable for their ELLs progress in their proficiency of English. All these factors have informed school leadership when wanting to understand teachers and bring support to the classrooms so that ELLs do not continue to become the attitudinal targets of teachers within the inclusion of mainstream classrooms.

Brookhart and Freeman (1992) have reinforced the basic stance that teacher beliefs have led to certain ideas and decisions that have impacted teachers 'self-efficacy and actions that have influenced students' achievement. Looking deeper, we have learned that teachers should have understood their students' cultural backgrounds (Brookhart & Freeman, 1992) and that have been within the limits of linguistic diversity of the ELLs they have served. In addition, Reeves (2006) has alluded to the investigations of Cummins et al. (2005) regarding ELL inclusion, purporting second language learners have not received ample classroom support, enabling them to participate fully in learning in the curriculum. Therefore, research should seek to investigate teacher perspectives on

second language learners. The idea that ELLs are not able to access the curriculum in an equitable setting of public education and experience academic success (Cummins et al., 2005; Cummins & Early, 2015) has become an ethical issue for the profession of teaching.

Statement of the Problem

It is estimated that five million students in U.S. public schools have limited English language skills, which has impacted their full participation in the educational process in a negative way (Snyder, de Brey, & Dillow, 2019). Regardless of this high number of English Language Learners (ELL), it is still the mission and responsibility of public schools to ensure these students have equal access to a quality education, enabling them to progress academically while learning English (National Clearing House for English Language Acquisition, 2020).

According to prior studies, the teaching and learning of ELLs in general education settings has included many challenges for teachers in ELL inclusion classrooms, preventing them from being successful in providing equitable opportunities for linguistic, academic, and social development of ELLs (Clegg, 1996; DaSilva-Iddings, 2005; Reeves, 2002, 2004, 2006; Walker, Shafer, & Liams, 2004; Youngs, 1999, 2001). A factor for the problem has been the lack of attention given to mainstream teachers' experiences within inclusive settings for ELLs. A study investigating the perceptions and attitudes of teachers regarding ELL inclusion has given a deeper perspective for future linguistic practices in mainstream classrooms.

Purpose of the Study

The purpose of this study was to examine the perceptions of secondary teachers related to the inclusion of English Language Learners (ELLs) in mainstream classrooms. Teachers' experiences with ELLs were explored through attitudes, beliefs, and perceptions as measured by a large-scale survey administered to secondary teachers of various content areas within a large school district in Northwestern Arkansas. Because there has been limited research conducted regarding the perceptions or feelings that may have hindered secondary teachers' and their challenges within the inclusion of ELLs in mainstream classes, it was hoped that this study contributed to a better understanding of the issue.

Research Questions

Four research questions will guide the study. The questions will come from the replication study of Reeves (2006, p. 133).

1. What are teacher attitudes toward ELL inclusion in mainstream classes?
2. What are teacher attitudes toward the modification of coursework for ELLs?
3. What are teacher attitudes toward ESL professional development?
4. What are teacher perceptions of second-language acquisition processes?

Overview of Methodology

The methodology was a quantitative study using a survey method from the replication study of Reeves (2006). The survey measured teacher attitudes, biases, perceptions, and beliefs of ELL inclusion within mainstream classrooms. Beliefs and attitudes guided teachers' responses of the diverse learners in mainstream classrooms (Guerra & Wubbena, 2017; Szilágyi, Giambo, & Szecsi, 2013; Villegas, 2018). ELL

students' academic success is compromised when teachers' views are unexamined (Sharkey & Layzer, 2012; Walker, Shafer, & Iiams, 2004). Therefore, the survey gathered the attitudes and beliefs of secondary teacher attitudes toward and including English Language Learners in the mainstream classroom (Reeves, 2006). Various probes were used directly and indirectly and gauged the complexities of attitudinal behaviors of teachers within the research (Ponto, 2015; Reeves, 2006).

The replication of Reeves' (2006) work was used with full integrity. The four sections of the survey were as follows:

Section A. Gauge teachers' strength of agreement/disagreement addressing attitudes toward ELL inclusion.

Section B. Measure frequency of teachers' behaviors with ELLs in classrooms.

Section C. Two open-ended questions concerning the benefits and challenges of ELL inclusion.

Section D. Demographic information.

Next, the use of a Likert-type scale for strengths of (dis)agreement from respondents, gave opinions ranging from strongly agree to strongly disagree, will were constructed from the replication of Reeves (2006). Furthermore, a "collect[ion] of demographics [included teachers'] subject areas, gender, years of teaching experience, native language, second-language training, and types of ELL training" (p. 133).

In keeping with the replication study of Reeves (2006), subject area teachers from high schools in an urban district in northwest Arkansas were invited to participate in the survey. Participants were selected from a cooperative group of teacher-leaders within the high school who were mainstream and ELL inclusion teachers.

The data was analyzed descriptively by using a univariate analysis. This was by distribution of only one variable at a time of identified participants, i.e., collecting attitudes and perceptions of ELL inclusion, according to the strengths and (dis)agreements within the survey items (Reeves, 2006). Also, there was percentages, measures of central tendency, and standard deviation, along with assigning numeric values to each response in the Likert scale (Reeves, 2006). Last, the "analysis of numeric data" (p. 135, Reeves, 2006), was measured using the statistical software Question Pro.

Significance of the Study

The significance of the study of mainstream teachers' attitudes and perceptions of ESL inclusion was two-fold. First, it enabled teachers to navigate teaching and learning with a current and future preparedness for the classroom that would engage all learners equitably (Ajzen, 1991; Bandura, 1997; Dwek, 2016) by reflecting on their beliefs, attitudes, and practices. Also, because ELLs are required to become proficient in reading, writing, listening, and speaking as demonstrated on each states' English language literacy exam (Every Student Succeeds Act, [ESSA], 2018), teachers could gain new insights into how they approach systems delivery of classroom practices can meet both their internal needs and the needs of their students. Second, the credibility (Lincoln & Guba, 1985) of meeting all students where they are and placing students at the center of the learning process (Rudenstine, et al., 2017) could assist program administrators to provide support and professional development for teachers servicing ELLs.

Assumptions

Leedy and Ormand (2010) posit, "Assumptions are so basic that without them, the research problem could not exist" (p. 62). The researcher assumed that the participants

had limited experiences teaching ELLs at various levels of language proficiency, socioeconomic standing, academic expectations, and immigration status (National Council of Teachers, 2008). Also, the researcher assumed participants had heard or were familiar with the terminology ELD, ELL, and ESL and know about the district's new arrival program within the district.

In addition, there were three other assumptions of the study. First, the participants answered the survey questions honestly and candidly. Second, the inclusion criteria of the samples were appropriate and therefore assured that the participants had experienced the same or similar experiences within the study. Third, the participants were sincere while participating in the study (Wargo, 2015). Participant's responses were anonymous and confidential and could be withdrawn from the study at any time with no detriment to the participants.

Limitations

The generalizability of results from this study was limited to the school participating in the study. Since this was an experimental design and the sample was not drawn randomly, inferences to other populations were negligible. However, it was felt that the results could have had an interest in other similar settings. However, “the limitations could have had imposed restrictions out of the researcher’s control” (Theofanidis and Fountouki, 2018 p. 56). For example, the sample size and sample bias. First, the sample size was limited to a percentage of the whole of ELL teachers in the locale of the study. This could have raised concerns of whether the sampling would provide a true reflection of the views of the remaining teachers in the secondary school(s) within the region of like characteristics. Second, the researcher had extensive experience

in working with the target population of students for over five years. Therefore, the researcher's influences both consciously and unconsciously may have been a threat to the validity and reliability of the results.

Next, the statements of the survey were to ask the participants to choose from strongly agree, agree, disagree, and strongly disagree, and this may have weakened the validity because of the use of a Likert scale (Creswell & Creswell, 2018). Therefore, because the position of neutrality for the participants was by choice on the scale, this may have irritated the participants and presented the researcher with a couple of factors for consideration. Number one, the participants were not able to voice opinions or feelings about the statements; and two, the survey only gave a choice of agreeing or disagreeing with the questions, which may have breeded discontent of the participants and caused respondents to refuse or move onto answer only certain questions of the study.

Delimitations

The study was conducted in other secondary school districts within northwest Arkansas, other than the pre-selection of the largest urban secondary school of the locale. Proposed teacher participants could not have taught less than five years and never had English language learners in their classrooms. Furthermore, the teachers for the study were not randomly selected (Creswell & Creswell, 2018). This ensured that participants all shared the prerequisites of teaching and learning experiences as well as working with ELLs.

Definition of Key Terms

Perceptions/Perceptual: According to the Oxford Learner's Dictionary of Academic English (2014), perception is "An idea, a belief or an image you have as a

result of how you see or understand something." The root comes from the Latin meaning, "*percipĕre*," which means to '*seize or understand*,' (Simpson & Weiner, 1989, p. 520).

English Language Learner (ELL): According to the Education Commission of the States (2020), in Arkansas the definition of an ELL, "A student identified by the state board as not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year, which assessments measure oral, reading, and writing proficiency.

English Language Development (ELD): According to ¡Colorín Colorado, ELD means instruction designed specifically for English Language Learners (ELLs) to develop their listening, speaking, reading, and writing skills in English. Other references referring to this meaning include ESL (English as second language), ESOL (English for speakers of other languages, ENL (English as a new language), and ELL (English Language Learner instruction).

English Language Development Instruction: According to Saunders, Goldenberg, and Marcelletti (2013), "Instruction focuses specifically on helping English learners develop English language skills and is delivered in a portion of the school day which is separate from the academic content that all students need to learn" (p. 13).

English Language Proficiency (ELP): According to Arkansas ELP Standards (2018), "A socially constructed notion of the ability or capacity of individuals to use language for specific purposes and the belief that language development is ongoing. Multiple pathways to ELP are possible, but the end goal for students' progress in acquiring English is to ensure full participation of ELLs in school contexts" (page 225).

Mainstream: Implies ELLs, ESL coursework, and ESL teachers in content or elective classes. Also, used as a descriptor of teachers and their content core classes and/or elective classes in a subject matter (Math, English, Science, History) within a school setting (Reeves, 2006).

Content Area: A content area is an area of study that is specific to a discipline. Examples of a content area are English, math, science, and social studies. Within the parameters of this study, a content area teacher will have been synonymous with all subject areas and ELL teachers were not content area teachers.

Organization of the Dissertation

The study had five chapters. Emerging themes for the study were embedded in a contextual framework of best practices of education, which included the theories of teacher perceptions, attitudes, and experiences with English Language Learners (ELLs). Also, a conventional organization of contents were the title with chapters, an introduction with a background of the study and a statement of the problem along with the significance of the study on teachers' perceptions of ELLs (Creswell & Creswell, 2018).

Therefore, the literature review gave credence to several ideas of teacher perceptions and belief systems; also, the commonalities of classroom practices may have impacted how teachers related to the inclusion of ELLs; along with teacher supports as pertaining to the cultural constructs of English language development with ELLs in northwest Arkansas.

Next, the factors that contributed to the study included teacher perceptions such as self-efficacy, demography, experiences, and working environments. Foremost, the ideologies were brought forward that impacted teacher perceptions on ELLs, all within

the mainstream and inclusive settings. Last, the major elements of the research included the methodology, results, discussion, conclusion, and references. The sequence of the chapters are:

Chapter One. The introduction of the study, statement of the problem, the purpose of the study, and the significance of the study

Chapter Two. Review of the literature relevant to the study.

Chapter Three. Methodology, outlining the participants, and data collection and analysis.

Chapter Four. Findings from the data analysis and procedures.

Chapter Five. Conclusion, results, implications, and further research considerations.

In summary, the visceral mindsets and beliefs of teachers' attitudes illustrated there were barriers to second language learners and their acquisition of learning English (Powell & Kusma-Powell, 2011; Reeves, 2006; Villegas et al., 2018). Teachers were expected to provide instructional supports that were apropos and without adequate training, whereby, compromising teacher beliefs and attitudes and cementing their mindsets of inequity towards ELLs in the classroom (Coady et al., 2016; Villegas, 2018; Villegas et al., 2018). Moreover, there were gaps in the research, whereby secondary ELLs were placed into mainstream classrooms without adequate teacher supports (Reeves, 2006). Therefore, secondary teacher attitudes toward ELLs were found to be compromised. The current study solidified the known gaps of the research and helped to identify what the specific perceptual attitudes of teachers were, which has continued to

persist (Villegas, 2018; Villegas et al., 2018). It was necessary to examine the areas of teacher attitudes toward ELL inclusion; teachers' behaviors with ELLs in the classroom; along with the benefits and challenges of ELL inclusion that teachers are confronted within secondary settings (Reeves, 2006).

Chapter Two: Review of Literature

When looking at the perceptions of teachers in ELL mainstream classrooms and the inclusive practices of content area teachers, there have been essential systems of support within the classrooms in public schools (Elfers & Stritikus, 2014). Specifically, in urban settings, it has been understood that culturally responsive teachers (Bonner, Warren, & Jian, 2018) understand how culturally diverse students engage in the process of learning and should not be based on teachers' perceptual attitudes (self-efficacy) of bias and belief systems (Ajzen, 1991; Bandura, 1997; Harlin & Souto-Manning, 2009; Hersi & Watkinson, 2012; Nieto, Bode, Kang, & Raible, 2008; Reeves, 2006; Santamaria, 2009). Despite these understandings, teacher conversations have not always indicated there are issues of teacher bias (Gregory et al., 2016) toward ELL teachers. Therefore, when looking at how second language instruction in the U.S. has evolved, along with searching out teachers' attitudes towards ELLs, a deeper perspective on systemic practices has affected language minority students (Suzuki, Nakata, & DeKeyser, 2019; Villegas et al., 2018).

The purpose of the literature review was to examine scholarly research (Creswell & Creswell, 2018; Villegas et al., 2018) on the historical perspectives of the second language learner and the attitudinal perceptions of ELL teachers' and their practices within mainstream classrooms (Villegas et al., 2018). First, the review presents a foundation of historical practices in U.S. public education as pertains to English Language Learners (ELLs). Within this framework, a synthesis of how the influences of U.S. Presidents, U.S. Court cases, acts, policies, and legislative measures, have shaped public education and models of ELL programming. Second, four attitudinal beliefs that

involve self-efficacy (Ajzen, 1991; Bandura, 1997) and the perspectives of teachers, as pertains to servicing ELLs, were examined. Those attitudes were: a) teacher attitudes toward ELL inclusion in mainstream classrooms; (b) teacher attitudes toward the modification of ELL coursework; (c) teacher attitudes toward professional development; (d) and teachers' overall perceptions of second-language acquisition.

The process for gleaning the literature review came from various scholarly databases (Creswell & Creswell, 2018). For the researcher, a multi-library digital system for colleges and universities provides access from EBSCO and ProQuest that were current and applicable to the study. Examples: research articles, reviews, journals, and books, all provide descriptive insights on the topic of teachers' attitudes, perceptions, biases, and beliefs towards ELLs in the mainstream classroom. Those tools were essential for giving ample validity to the review of the literature (both past and present).

Historical Perspectives on Public Education in the U.S.

The ideal of equity, ELLs, and educating all students has been a prevailing framework embraced by teachers within the democracy of public-school classrooms and systems in the United States (O' Day & Smith, 2016). Along with systemic practices, the government, administrative policy, and local school districts (O' Day & Smith, 2016, p. 297) have aimed to leverage a state of unity and promote diversity (Dauenhauer, 1996). However, for immigrants arriving at the classrooms of America to learn English, this cultural dissonance (Choi et al., 2008) has set barriers that make it formidable to access the formality of learning English difficult. Overwhelmingly, the need for belonging has become part of a newcomer's future identity toward being accepted (Bondy, 2014 & 2015). Whereby, this standardization of valuing the English language has brought a great

need to the importance of becoming a citizen and finding success (Song, 2009). Within public schools, this has been the perceived and accepted protocol of assimilation for learning English in the U.S. (Reeves, 2006).

Nevertheless, within this realm of opportunity for all students, teachers have not always been prepared for the unclear expectations to perform in these environments (Chiner et al., 2015; Reeves, 2002). Therefore, culturally and socially responsive practices of mainstream ELL teachers (Er, 2013; Silverman, 2007) has become immersed in silent feelings of bias and resentment (Walker, Shafer, Iiams, 2004), which in turn has brought about institutional inequities in public schools, along with social marginalization (Kibler & Valdes, 2016; Suárez-Orozco et al., 2018; Valdes, 1998) or non-equivalent opportunities to learn (Gee, 2017). Within this framework, unvoiced attitudinal perceptions have come from teachers (Ferrell, 2019) which have become consequential to the role of teaching. Moreover, "understanding the background assumptions of teachers regarding classroom discourse has become particularly important due to the centrality of teachers 'shaping the students' classroom experiences" (Takita & Rentoule, 2018, p. 67).

U.S. public education and English language learners.

Given the rapid rate of the mounting statistics of students with languages other than English, have who attended U.S. public schools, we must consider the early years of America's population growth (Chiner et al., 2015). According to the Office of Educational Research and Improvement (1993), "Between 1790 and 1860, the U.S. population grew a third each decade at a rate more than three times the population growth than has occurred in past decades" (p. 5). Following World War II, public school enrollment has increased and brought expansion to suburban areas with teachers bringing

demand to the job market. Moving forward, throughout the 1960s and up through the 1990s, school enrollment ratios have continued to rise and have been steady in public schools (OERI, 1993).

However, since the turn of the twentieth century, there has been a trend of linguistic and ethnic diversity change with population surges (Chiner et al., 2015; McKenzi et al., 2019). With the effects of increased migration and new language has come immigrants and a reshaping within the demographics of the U.S. population (Brown et al., 2018). Immigration rates from "Asia, Africa, Latin America, and the Caribbean," (National Academies of Sciences, Engineering, and Medicine, 2015, p. 1) has brought current and futuristic effects on the ethnic composition of not only the nation but the schools. For example, in 2016, 14% of the U.S. population were new immigrants; with children, that figure totaled more than 25% (Deaux et al., 2018) who had entered the nation's schools speaking languages other than English. As a result, public schools have had to respond in unforeseen measures of equity to accommodate learning in the mainstream of inclusive classroom settings where there are content ELLs (Hopkins et al., 2015).

Arkansas, a southern state in the U.S., has experienced a shift in new immigrants from other countries causing exponential growth in the region (Anderson et al., 2013; McKenzie et al., 2019). According to Talk, Business, and Politics (TBP), "Northwest Arkansas was the 13th fastest-growing metro area in the United States between 2010 and 2019" (Della Rosa, 2020, para 1). Moreover, TBP indicated there was a 21.5% increase in population and the highest net migration in the State of Arkansas at more than 6,000 from 2018-2019, (para 12). TBP also quoted Arkansas Economic Development Institute

(AEDI) demographer Diego Caraballo saying, “The level of international migration has been coming to Northwest Arkansas, at nearly 11,000 over the past decade” (para 12). These migratory transitions of new families and children, who are arriving, have had impacts on the service delivery of public schools and how language supports are managed in the classroom (Suárez-Orozco, 2018).

Over the past several years, the impetus of growth in the State of Arkansas has been on a continued influx of ELL learners populating schools at unprecedented rates (McKenzie et al., 2019). In the 2011-12 school year, Arkansas reported enrolling 31,401 ELLs, representing 63% of all ELLs (Arkansas Department of Education Home Language Survey Report, 2011) in its public schools. The school district of this study has demonstrated the ongoing increase in growth over the past several years (Reeves, 2006). For the 2019-20 school year, the district’s minority populations are currently at 66% of the overall student enrollment and has totaled 23,176 students, i.e., which is more than the Arkansas public school average of 39% (Public School Review, 2020). This has accounted for “8,050 ELL students, along with 4,000, who have been monitored since they have graduated” (Springdale School District, 2020, para 1). These data points have indicated there are district challenges for meeting the needs of ELL students (Elfers et al, 2014; McKenzie et al, 2019).

U.S. Acts and Presidential influences on English language learners.

Over time, politically charged conversations of polar influences have influenced language policies during many Presidencies within the United States. *Education Post* (n.d.) articulated about Every Student Succeeds Act (ESSA) and the importance of federal laws dating back to Lyndon B. Johnson, who served as President of the United

States from 1963-1969. Whereby, President Johnson led the U.S. Congress to pass the Elementary and Secondary Education Act (ESEA, 1965). This act "was originally passed as part of the President's War on Poverty Campaign, and to improve educational equity for students from lower-income families" (Education Post). Also, the reauthorization of this act has happened six times over 55 years, whereby, it has asserted to meet the needs of all learners (de Oliveira, 2019).

The further succession of the other U.S. Presidents has continued to have their sway on revisions and new acts that have supported a diversity of students in their efforts of equal access and language instruction. Some of the programs and acts of classroom teachers and teaching are included in the Bilingual Education Acts of 1965 and its reauthorizations; the No Child Left Behind Act of 2001; the Race to the Top Grant of 2009; Every Student Succeeds Act of 2015 (de Oliveira, 2019) and most recently the ESSA Flexibilities of 2018. These language rights and policy programs have been effective in placing students in properly implemented bilingual and ELL programs where teachers and their classroom beliefs have had a direct impact on student learning (Baker & Wright, 2017; Garcia, 2009; Umansky & Reardon, 2014)

Notably, the Bilingual Education Act, Title IV (BEA, 1968), has continued to deal with concerns over academic achievement with Mexican American students and the quick growth of ELL populations in general (de Oliveira, 2019). Going into the 2000s, bilingual education and the significance of its importance has brought about "32 states embracing statutes that allow home language instruction to be practiced [in the classrooms with teachers] and seven states mandating it under certain conditions" (de Oliveira, 2019, p. 59).

Following the 2002 Presidential elections, President George W. Bush reauthorized ESEA (Elementary and Secondary Education Act, 1965) to become the No Child Left Behind, Act (NCLB, 2001). During this time, "Title VII was replaced with Title III, Language Instruction for Limited English Proficient and Immigrant Students," (de Oliveira, 2019, p. 59, para. 4). In essence, throughout the U.S. individual states would receive funding based on the size of its ELL student populations while teaching English and academic content. However, during this period, high stakes testing became a political stance that was deemed challenging for states and classroom teachers to meet over time.

In 2009, President Barak Obama became president and brought more changes that would allow for new programming of the NCLB (2002) and signed a grant entitled Race to the Top (2009). This reform awarded over four billion dollars in competitive grants for states to use toward turning around low performing schools that not only included minorities but also ELLs. Moreover, because of one of the requirements in the grant, which was high stakes testing, it was impossible for ELLs to show proficiency with peers of like grade levels and ages (Sawchuk, 2010). As a result, the validity and reliability of these tests for ELLs and their civil rights became unaddressed in many of the state-funded proposals (Zehr, 2010b), where teachers and school leaders served second language learners. Therefore, only half of the states received grant awards from Race to the Top (de Oliveira, 2019).

Currently, the ESSA (2015) guides federal education policy (de Oliveira, 2019). Within this policy, "States are required to track the progress of separate subgroups of students, including ELLs, rather than lumping students into a super-subgroup" (p. 64). Although some standards and assessments have been required for ELLs, English

language development and achieving English proficiency are still mirrored in the same form as NCLB (2002); except for teacher evaluations which have been tied to student test scores (ESSA, 2015); i.e., this is no longer a requirement. Also, "ESSA (2015) explicitly has forbidden the U.S. Secretary of Education from forcing states to adopt any set of standards" (p. 65). Therefore, "The option to join English language proficiency standards or assessments consortia (e.g., ELPA 21) has also remained unaffected" (p. 65).

Pressing forward and looking into the future, policies and legislative practices of ELLs, education reform, and accountability in the U.S. (de Oliveira, 2019; Matthewson, T., 2016) has continued to shape ESSA (Every Student Succeeds Act, 2015). The importance of ensuring that ELL students in all regions of the country have been afforded equal opportunities to succeed in learning English, as well as core academic content (McKenzie et al., 2019) remains at the core and basis of most educational practitioners. Whereby the strides of history, legislation, and politics continue to bring about belief systems that teachers embrace as part of their equity stance for serving ELLs.

Essentially, the U.S. has shaped education policy and has done so for many years through the Supreme Court system. Furthermore, public schools currently use Supreme Court Cases and policies to provide supports for ELL developmental gaps without furthering student inequities and segregation according to federal and state guidelines (Callahan & Shifrer, 2016). The Office of Civil Rights has been founded on the civil rights movement and on the basis by which education policies are practiced and continue to lead the rights for the English language learners in public schools. For example, the Civil Right Act of 1964:

Civil Rights Act, 1964.

The Civil Rights Act of 1964, Title VI,

> "No person in the United States shall, on the ground of race, color, national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance," (Pub. L. 88-352, title VI, §601, July 2, 1964, 78 Stat. 252.).

This informs educational practitioners while protecting ELLs with limited English and protects students' national origin under this law (Reeves, 2002).

Federalization of language policy.

Despite the conflicts of moving student equity from the local level to the federal level, the federalization of language policy has continued to be an emphasis on educational systems. This has helped to provide the right for children and youth to have an equitable education, which has never left the platform of public education. Furthermore, it is important to know this stance is not part of the U.S. Constitution (Lurie, 2013). Knowingly, each state has a responsibility to educate their children and youth. Arias and Wiley (2015) inform the researcher that after 40 years there have been implications of inequitable practices that have continued to hinder minority languages from accessing the curriculum. They state:

> The Constitution was written several decades before the rise of the common school's movement led by Horace Mann in Massachusetts in 1837. Thus, the need for public schooling is a public responsibility was recognized slowly, and it was

> states, rather than the federal government, that first took responsibility for it (p. 232).

With this has come a decentralization of the U.S. education system containing over 50 departments (de Oliveira, 2019). However, relevant court cases and federal legislation have helped to federalize language policy within public schools (de Oliveira, 2019; Reeves, 2002).

U.S. Supreme Court landmark cases.

The highest courts have been clear on the topic of schools providing English language development instruction while providing equal access to the core curriculum (de Oliveira, 2019). There are three specific landmark cases illustrating points of practice and policy regarding implications on ELLs. Pertinent case examples include *Lau v. Nichols* (1974), *Castañeda v. Pickard* (1981) and *Plyler v. Doe* (1982). Although through the years, there has been a reluctance by states to address the language needs of ELLs, these Supreme Court cases have helped to federalize and shape legislation throughout the United States (de Oliveira, 2019; Wright, 2019), whereby forcing states to respond to ELL services in their districts.

Lau v. Nichols (1974).

First, *Lau v. Nichols* (1974) was a class-action lawsuit brought against San Francisco public school system by immigrant parents of non-English speaking Chinese American students. These students' placement into mainstream classrooms denied equal protection, which relied on Title VI of the Civil Rights Act (1964) and discrimination of race, color, or national origin by being recipients of federal funds (Stader, 2013). The

class-action lawsuit brought before the courts that the Chinese language students lacked the necessary skills and support in the proficiency of English for academically performing at the level of their peers of like ages and grade levels. Therefore, in 1974, U.S. Congress passed the *Equal Educational Opportunities and Transportation of Students Act (*1974), which prohibited any state from denying educational opportunity based on race, color, sex, or national origin by failing to take appropriate action to overcome language barriers that would stop or infringe equal participation in the instructional program. The court stated, "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education" (de Oliveira, 2019, p. 57).

Furthermore, because of the *Lau* legacy*,* (Gandara, Garcia, & Moran, 2004) guidelines created from legislation became necessary to have oversight by the Office of Civil Rights (OCR). Therefore, the responsibility then shifted to the states and school districts across the nation to implement new guidelines known as the "Lau Remedies to ensure districts" (de Oliveira, 2019, p. 57) were servicing ELL students. Berube (2000) in his interpretation of the directive, implied districts were to "take appropriate action to overcome language barriers that impede equal participation by the students in its instructional programs" (p. 19). Today, *Lau* is practiced under the auspices of language programs for ELLs. This is how local districts "comply with the federal mandate of *appropriate action"* (Reeves, 2002, p. 14).

In addition, bilingual education is a framework for servicing ELLs and is a direct result of the *Lau* case and its legislation (Bale, 2016). Three basic orientations or tripartite

(Escamilla, 2016) have played roles within the realm of societal influences and in the nature of language, all being a part of the language planning efforts of school districts (Cota-Grijalva & Ruiz-Esparza Barajas, 2013; Macias, 2016). These orientations present different but specific outcomes in the interpretation of the legislation; representing components of how communities, teachers, and districts view the guidelines (Cota-Grijalva & Ruiz-Esparza Barajas, 2013). They are (a) language as a problem, (b) language as a resource, and (c) language as a right (Macias, 2016, p. 177).

When analyzing language orientations through the lens of language acquisition in the setting of education and policies, language-as-a-problem is a handicap to overcome or a deficit to acquiring language (Macias, 2016). In other words, "English language skills may be judged to be deficient when they do not match those of native speakers" (Harrison, 2007, p. 76); their language is viewed, not as an asset, but a disability that needs overcoming (Crawford, 1998; Mora, Wink, & Wink, 2015; Ruiz, 1984). Next, there is the orientation of language-as-a-resource. It contends, "The learning of a new language often does more to broaden one's perception of the world than many courses in cultural sensitivity" (Martinez-Brawley & Brawley, 1999). Therefore, language is more of a political resource of asserting identity or excluding language groups (Pugh, 1996). Lastly, language-as-a-right (Harrison, 2007) refers to "one's personal freedom and rights, which focuses on [student] opportunities to attain proficiency in a dominant majority language" (Hult & Hornberger, 2016, p. 33). These three orientations came about because of *Lau v. Nichol* (1974), along with various impacts on ELL practices at the local level of districts throughout the U.S.

Castaneda v. Pickard (1981).

Second, *Castañeda v. Pickard* (1981) brought forward a Supreme Court decision giving ELL students a right to bilingual education using the Equal Educational Opportunity Act (1981) (de Oliveira, 2019; Stader, 2013). Although the Supreme Court could not mandate bilingual education, the case made a path of practice by creating a three-pronged test from the Fifth Circuit Court of Appeals (de Oliveira, 2019; Stader, 2013). The test was a model that guided school programming and practices affecting how ELLs receive services in public school classrooms (de Oliveira, 2019; Stader, 2013).

Therefore, the test of *Castañeda v. Pickard* (1981) continues to help ensure that all students are receiving an *Equal Educational Opportunity* (EEOA, 1981). The 'three-part test' of programming includes:

(a) Sound in theory by experts and deemed legitimate.

(b) Programming used must be reasonable enough for effective implementation and school boards must understand the theory behind the programming for adoption and use.

(c) The program theory must prove to produce results and help to overcome language barriers, whereby affecting students, (Stader, 2013, p. 153).

Plyler v. Doe (1982).

The third landmark case, *Plyer v. Doe* (1982), brings credence to the practice of all students having a free public education while residing in the state they live (i.e., whether present in the U.S. or otherwise); specifically, second language learners and immigrant children. The decision of the courts makes clear that the undocumented or non-citizen status of a child or parents is irrelevant to a child's entitlement to public

education. This U.S. Supreme Court case holds to the Fourteenth Amendment which prohibits states from denying access to free education. Currently, a school district cannot "ask about citizenship or immigration to establish residency, a district may not stop enrollment because of foreign birth certificate or the inability to provide a social security number" (Stader, 2013, p. 153).

Over time, insufficient urgency in the execution of *Lau v. Nichol* (1974), *Castañeda v. Pickard* (1981), and *Plyer v. Doe* (1982) has led to non-systemic language policy practices and programming in many schools across the nation (Reeves, 2002). Whereby, even when districts have neglected, definitively placing guidelines to ensure practices for language-as-a-right or resource orientation, still, there are gaps in services. Ruiz (1984) argues this point stating, "Because language touches on so many different aspects ... thus, language rights cannot confine itself to merely linguistic considerations" (Ruiz, 1984, p. 22). Therefore, knowing the options for consideration that embrace effective programming models are critical in following essential guidelines that meet the needs of all ELL learners (de Oliveira, 2019; Harrison, 2007; Sharkey & Layzer, 2012).

Early language programming in the U.S.

Therefore, the various factors (Sharkey & Layzer, 2012) and programming models used, by which ELLs can learn and districts can provide services (de Oliveira, 2019) are essential understandings that are necessary by school leadership. However, districts need to know their goals and ELL language types they are promoting within the mission of their district's vision (de Oliveira, 2019) for the reality of language identity and student performance to improve (Creese & Blackledge, 2010; Creese & Blackledge, 2015; Garcia, 2009; Hamman & Reeves, 2013). For example, de Oliveira (2019), in her,

"Handbook of TESOL in K-12," has created for practitioners and specialists, an illustration of eight programming models with various types of language instruction, classroom practices, and programs. Sources like these have helped districts with a wellspring of relevant assets to meet the formalized legislative mandates for servicing ELLs.

However, for practitioners, understanding the challenging (Khong & Saito, 2014) programming types that are used can be critical. For example, the most frequented models have been ESL Pull-Out, Co-Teaching, and Sheltered Instruction (de Oliveira, 2019; Reeves, 2002). Specifically, what is adopted in secondary schools as meeting the goals of both the district and the *Lau* legislation (1974) are Co-Teaching classrooms where ELLs are with both the ELL specialist and the content-area teacher. If districts have a newcomer program, then sheltered English is the model of practice; whereby, "ELLs are placed in a content-area class with level 1 (L1) speaking peers. Teachers working in this type of programming are educated in techniques for "sheltering" English, i.e., employing materials, curricula, and methods that specifically foster language development" (de Oliveira 2019, pp. 364-365). Regardless of the program model discrepancies and schisms, these programs have particularly focused on content and language development (Hamman & Reeves, 2013).

The argument that both types of programming have been subtractive in nature, meaning the program designs do not support ELLs first language abilities (Baird, 2015) could be challenged. However, the key component that districts have been faced with are not so much the programming needs within the realm of meeting the spirit of the legislation, but as to how teachers have translated language policy into their classrooms

(both federally and local). The Center for American Progress (2020) has reported, “many teachers [do not] have sufficient breadth and depth of knowledge and range of skills to be able to meet the unique needs of all students, including those who struggle with English” (p. 1). Contrarily, there has been little or no training to work with those students, who are in mainstream classes throughout the U.S., that are early language learners (Center for American Progress, 2012; Reeves, 2002). Therefore, “classroom teachers are the ultimate translators of language policy,” (Reeves, 2002, p. 17). Contrarily, professional schisms continually persist, and many times need interrupting for successful educational practices to evolve (Hamann & Reeves, 2013; Sharkey & Layzer, 2012).

Monolingual model of English in the U.S.

English in American schools holds sway through the social mobility of being monolingual (Wiley & Lukes, 1996). Matter of fact, monolingual practices indicate, “There are assumptions underlying dominant U.S. ideologies regarding [English] language diversity and [its] impact on language” (Wiley & Lukes, 1996, p. 511). First, there has been the ideology of English monolinguals and the second has been the standard of the language itself. Second, the differences between the two have been (a) one’s frame of mind from the perspective of policy aimed at immigrants, with an element of divisiveness (b) the other has been about the position of language in a setting of social hierarchies (Wiley & Lukes, 1996).

Contrary to current trends and beliefs of being proficient as a multilingual student, the monolingual practices of writing and speaking only in English has continued to create a “dominance of the English language in the United States [that] cannot be disputed” (Reeves, 2002). Therefore, to understand what a monolingual is brings depth to the

purpose of language acquisition and the importance of various ideologies regarding language acquisition. To be a monolingual or a monoglot means one can speak or write in only one language" (Oxford Dictionary). Moreover, for the last 100 years, preparing students as monolinguals in English has been part of the *Americanization* in the U.S. that has prepared secondary and post-high school students. This ideology no longer has become enough to prepare all students for a more global climate and way of thinking. This ideology has conflicted with the multilingual movement that has been pervasive and sweeping the country in mindsets, attitudes, and beliefs (King, 2018). Adamantly, research has needed to retract and try to understand what has led to this point of practice.

Americanization plan of 1919.

Education has historically practiced and used these ideologies of monolingual beliefs in their *Americanization* plans dating back as far as 100 years ago. For example, the University of Wisconsin's *Americanization* Plans of 1919 indoctrinated all "*Aliens*" (p. 3) to prepare them through their academia of "Vocational English" (p. 7) and ready them for the workforce and jobs. Whereby, to become an American, "one has had to think [in English] like an American" (Wiley & Lukes, 1996). Although English has not been officially designated as the official language in the United States (King, 2018), "the call for unity through a shared American language persists" (Reeves, 2002, p. 18).

Language ideologies.

In contrast to this belief, Bacon (2020), in his mixed-methods study has explored language ideologies of teachers within the context of U.S. monolingualism. He referenced the work of Flores (2001) who argued there are linkages between teacher beliefs and classroom practices (of monolingualism) signifying a necessity for

"theoretical, philosophically grounded teacher preparation programs" (p. 275), enabling a congruity between ideology, theory, and practice. In Bacon's (2020) three-phase data collection and analysis, he explored teacher lived ontologies while examining how language ideologies were manifested through the pedagogical orientations of the teachers themselves, and then analyzed three contextual filters (content area relevance, perceived practicality, and policy interpretations) that could block the achievement of language ideologies (Bacon, 2020). Monolingualism as an ideology found in Bacon's (2020) research, has continued to give credence to current literature findings on how teachers view monolingualism and has impacted classroom practices.

Bacon (2020) had three relevant findings indicating teachers not lacking in desire to support the language of ELLs. However, in the study, teachers' "sense of agency seemed less related to whether [or not] they had conceptualized themselves as language teachers" (p. 182) but was encased in the ability to become language teachers. Second, the teachers' felt that ELLs native language was "a barrier [at best] or a disability [at worst] –a deficit perspective" (p. 183). Bacon (2020) further indicated, "this has disrupted the teacher's sense of agency through the perceived capacity to offer student support and also shapes the way teachers conceptualize their students' intellectual capabilities through the lens of English proficiency" (p. 183). Third, the participants disagreed with monolingual models of instruction. He said, "the second most frequently cited reason for participants' perceived inability to put students' home language to use in the classroom [after state/school policies] was participants' own reported inability to speak their students' home languages" (p. 183). Finally, the study concluded with the idea that there are many roles of monolingualism as an ideology. Whereby, the affective

filters of teachers, whether through ontologies, pedagogical orientations, or practices of teachers, English as a monolinguistic ideology, has continued to affect second language acquisition and student achievement (Bacon, 2020; Flores, 2001; Reeves, 2006), because of teacher self-efficacy issues and preparedness (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019).

In summary, historical and legislative accounts of the review of the literature have been the focus of the research up to this point. Moreover, the archived framework illustrated how national leadership, politics, legislation, and public schools have formed the ideas of teaching English as the path to English proficiency and American citizenry (Song, 2009). This structure has set the groundwork for the role of the teacher and their attitudes in shaping their attitudes towards ELLs, along with classroom preparedness and self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019). Furthermore, the experiences of teachers have been important to understand for future practice. The next section of the literature reviews and has examined teacher experiences, perceptions, and beliefs of second language acquisition in the mainstream classroom.

The Nature of Attitudes of Mainstream Teachers on ELLs

When looking at the nature of teachers' attitudes in ELL mainstream classrooms and the inclusive practices of content area teachers, there have been essential understandings that are understood as "systems of support" (Elfers et al., 2014, p. 155) and are within the walls of classrooms in public schools. In urban settings, specifically, it has been understood that culturally responsive teachers (Bonner et al., 2018) understand how culturally diverse students engage in the process of learning and should not be based on teachers' perceptual belief systems (Hersi & Watkinson, 2012; Nieto, et al., 2008;

Santamaria, 2009; Souto-Manning, 2009); and self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019). However, professional teacher conversations have not always indicated there are issues of teacher bias. Examination of teachers' beliefs toward ELL inclusion in mainstream classrooms, the modification of coursework, professional development, and attitudes toward second language acquisition remains essential when seeking to look deeper at the contributions and insights of other researchers.

Teacher attitudes toward ELL inclusion in mainstream classrooms.

A high school teacher of English Language Learners (ELLs) once said, "My students are immigrants whose English skills range from nonexistent to advanced, but still not advanced enough to be considered English proficient" (Strauss, 2015). The reporter who gathered the statement from The Washington Post (Strauss, 2015) pursued a list from the same teacher about perceptions of what was hard about being an ELL teacher (Reeves, 2006). As this quote illustrated, there are teacher perceptions of ELLs toward inclusion in mainstream classes (Chiner et al., 2015; Powell & Kusma-Powell, 2011; Reeves, 2006) that bear themes (Reeves, 2006) of research-practitioner gaps (Tung, 2013) that are wide and need consideration.

Many studies like these research reviews have aimed at assessing beliefs and attitudes of mainstream teachers' attitudes toward ELL inclusion, self-efficacy, and preparedness (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019). There have been both preliminary quantitative and qualitative studies that have measured perceptual feelings of secondary teachers' attitudes. However, intermittent, and inconsistent streams of research exist on the nature of teacher attitudes towards ELLs. The scarcity of recent studies has

indicated secondary teachers who have ELLs that are mainstreamed into their subject matter classes and have a range of negative to positive feelings.

One recent qualitative study conducted by Gleason (2015) used seven teacher case studies through questionnaires, interviews, and observations (Gliner et al., 2017). She investigated teacher beliefs towards good teaching practices in mainstream settings using academic language that could support ELLs in senior-level content classes. The thematic analysis (Gliner, Morgan, & Leech, 2017) revealed a polarization of teacher attitudes "about the nature of knowledge and how best to teach it" (Gleason, 2015, p. 1). Because of her initial findings, being so opposite in nature, she reconfigured her research and ran two new case studies and evaluated "how close teachers' beliefs aligned to understandings of effective language teaching from [a perspective of] educational linguistics" (Gleason, 2015, p.1) and self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019). The two composites were divided between two types of cases: one from sequential subjects (SS; accounting, statistics, chemistry, and automotive engineering) and the other from negotiated subjects (NS; humanities, religion, economics, and tourism).

Procedurally, the use of coding, grouping, and collecting teacher-specific epistemologies through interviewing were the methods of data collection using the sequential subjects' groups (SS) and the negotiated subjects' groups (NS). The researcher ensured intermittent levels of trust and credibility by using a method of triangulation through cross-case analysis. This aided in establishing there was a relationship between the teachers' views of teaching SS and NS (Echevarria, Vogt & Short, 2008; Walqui & Heritage, 2012). The results from the "data indicated each teacher's understanding of

teaching academic language, which was strongly determined by beliefs originating from" (p. 5) their own personal content matter that had been formulated through many years in their dominant subjects.

In summary, the analysis in the triangulation of teachers' attitudes toward ELLs (Gleason, 2015) did not indicate teachers having a negative or personal bias, but fixed mindsets about integrating language acquisition practices into classrooms. Furthermore, teachers consistently felt it was their lack of professional abilities and self-confidence to deliver the curriculum in the mainstream classroom that was linguistically comprehensible and engaging. Also, teachers limited pedagogical knowledge and lack of self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019) struggled to gain a foothold in the participants' belief systems. Therefore, negative, or positive indicators of teacher beliefs were not the indicators of teacher attitudinal efficacy; but teachers' firsthand experiences and understandings of teaching academic language as determined by their beliefs. The participants' neutral attitudes toward ELL inclusion within the mainstream classes originated from secondary subjects being taught and were driven by the participants' fixed mindsets of teaching and learning.

Teacher attitudes toward modifications of coursework for ELLs.

Currently, there is a gap in the research of teacher attitudes toward the modification of coursework for ELLs. Many secondary teachers have had concerns about best practices for modifying their content-specific classes; whereby, ELL students have been placed into mainstream classes, and teacher voices have not been heard concerning their views on equitable, effective, and appropriate modifications (Bonner Diehl, & Trachtman, 2019; Reeves, 2006: Youngs, 1999). For ELLs to comprehend and use

content-specific academic language in mainstream classrooms, new pedagogical research continues to need examination of the modifications (McDougald, 2019), along with content-specific strategies that are part of the attitudinal structures of classroom teachers' practices (Cervetti, Kulikowich & Bravo, 2015) and self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019).

Systemically, the nature of attitudes, biases, and beliefs has driven the cultural constructs of how ELL coursework has provided modification in public school classrooms (Coppersmith, Song, & Kim, 2019). School districts have informed teachers to effectively teach all learners (Chiner et al., 2015) and modify coursework for second language learners. Therefore, teacher attitudinal beliefs and preparedness (Bandura, 1997) have molded views and interactions within the classrooms of teachers (Chiner et al., 2015; Er, 2013; Kumar et al., 2015) as they continue to consider how classroom modifications for ELLs are administered. According to Reeves (2006), "In an inclusion model, ELLs might receive ESL courses, but the students are mainstreamed for most, if not all, of the school day" (p.132). Without adequate modifications to the coursework, ELLs struggle to access the curriculum equitably and teachers continue to struggle with self-efficacy and preparedness (Ajzen, 1991; Bandura; 1997).

Most notably, according to Coppersmith et al. (2019), "Many educators believe that EL specialists are responsible for taking care of ELs academically" (p. 8) and assume coursework has built-in modifications for second language acquisition. Furthermore, historical accounts "in which ELLs [are] placed into peripheral programming, [has] shown these students to have had limited access to rigorous content" (Reeves, 2006, p.132). For example, taking Reeves' (2002) mixed-methods study of "Secondary

Teachers' Attitudes and Perceptions of the Inclusion of ESL students in Mainstream Classes," she has illustrated a teacher's interpersonal conflict and self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019) about coursework modifications in a high school social studies class. She quoted the teachers' struggles, "They [ELLs] have to know the information for the end of course test. And you can't really abbreviate the amount of factual [information]" (p. 90). The findings of the study and the teacher's views bring indications that teachers are in conflict with their self-efficacy and preparedness (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019) of what is appropriate and equitable when it has come to delivery of classroom modifications (Reeves, 2002; Reeves, 2004; Reeves, 2006).

In summary, teacher attitudes toward ELLs when modifying coursework, has brought internal struggles within teachers when endeavoring to use suitable strategies to make the content comprehensible (Reeves, 2002; Reeves, 2004; Reeves, 2006). Many times, the idea that ELL specialists, who are many times classroom teachers, automatically have a germane curriculum that is assumed to have specificity for second language acquisition. Unfortunately, in most secondary settings where content specific materials have been taught the teachers' lack of necessary supports have been inadequate to service ELLs (Coppersmith et al. 2019). Moreover, subject matter rigor has compromised programming practices of school districts, resulting in a lack of adequate teacher capacity to understand ELL learner needs (Reeves, 2006). These gaps have created ethical and inequitable feelings within teachers to make the essential classroom modifications that are necessary that can benefit ELLs (Bonner et al., 2019; Reeves, 2006: Youngs, 1999).

Teacher attitudes towards ELL professional development.

Given the lack of professional development (Reeves, 2006) and the failure of mainstream teachers to adequately respond to effective teaching practices needed for ELLs in the classroom (de Jong, Naranjo, Li, & Ouzia, 2018) "it is not surprising that there has not been an urgent call for teacher education reform" (de Jong et al., 2018, p. 174). As a result, this has led to teachers' attitudes of poor self-efficacy due to the lack of training and professional development to adequately meet the needs of ELL students' (Ajzen, 1991; Bandura, 1997; Coady, Harper, & de Jong, 2016; Hellmich et al., 2019; Karabenick & Noda, 2004; Reeves, 2006). Furthermore, the emergence of necessary skills, knowledge base, and essential teacher dispositions have become necessary for teachers' that work with ELLs in mainstream classrooms (Lucas & Villegas, 2013; de Jong & Harper, 2005).

In contrast, Berwick (2018) has given a perspective from experienced teachers. She suggests that teaching ELL students with varying levels of preparedness is a complex, and stressful endeavor, (George Lucas Educational Foundation). Moreover, because of the lack of professional development, teachers have found themselves with very little expertise, if any, to adequately meet the needs of ELLs. Nutta, Mokhtari, and Strebel (2012) have indicated teacher improvement for ELLs must be specific in nature to facilitate English language development. This ideal has brought a level of competence to the classroom whereby empowering teachers to support ELLs in learning English (Santos, Darling-Hammond, & Cheuk, 2012). In turn, this has aided in shifting teachers' beliefs and attitudes towards ELLs by structuring (de Jong et al., 2018) healthy

experiences through the professional development of pedagogical knowledge and skills (Auhl & Daniel, 2014; Coates, 2016).

On the other hand, a "one-size-fits-all" (p. 180) approach has not been the answer when providing professional training for teachers. De Jong et al. (2018) found that teacher practitioners of ELLs need to understand a larger context of teacher development. The mixed-methods study explored various contexts and frameworks for teacher preparation using survey and interview data from a statewide data bank of teachers, consisting of 14 interviewees and 24 survey respondents. Teachers were asked to indicate their level of preparedness that they had received from their colleges where they trained to become teachers; the consistency of ELL practices infused into coursework; and the skills that were easier than others or more difficult to use. Some of the initiatives in the study, whereby, teachers felt they needed professional development in areas such as:

> "… raising participants' awareness about ELLs… policies, …second language acquisition processes, cross-cultural differences, students' funds of knowledge, English, as a Second Language (ESL), strategies, the use of language objectives, sheltered instruction strategies, and language assessment" (p. 175; Brist, 2008; Levine & Howard, 2014; Nevárez-La Torre, Sanford-DeShields, Soundy, Leonard, & Woyshner, 2008; Verkler, 2003).

Moreover, the results of the study indicated 74% of faculty were not prepared to service and implement ELL skills into coursework (de Jong et al. 2018). Over half of the respondents indicated that developing a shared vision for ELL-related knowledge and skills among content area faculty was a significant challenge. Next, more than a third of

the respondents felt that transmitting best practices learned from the professional development for ELLs into the classroom was the second major challenge they faced.

In summary, professional development for teachers of ELLs must be a targeted approach for professional learning to be meaningful. Critical skillsets that are cultivated through essential elements of effective pedagogy specific to ELLs are what formulate teaching expertise, i.e., especially when wanting to change the mindsets and attitudes of teachers towards ELLs. A "one-size-fits-all," (p. 180) approach is not the answer (de Jong et al. 2018).

Teacher beliefs of ELLs and second language acquisition.

Teacher beliefs of ELLs and second language acquisition have not been widely known. What is known has been revealed through surveys, interviews, and observation methodologies. Previous research has noted teacher mindsets or beliefs as being neither negative nor positive but fixed as illustrated by Gleeson (2015) and her research. Also, teachers of ELLs find themselves faced with interpersonal conflicts when wanting to modify coursework for ELLs (Reeves, 2006). Moreover, teachers feel they are unprepared and lack professional development to aid in their preparation of the classroom where ELLs are mainstreamed (de Jong et al. 2018). These systemic practices have indicated that beyond the research of Gleeson (2015), Reeves (2006), and de Jong et al. (2018), quantitative measures of teachers of teacher attitudes and self-efficacy have been scarce; especially in the areas of educational equity, regarding traditional coursework modifications and its appropriateness in the mainstream setting.

From a global perspective, secondary and higher education raises the awareness of teachers' using English as a second language in content-specific subjects, showing

positive results. For example, a qualitative study of ELL teachers' thoughts by employing second language acquisition practices to Saudi Arabian university students in their study of raising awareness in the sustainability of energy (Alghamdi & El-Hassan, 2019) was conducted with 14 participants in Saudi Arabia. The study recorded responses of the university participants using "15 questions pertaining to ESL teachers' perceptions, opinion, beliefs, attitudes, knowledge, and values of using ESL to teach sustainability," (Alghamdi & El-Hassan, 2019, p. 137). This study was unique because it allowed teachers to experiment and express their voice as to how the idea of concurrent instruction using English as a second language method brings value to new pedagogical practices that are of benefit to students. Also, the idea of "delivering sustainability-themed English lessons [could] accelerate developing Saudi university students' energy literacy (p. 138).

The results of the Saudi study revealed constructive findings as to teacher beliefs of ELLs and second-language acquisition. First, all the participants showed favorable attitudes by using the English language infused curriculum. Second, the teachers who taught science content demonstrated a level of satisfaction in their attitude toward teaching the ESL curriculum. While on the other hand, those with arts as their background had mixed feelings. Third, "one-half felt knowledgeable enough about sustainability and energy issues, but almost all had viable suggestions for what they thought an …ESL curriculum might have looked like" (p. 152). The enlightening perspective of the findings for practitioners to consider when looking at teacher attitudes as pertains to ELLs and second language acquisition concerns the idea of being a transformational teacher. In other words, the mindset to transmit knowledge in non-

traditional settings in content areas; whereby, English is embedded throughout the curriculum for students to access on their own. Moreover, the study pointed out that "the teacher no longer needs to function as 'the transmitter' of knowledge, rather, a facilitator of students learning" (Alghamdi & El-Hassan, 2019, p. 152).

In contrast, U. S. secondary schools must consider looking at the attitudinal mindsets of their content teachers and begin changing the deficit thinking that so many teachers of mainstreamed students have unknowingly embraced. Walqui et al. (2010) conducted a study with middle school teachers indicating that ELLs are many times rejected access to complex tasks that address grade-level standards, (Apodaca, Berstein-Danis, & Demartino, 2019). In addition, Moser et al. (2011) has informed practitioners that teacher attitudes can change "when teachers' see other educators incorporating scaffolds for talk and native language use, then they begin to recognize that ELLs can engage in high-level tasks" (Apodaca et al., 2019, p. 38).

In summary, though the challenges of teachers' beliefs have persisted when speaking about second language acquisition, there have been favorable findings that teachers are persuaded in their mindsets (Apodaca et al., 2019). Furthermore, teachers have tended to be perceived as laden with internal conflicts that hinder their ability or opportunity to voice their attitudes of self-efficacy and preparedness (Ajzen, 1991; Bandura, 1997). However, they can still make access to professional learning supports to become more knowledgeable of how best to serve ELLs in acquiring second language acquisition and have favorable outcomes in their attitudes (Alghamdi & El-Hassan, 2019; Apodaca et al., 2019; Moser et al., 2011; Walqui et al., 2010).

Research Questions

The questions stemming from the literature and review and for the study was a replication of Reeves (2006). She used data from a previous study she conducted in 2002 concerning secondary teachers' experiences with ELLs. Within the survey study, she investigated the attitudes of teachers that were servicing ELLs in the mainstream classroom. The research consisted of two parts: (1) a survey of teachers' attitudes and (2) four case studies of content area teachers in secondary education. Four themes from the 2002 Reeves study were used in the 2006 Reeves study and will also be used to guide this study of replication. The four questions guiding the research for this study are:

1. What are teacher attitudes toward ELL inclusion in mainstream classes?
2. What are teacher attitudes toward the modification of course work for ELLs?
3. What are teacher attitudes toward ESL professional development?
4. What are teacher perceptions of second-language acquisition processes?

Theoretical Framework

According to the framework of Reeves (2006), when looking within the theoretical framework of teachers' perceptions in ELL mainstream classrooms, various professional intentions concerning inclusive teaching settings lies a consideration for successful ELL learning environments. This has brought forward the ideas of teacher self-efficacy and teacher preparedness in cultural settings. Ajzen (1991) in his "Theory of Planned Behavior," Hellmich et al. (2019,) considered this idea of practice as a "determinant of teachers' behaviors in the classroom" (p. 37). Bandura (2002) and his social theory alluded to culture as being "diverse and dynamic social systems that are not static monoliths" (p. 269). Hellmich et al. (2019) illustrated this further by articulating

"self-efficacy beliefs are understood as the perceived ability in oneself concerning achieving specific aims" (Bandura, 1997, p. 477). If the theorist Ajzen (1991) and Bandura (1997) are true, then we must consider the correlations that the two theorists make concerning teacher beliefs and attitudes as pertains to inclusion (Hellmich et al., 2019).

In summary, both Ajzen (1991) and Bandura's (1997) theories have given significant credence to how teachers have responded to servicing ELLs in mainstream classrooms where inclusive practices have been expected. Their framework of human interaction within conflicting cultural constructs has brought a basis by which teachers can transfer a level of self-confidence when teaching ELLs. Therefore, within this context, a continued examination of teachers' beliefs toward ELL inclusion in mainstream classrooms, the modification of coursework, professional development, and attitudes toward second language acquisition has remained imperative when considering how best to guide the beliefs and attitudinal frameworks of ELL teachers (Reeves, 2006).

Summary

In the review of the literature, historical accounts of new arrivals to U.S. schools, who are ELLs, has continued to be of concern for the past several years (Bonner et al., 2018; Chiner et al., 2015; O' Day & Smith, 2016; Suzuki et al. 2019). These accounts, as noted throughout time, whether through Presidential leadership, court cases, acts, policies, or legislation, continues to direct how students learn English in the U.S. The accounts of teachers' perceptions and attitudes toward self-efficacy and preparedness to cope with how best to teach this segment of culturally diverse students continues to be of concern (Brown et al., 2018; Chiner et al., 2015; McKenzi et al., 2019; Reeves, 2006).

Consistently, there have been gaps in the research indicating that teachers in secondary schools have had attitudinal thoughts towards ELLs. Their experiences may indicate there has been a lack of self-efficacy and preparedness within mainstream classrooms; whereby, deterring the necessary modifications for secondary students (Reeves, 2006). Theorists such as Ajzen (1991) and Bandura (1997), along with Reeves (2006), (a modern framer of teachers' perceptions on ELLs), are many. Recently, only a few studies have targeted secondary language learners' needs, along with how teachers can respond with relevant ethical and equitable stances of attitudinal self-efficacy and preparedness. Therefore, in review of the literature, further examination of teachers' voices was explored through surveys and questions that could be added to the existing literature and research that currently exist.

Chapter Three: Methodology

Chapter Three specifically focused on the essential steps of the study as represented by Reeves (2006). Her research and survey targeted teachers attitudes toward the inclusion of English Language Learners (ELLs) in the mainstream subject-area classes (Reeves).

Purpose of Methodology

The purpose of the quantitative descriptive study was to revisit the absence of current research by examining secondary mainstream teachers' attitudes toward the inclusion of ELLs in mainstream classrooms (Reeves, 2006). The recurring themes that existed from prior research of Reeves' (2002; 2006) were used to guide and reiterate the commonalities and methods of the research. Including: (a) attitudes toward ELL inclusion in mainstream classes, (b) views on coursework modification, and (c) teacher preparedness to work with ELLs (Reeves, 2006, p. 131).

Rationale for the Study

The rationale of the descriptive study was to address the various gaps in the research as pertains to the attitudes of secondary high school teachers toward ELLs in mainstream classrooms. Having a baseline of understanding of how mainstream teachers' attitudes and perceptions of ESL inclusion and teacher preparedness affected systems for delivery of English was two-fold. First, it allowed teachers to express their attitudes of teaching and learning (directly and indirectly) towards ELLs in the mainstream classroom. Second, it provided secondary teachers with new insights on how they approached systems delivery of classroom practices by meeting teachers internal needs and the needs of the students. In addition, the credibility of meeting all students where

they were and placing ELL students at the center of secondary school learning processes could assist program administrators in the future by providing support and professional development for teachers servicing ELLs (Rudenstine, Schaef, & Bacallao, 2017).

Participants

A convenience sample of teachers from an urban secondary high school in northwest Arkansas was obtained from the school principal's office. The targeted population was 133 subject-area teachers who serviced ELL students from the selected high school. The cross-section survey of ELL teachers were allowed for the examination of respondents' current attitudes (Creswell & Creswell, 2018) towards English-Language Learners (ELLs) in mainstream classrooms.

Sampling and Design of the Study

The study included a convenience sample of 133 teachers who were asked to complete a survey designed with four sections and administered through the use of Question Pro (www.QuestionPro.com) a software system that facilitated the online survey method. It consisted of 16 direct and indirect questions aligned with the salient themes of the research, by gauging teacher attitudes and perceptions of ELL inclusion (See Appendix A). Reeves (2006) indicated in her quantitative study that when indirect questioning was used for respondents in the areas of attitudes, perceptions, and beliefs, the validity of the responses would be more accurate than if questions were asked in person and directly to the participants. Moreover, if the questions were too direct, respondents would give a more ideological response as an answer, that could skew the validity of the responses. Therefore, multiple statements embedded throughout the

survey of Reeves (2006) were used directly and indirectly to inquire about teacher attitudes and perceptions towards ELLs.

Next, the design of the replication that was used with permission from Reeve's (2006; see Appendix A) along with her survey instrument consisted of levels of agreement using a 4-point Likert type scale: strongly disagree, disagree, agree, and strongly agree. Furthermore, the four sections were thematically outlined in the survey along with the questions: Section A. Attitudes toward ELLs and inclusion; Section B. Frequency of teacher behavior among teachers with ELLs in their classes; Section C. Benefits and challenges of ELL inclusion (two open-ended questions); D. Demographics. For each section and category of attitudes, the author of the replication survey (Reeves, 2006) had multiple statements to gather a more accurate measurement of teachers' attitudes.

Given the replication of Reeves' (2006) study, in my research of the literature, there had been a significant gap in time (14 years); whereby secondary high school teachers may still have been contending with similar mindsets and attitudes of servicing ELLs in mainstream classrooms. The researcher felt that the design of Reeves' (2006) study consistently addressed the current and ongoing concerns that school districts are seemingly experiencing within secondary classrooms where ELLs attend classes. Reeves' (2006) themes were still relevant issues and could be replicated by using her survey. Furthermore, the design of the study enabled the high school participants in the study, and like high schools in urban settings, to take the survey and analyze the attitudinal mindsets of their content area teachers. This would help to inform instructional leaders in the district about current attitudinal trends that teachers were experiencing

while planning for adequate professional development that could help in building teachers' self-efficacy by creating healthy environments for student learning. Reeves (2006) was personally contacted by the researcher via email and sought permission to replicate her study. She positively responded with the provision that the results of the data analysis would be reported to her.

Procedures

The survey was administered electronically to 133 high school teachers during a routine school day in the fall of 2020. Urban secondary ELL teachers, worked in the largest high school of the State of Arkansas, this would comprise an appropriate population because of the similarities of Reeves' (2006) study of secondary teachers. The high school had an inclusion model for ELLs with students placed into mainstream classes for the majority of an ELL teachers' school day. Although, there have been studies of teachers working with ELLs of younger age groups, work experiences of secondary counterparts provided a useful predictor of content validity (Creswell & Creswell, 2018; Gliner, Morgan, & Leech, 2017; Reeves, 2006).

Instrument

The data of the study was gathered electronically using Question Pro to assess the readability and content of validity from the survey items as part of the replication for this study from Reeves (2006).

Data Analysis

The data from the survey was analyzed descriptively. Univariate analysis of the survey data included an analysis of the distribution of cases, on only one variable at a time as used (Babbie, Wagner, & Zaino, 2019) from Reeves' (2006) as would be the

model for the data analysis. The analyses included percentages, measures of central tendency, and standard deviation. As replicated from Reeves (2006), the Likert scale items were assigned numeric values for each of the responses (1-strongly disagree to agree 4-strongly). Question Pro software was used to statistically to perform the analysis. Last, the demographic question(s) on the survey were gathered with information on the amount of experience that participants had held with ELL inclusion classes. In addition, the demographic information on the survey included participants' subject areas, years of teaching experience, gender, native language, second-language proficiency, and language minority and ELL teacher training.

Ethical Considerations

Ethical behavior, trust, and the preservation of human subjects were the rudimentary factors that preserved the fundamental basis for the research study. The IRB (International Review Board) application was completed by the researcher and approved before any elements of the study were launched. The principles and norms of the quantitative research were adhered to and had approval from the IRB Committee of Arkansas Tech University. This was to protect human subjects and ensure the research plan has dealt with any ethical issues.

Limitations and Delimitations

The generalizability of limitations for gathering the quantitative data in the study was in the form of a survey for the participants and a standard protocol was used for the collection of quantitative data. However, "the limitations may have become imposed with unknown restrictions out of the researcher's control" (Theofanidis & Fountouki, 2018 p. 56). For example, sample size and sample bias. First, the sample size would be

limited to a percentage of the whole of ELL teachers in the locale of the study. This could have raised concern of whether the sampling would provide a true reflection of the views of the remaining teachers in the secondary school(s) within the region of like characteristics. Second, the researcher had extensive experience in working with the target population of students for over ten years. Therefore, the researcher's influences both consciously and unconsciously may have favored unanticipated bias of the results.

Next, the statements of the survey asked the participants to choose from strongly agree, agree, disagree, and strongly disagree, and this could have weakened the validity because of the use of a Likert scale (Creswell & Creswell, 2018). Therefore, because the position of neutrality for the participants was not be by choice on the scale, this may have irritated and presented the researcher with a couple of factors for consideration. Number one, the accuracy of responses from the participants may not have been able to voice opinions or feeling about the statements; and two, the survey may have only given a choice of agreeing or disagreeing with the questions, which could have breeded discontent of the participants and caused respondents to refuse or move onto answer only certain questions of the study.

The study was not conducted in other secondary school districts within northwest Arkansas; other than the pre-selection of the largest urban secondary school of the locale. Proposed teacher participants could not have taught less than five years and never have not had English language learners in their classrooms. Furthermore, the teachers for the study were not randomly selected (Creswell & Creswell, 2018). This ensures the participants all shared the prerequisites of teaching and learning experience as well as working with ELLs.

Summary

In the spirit of the replication study that Reeves (2006) conducted more than 14 years ago, the current research brought to light significant changes to teachers' attitudes towards ELLs in the mainstream classroom and as pertains to the increased number of ELLs populating secondary schools in the U.S.

Chapter 4: Data Analysis and Results

The purpose of the study was to examine the attitudes of secondary teachers as relates to the inclusion of English Language Learners (ELLs) in mainstream classrooms. A survey was administered to 133 teachers to measure their attitudes, biases, perceptions, and beliefs about ELL inclusion in mainstream classrooms. The survey included 16 items sent electronically via email to teachers who service ELLs in mainstream classrooms. The location was a fully comprehensive high school from a large urban school district in the State of Arkansas. The following four questions guided the study:

1. What are teacher attitudes toward ELL inclusion in mainstream classes?
2. What are teacher attitudes toward the modification of coursework for ELLs?
3. What are teacher attitudes toward ELL professional development?
4. What are teacher perceptions of second-language acquisition processes?

Chapter Four presented the collected data from the survey and how those data were analyzed along with the results of the study. The knowledge gleaned from the mainstream teachers' attitudes towards ELL inclusion were used to address the research questions listed above.

The significance of using the perceptions of these participating teachers is that it provides current attitudes and behaviors toward ELLs in content area classrooms of inclusion, thereby allowed for reflection on equitable professional teaching and learning practices. Since ELLs are required to become proficient in reading, writing, listening, and speaking as demonstrated on ELPA (English Language Proficiency Assessment), teachers can gain new insights as to how they approach systems delivery of classroom practice that could meet both their internal needs and the needs of their students.

In addition, the credibility of these results can provide the school district with current attitudinal data of teachers' attitudes and beliefs toward ELLs and systemic practices for the future. This can aid in updating the programming processes that are currently in place within districts, while administratively informing what supports are needed for teaching faculty; most importantly, providing necessary professional development that is targeted specifically for teachers' who service ELLs.

Participants

The respondents of the survey were cross-content teachers in a large urban comprehensive high school of the locale. Participants were teachers who were assumed to have had minimal to extensive contact with ELLs enrolled in one or more of their classes for the school year of the study. Eighty-two (n = 82) participants completed the survey. (However, not all participants answered each of the survey questions).

Demographics

The demographic variables for these participants included: gender, the number of years teaching, primary teaching subject area, teacher native language with teacher second-language fluency and how they would rank their second language fluency, teacher professional development and training for teaching ELLs, enrollment, and number of ELLs in teachers' classes, and career experience with ELLs.

Gender and number of years teaching.

Table 1 provides a breakdown by gender (male and female) of the 82 respondents to the survey. There were 33 males (40%), 46 females (56%), and 3 respondents that did not respond to that question. Also, teachers articulated their years of teaching experience in increments of five-year sections and 20 years or more.

Table 1.

Gender of Participants of the Study and Number of Years Teaching.

	f	%
Gender		
Male	33	40%
Female	46	56%
Prefer Not To Answer	3	4%
Number of Years Teaching		
0-5 years	14	17.5%
6-10 years	14	17.5%
11-15 years	14	17.5%
16-20 years	11	13.0%
< 20 years	27	34.0%
Prefer not to answer	2	

(*n* = 82)

In terms of years of teaching experience, 53% of the teachers had 15 or years less of experience with an equal distribution of 14 teachers to the first 15 years of experience within increments of five-year periods. Also, 47% (*n*=38) of the teachers indicated 16 years or more of experience.

Primary teaching subject-areas.

Teachers' primary teaching areas in secondary content are presented in Table 2. The subject areas were broken down into core subjects (English, Mathematics, Science,

Social Studies, Health/P.E., World Languages and Other). The other subjects included music, theatre, special education, instructional facilitating, counseling, and leadership.

Table 2.

Teacher Subject-Area Frequencies and Percentages.

Subject Area	*n*	%
English	16	20.0
Mathematics	13	16.0
Science	12	15.0
Social Studies	13	16.0
Health/P.E.	2	2.0
World languages	6	7.0
Other	20	24.0

(*n* = 82)

Therefore, when analyzing the primary teaching areas of the teachers in the secondary school, teachers are teaching in core content areas at a frequency rate of 77% (*n*=62). The remaining 24% (n=20) consist of teaching all "other" subjects where ELLs are enrolled in classes.

When looking at the teachers' content areas of teaching, it was important to collect frequency and percentage data as pertains to teacher career experiences with the enrollment of ELLs in their classes, (Table 3) 99% (*n*=81) of the respondents indicated that they had enrolled at least one ELL student over the course of their teaching career; and one of the respondents indicated they had never taught an ELL. Within the school year of the study (2020-2021), 77% (*n*=62) of the respondents had more than 10 students, 6% had 7-10 students, 15% (*n*=13) had 4-6 students, and 3% (*n*=2) had 1-3 ELL students

enrolled in their current classes. 89% (*n* = 73) of the participants indicated that they had taught more than 30 ELLs throughout their teaching careers. These frequencies indicate that in this comprehensive high school teachers have had some to a lot of experience working with ELLs in their classes.

Table 3.

Teacher Career Experiences with ELLs in their Classes.

ELL students enrolled in teachers' classes throughout their teaching career	*f*	%
1 -10 ELL students enrolled throughout teaching career	1	1%
11-20 ELL students enrolled throughout teaching career	5	6%
21-30 ELL students enrolled throughout teaching career.	3	4%
< 30 ELL students enrolled throughout teaching career	73	89%
Teacher enrollment of ELLs for the current school year of study (2020-2021)		
< 10 ELL students enrolled in classes	62	77%
7 – 10 ELL students enrolled in classes	5	6%
4 – 6 ELL students enrolled in classes	13	15%
1 – 3 ELL students enrolled in classes	2	3%

(*n* = 82)

Overall, participants' years of teaching experience spanned from one year to more than 20 years. With those teaching at 1-5 years (*n*=14); 6-10 years (*n*=14); 11-15 (*n*=14); 16-20 years (*n*=11); and more than 20 years (*n*=27). Two of the respondents did not indicate their "years of teaching in a public and/or private school." Both men and women

respondents indicated their gender. 46 (58%) were women; 33(41%) were men, and one respondent was unreported.

Teachers as Native English Speakers and Training

Next, a frequency and percentage Table (4) illustrated that a vast majority of the teachers were 95% (*n*=78) native English speakers. Only 24% (*n*=20) of the participants reported speaking a second language; 76% (*n*=62) did not speak a second language. Of the 24% (*n*=20) participants reported that they spoke a second-language, 41% (*n*=11) estimated that they had attained a beginning level of proficiency in their second language, 26% (*n*=7) marked an intermediate level of proficiency in English, and 33% (*n*=9) indicated an advanced level of proficiency.

Lastly, the majority of the respondents, 78% (*n*=64) had indicated they had "received training to teach language-minority or ELL students" and 22% (*n*=18) indicated by a yes or no selection on the survey had not received training.

Teacher attitudes toward ELL inclusion in mainstream classes.

Teachers brought an overwhelming attitude toward ELL inclusion as illustrated in Table 5 as measured by their responses to several inclusion statements. For example, "I would welcome the inclusion of ELLs in my classes." On a Likert-type scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree, a mean response of 3.35 with a standard deviation of 0.62 was reported. Ninety-five percent (*n*=77) of respondents agreed or strongly agreed with the statement, whereas 5% (*n*=4) disagreed or strongly disagreed. Ninety-one percent (*n*=74) of teachers reported that the inclusion of ELLs created a positive educational atmosphere in their classrooms, 9% (*n*= 7) of

teachers disagreed or strongly disagreed, and one teacher did not report on this attitudinal component of inclusion.

Table 4.

Teachers' Native Language(s).

	f	%
Teacher Languages		
English is Native Language of the teacher	78	9%
English is not Native Language of the teacher	5	5%
Teacher Second Language Acquisition and Fluency		
Teacher speaks another language	20	2%
Teacher does not speak another language	62	7%
Teacher is proficient in a second language		
Beginning level proficiency	11	4%
Intermediate level proficiency	7	2%
Advanced level proficiency	9	3%

Moreover, 78% (*n*=63) of the respondents felt the inclusion of ELLS in subject or content-area classes are benefited from the mainstream classroom. Only 22% (*n*=18) of the respondents disagreed or strongly disagreed. The mean response for the item "the inclusion of ELL students in subject-area classes benefits all students" was 2.98 (SD = 0.69). Furthermore, despite the welcoming attitudes that teachers reported, strong agreement with the statement that "ELLs should not be included in general education classes until they attained a minimum level of English proficiency" was largely embraced

(M = 2.81, SD = 0.76). Seventy-five percent (*n*=59) of the respondents either agreed or strongly agreed and 27% (*n*=22) disagreed or strongly disagreed.

Next, the factors illustrated by a Likert-type scale using seldom/never, sometimes, and most of the time were used for teachers to gauge their classroom practices. Eighty-four percent (*n*=63) of teachers specified significant impact of inclusion as indicated by their workload (M = 2.05, SD = 0.61) and further, demonstrated positively by 87% (*n*=66) that ELLs required more of their teacher time, "than on ELL students," (M = 2.12, SD = 0.61); on the other hand, teachers were somewhat equally divided in their attitude as pertains to how ELLs impacted or slowed the "progress of the entire class," by 52% (*n*=39) as this (M=1.61 and SD=0.66) was indicated as a potential impact on classroom practice.

Compellingly, the measurement of teachers' attitudinal beliefs toward the inclusion of ELLs was centered on teachers' perception of time, especially when ELLs were enrolled in their classes. Nearly 33% (*n*=27) of the teachers reported they did "not have enough time to deal with the needs of ELL students" (M = 2.30, SD = 0.70). Also, most of the teachers, 71% (*n*=54), quantified the impact of their classroom practices as having to implement more time by 77% (*n*=54) or "allow ELLs more time," (M = 2.68, SD = 0.52); and fewer teachers 53% (*n*=75) sometimes "giving ELLs less coursework than other students," (M = 1.72, SD = 0.55); while most teachers, 89% (*n*=67) allowed sometimes or most of the time for ELLs to "use native language in classes," (M = 2.32; SD = 0.55); teachers consistently held belief by 78% (n=59) that by sometimes or most of the time, "effort is more important than achievement when grading ELLs," (M = 1.95, SD = 0.63). However, teachers indicated they seldom or never "provided ELLs support

materials in their native languages" (72%; *n* = 55) when delivery of curriculum was employed.

Table 5.

Teacher Attitudes toward Inclusion.

Inclusion	M	SD
I would welcome the inclusion of ELLs in my class	3.35	0.62
The inclusion of ELLs creates a positive educational atmosphere	2.84	0.61
The inclusion of ELL students I subject-area classes benefits all students	2.98	0.69
ELLs should not be included in general education classes until they attain a minimum level of English proficiency	2.81	0.76
ELLs require more of my time than other students	2.12	0.61
The inclusion of ELLS students in my classes increases my workload	2.05	0.67
The inclusion of ELLs in my classes slows the progress of the entire class	1.61	0.66
I do not have enough time to deal with the needs of ELL students	2.30	0.70
I allow ELLs more time	2.68	0.52
Subject-area teachers do not have enough time to deal with the needs of ELL students	2.30	0.70
I give ELLs less coursework than other students	1.72	0.63
I allow ELLs to use their native language in my classes	2.32	0.66
Effort is more important than achievement when I grade ELLs	1.95	0.63
I provide ELL materials in native languages.	1.32	0.55

(*n*=82)

Teacher attitudes toward the modification of coursework for ELLs.

When looking at Table 6, teachers expressed little opposition for adapting coursework for ELLs. The item, "teachers should not modify assignments for ELLs enrolled in subject area classes," recorded 64% (*n*=52) of respondents disagreeing and

26% (*n*=21) strongly disagreeing; while only 9% (*n*=7) agreed and 1% (*n*=1) strongly agreed; one teacher did not record their response. This was a mean of 1.85 (SD =0.61) indicating teachers had a strong tendency toward allowing coursework modifications.

Specific types of coursework modification from three survey items measured respondents' attitudes toward adjusting coursework for ELLs. Those practices included: (a) simplifying coursework, (b) lessening the quantity of coursework, and (c) allowing ELLs more time to complete their classwork. More respondents agreed than disagreed with the statement, "it is a good practice to simplify coursework" (M=2.62, SD = 0.68). The percentage of participants who agreed and/or strongly agreed with the statement was 63% (51); those who disagreed represented 37% (30). The attitudes of participants "to lessen the quantity of coursework for ELLs" were comparable to attitudes toward simplifying coursework. The mean for the statement that lessening the quantity of coursework for ELL students was a good practice had a mean of 2.49 (SD = 0.67). Forty-four teachers (54%) agreed with the statement and thirty-seven teachers (46%) disagreed. Participants exhibited a largely positive attitude to "allow ELLs more time to complete coursework" than toward the other two modification practices. The mean for the statement was 3.14 (SD = 0.47); 95% (77) of the teachers agreed with the statement and 5% (4) of the teachers disagreed.

The idea of inadequate student performance for the statement, "Teachers should not give ELLs a failing grade if the students display effort," had a mean of 2.46 (SD = 0.67). A slight majority (54%) of the participants (44) disagreed or strongly disagreed with the statement, indicating some unwillingness to allow the effort of ELLs to influence grading procedures.

Rationalizing course modification to non-ELLs was notated through the item "The modification of coursework for ELL students would be difficult to justify to other students." 88% (70) of the respondents did not believe that coursework modifications "would be difficult to justify." Ten teachers (12%) reported that such modification "would be difficult" for them to justify. The item had a mean of 1.88 (SD = 0.68).

Table 6.

Teacher Attitude Toward Coursework Modifications.

Modifications	*M*	*SD*
Teachers should not modify assignments for ELLs enrolled in subject-area classes	1.85	0.61
It is good practice to simplify coursework	2.62	0.68
It is a good practice to lessen the quantity of coursework for ELL students	2.49	0.67
It is a good practice to allow ELLs more time to complete coursework	2.14	0.47
Teachers should not give ELLs a failing grade if students display effort	2.46	0.67
The modification of coursework for ELL students would be difficult to justify to other students	1.88	0.68

(*n* = 82)

Teacher attitudes toward ELL professional development.

A greater part of 65% (*n*=53) respondents felt they had adequate training to work with ELLs found in Table 7 with a mean of 2.75 and a standard deviation of 0.86; however, their attitudes toward "receiving more training" were positive with an increasingly a greater response of 72% (*n*= 58) and 28% (*n*=22) of the respondents were not interested in receiving more training. A mean of 2.80 (SD = 0.73) was reported for the item, "I am interested in receiving more training in working with ELL students."

Table 7.

Teacher Attitudes toward Professional Development.

Professional Development	*M*	*SD*
I am interested in receiving more training in working with ELLs	2.80	0.73
I have adequate training to work with ELL students	2.75	0.86

(*n* = 82)

Teacher perceptions of second-language acquisition processes.

Respondents were questioned on their attitudes toward English and their perceptions of the utility of ELL students' languages at schools (Table 8). Over half "would support legislation making English the official language of the United States;" 60% (47) teachers agreed or strongly agreed; whereas 40% (32) disagreed or strongly disagreed; (M = 2.54, SD = 0.98). Three teachers did not report on the item. To validate this attitude as pertains to, "ELLs should avoid using their native language while at school," 20% (16) of the participants either agreed or strongly disagreed with this stance, while 80% (65) respondents disagreed or strongly disagreed. One teacher did not respond to the question. Moreover, they sometimes (47%) and most of the time (43%) would "allow ELLs to use native language in their classes," while 11% (8) indicated they would never allow the use of native language in class. Seven teachers did not respond to the item.

Finally, when questioning the respondents about the advantage of ELLs first languages at school, a robust majority "would support legislation making English the official language of the U.S.;" 59.5% agreed and/or strongly agreed, while 40.5% disagreed and/or strongly disagreed (M = 2.54, SD = 0.98). Although vigorous support for making English the official language, 80% (*n* = 65) of teachers disagreed or strongly

disagreed with the item "ELLs should avoid using their native language while at school," (M = 1.81, SD = 0.84). While teacher perceptions of the length of time that ELL students needed to acquire English proficiency, most teachers (71%) disagreed "ELLs should be able to acquire English within two years of enrolling in U.S. schools" (M = 2.13; SD = 0.70).

Table 8.

Teacher Attitudes toward Language and Language Learning.

Language and Language Learning	*M*	*SD*
I would support legislation making English the official language of the U.S.	2.54	0.98
ELL students should avoid using their language native language while at school	1.81	0.84
I would allow ELL students to use his/her native language in my class	2.32	0.66
ELLs should be able to acquire English within two years of enrolling in U.S. schools	2.13	0.70

(*n*=82)

Open Response

The open-response of the survey allowed teachers to comment in three specific areas: (a) the greatest benefits of including ELL students in subject-area classes; (b) the greatest challenges of including ELL students in subject-area classes and (c) additional comments. Teachers' responses were recorded in two categories of core areas writing down their comments.

The greatest benefits of including ELL students in subject-area classes (Table 9) were categorized into three predominant themes of teacher concern by the researcher: diversity and equity; culture; and conversation and gaining proficiency of the English language. Teachers articulated common ideas such as, "I feel like I'm exposing my non-

ELL students to diverse populations is beneficial to them." Positively they said, "I feel that it allows all students the same educational opportunities." Also, "Providing them equitable access to the curriculum with appropriate language models as an opportunity to language with peers" is necessary. The ideals of culture seem to permeate the comments by articulating, "They gain understanding and appreciation for other cultures and having an ELLs perspective is priceless to the class." Culminated by saying, the "acceptance of cultures gives a more adequate view of our country and world." Conversely, on the core area of benefits, one teacher's comment was two-fold, "It seems to accelerate the acquisition of language, but does not improve the understanding of core subjects being taught and hinders or slows down instruction for students who are language proficient."

Table 9.

Teacher open-ended responses: *Benefits*

Core Areas	Teacher Overall Comments
Diversity/Equity	"I feel exposing my non-ELL students to diverse populations is beneficial to them."
	"I feel that it allows all students the same educational opportunities."
	"Providing them equitable access to the curriculum with appropriate language models as an opportunity to language with peers."
Culture	"They gain understanding and appreciation for other cultures."
	"Having their (ELLs) perspective is priceless to the class."

	"Acceptance of cultures and more adequate view of our country and world."
Conversation/Gaining Proficiency	"Being part of peer conversation and hearing teachers speak English, benefits ELLs."
	"Being submerged into the classroom helps them to learn the language quicker."
	"It accelerates the acquisition of language and doesn't does improve understanding of core subjects taught. It slows down instruction of proficient students."
	"I teach science which is its own foreign language. I have seen great results when they are in classes with other similar ELL students with similar needs."

Next, teachers commented about their greatest challenges (Table 10), and once again, core areas of commonality and emerging themes were identified by the researcher. Three themes surfaced in the areas of teacher time to prepare for supports of the classroom, professional development, and maintaining the rigor and pace of the classroom curriculum. One comment that brought an overarching quote was to the idea of time and preparation. The teacher said, "The greatest challenges of including ELLs in subject-area classes include the extended time when curriculum seems overwhelming."

Table 10.

Teacher open-ended responses: Challenges

Core Areas	Teacher Overall Comments
Teacher Time to Prepare for Supports	"The greatest challenges of including ELLs in subject-area classes are the extended

	time when curriculum seems overwhelming for the new learner."
	"The teacher has to make additional language support preparations for language to be comprehensible."
	"It does take time to deal with ELL students even though I am glad to do it."
	"It's tough modifying coursework and expectations."
Professional Development	"I don't have enough training."
	"I need help as a teacher to feel comfortable with strategies on how to meet the needs of ELLs."
	"Learning strategies of how to scaffold vocabulary."
Maintenance of Rigor and Pace	"Keeping the rigor and pace consistent for the whole class without hold back other students is difficult."
	"You might have to go slower in order for the ELLs to comprehend the material and therefore, not reach what you feel is the goal of the district on the amount of curriculum being covered."
	"It's necessary to create different assignments for various levels of students and this can be challenging for Socratic-circles."
	"Ells need to move at a slower pace and time.

Furthermore, another teacher stated, "It does take time to deal with ELL students even though I am glad to do it."

Then teachers continued commenting in another area which was professional development. Commonly coming forward was the notion, “I don’t have enough training and I need help as a teacher to feel comfortable with strategies on how to meet the needs of ELLs.” Specifically, teachers continued to speak about the importance of “learning strategies of how to scaffold vocabulary, reading, and writing.” Last, rigor and pace of the curriculum showed challenges for teachers by them consistently saying, “Keeping the rigor and pace consistent for the whole class without hold back other students is difficult.”

Last, teachers were allowed to voice and comment in the open-ended response any additional comments (Table 11) they had concerning the inclusion of ELL students in subject-area classes. A variance of responses came forward, and once again, the researcher thematically grouped recurring themes and grouped them into core areas of beliefs and feelings; licensures and endorsements; students; parents and community. Comments for beliefs and feelings brought an array of responses ranging from, “I love diversity but I feel inadequate as a teacher,” to an opposing and opposing comment of “Not all students are welcomed in my classroom,” enhanced by an attitude of saying “teachers feel overwhelmed with such large numbers of ELLs.”

Table 11.

Teacher open-ended responses: Additional Comments or Concerns

Core Areas	Teacher Overall Comments
Beliefs/Feelings	“Teachers feel overwhelmed with such large numbers of ELLs.”
	“I love diversity but I feel inadequate as a teacher.”

	"It's overwhelming the large numbers of ELLs we are asked to teach while also teaching special education, regular education, and advanced students."
	"It would be easier if students were all grouped."
	"Not all students are welcomed in my classroom."
	"I wish I were truly bi-lingual."
Licensure(s)/Endorsements	"All teachers should be required to have an endorsement."
Students	"All students can successfully attend mainstream classes and have success if adequate supports are in place."
	"There should be graduated mixture of levels of low, medium, and high classes so some of the higher level kids so students can help their fellow classmates."
	"If they cannot understand English, how do I teach them?"
	"We are missing something by letting ELL students fall through the cracks."
	"Students need a certain level of English proficiency and should not be thrown into subject-area classes immediately."
Parents and Community	"Parents of ELLs are not into education as the non-ELL student parents."

When it came to teacher licensure and endorsements, the most notable comment written was, "all teachers should be required to have an endorsement." However, when teachers began to articulate the status and attitudes of ELL students, perceptions came forward. One teacher commented, "all students can successfully attend mainstream classes and have success if adequate supports are in place." On the other hand, another

teacher stated, “our students need a certain level of English proficiency and should not be thrown into subject-area classes immediately.” Two remaining teachers brought their frame of mind into direct comments saying, “if they cannot understand English, how do I teach them?” Along with, “we are missing something by letting ELL students fall through the cracks.” In closure, one teacher commented about parental involvement as a perception, “Parents of ELLs are not into education as the non-ELL student parents.”

Summary

This study explored four major categories, including demographics, within secondary teacher ELL inclusion: (a) teacher attitudes toward ELL inclusion in mainstream classes, (b) teacher attitudes toward the modification of coursework for ELLs, (c) teacher attitudes toward ELL professional development, (d) teacher perceptions of second-language acquisition processes. The results of the analysis identified strengths and weaknesses that classroom practitioners (referred to as teachers for this study) felt or would have attitudinal tendencies to believe. Although throughout the survey, respondents indicated the inclusion of ELLs in their subject matter classes benefited “all students”; however, there were attitudes from the teachers revealing “ELLs should not be included in general education classes until ELLs attained a minimum level of proficiency.” More importantly, respondents noted that they had applied themselves to various and multiple opportunities for professional development but reached out in their comments to talk about other relevant issues of concern. For example, “maintaining rigor and pace, how to understand ELLs linguistically, and not having enough time to prepare for additional language supports in their classrooms.” These specific highlights will be

discussed in Chapter Five as to what recommendations might be reviewed for future classroom practices and the impact of ELL inclusion on secondary education.

Chapter 5: Conclusions

Teachers' unspoken attitudes toward inclusion, coursework modification, professional development, and language affects how English Language Learners (ELLs) access the curriculum equitably (Coady, Harper, & deJong, 2016; Reeves, 2006). The mindsets and beliefs of teachers working with second language learners indicates there are challenges when helping students find success in their new English language development (Ajzen, 1991; Bandura, 1997; Coady et al., 2016; Powell & Kusma-Powell, 2011; Villegas et al., 2018). The rapid shifts in ELL demographics and diversity indicates inconsistencies between teachers' general attitudes toward ELL inclusion and their attitudes toward aspects of ELL inclusion (Reeves, 2006).

Summary of Findings and Conclusion

Within the perimeters of the summary and the findings as particular to its locale, insights into subject-area teachers' attitudes toward ELL inclusion, specificity of the findings emerged from the study for discussion. (1) Differences existed amongst teachers' general attitudes toward ELL inclusion and their attitudes toward pinpointed aspects of ELL inclusion; (2) The equity and culture of coursework modifications for ELLs surfaced as a concern for teachers; (3) Professional development was brought forward as ambivalent but carried a need of specificity for teachers and their ability to navigate the various strata's for planning curriculum in the classroom; and (4) Teacher misconceptions about how second language acquisition is learned within the perimeters of the classroom.

Discussion

Inclusion.

Inconsistencies in general and specific attitudes toward inclusion.

The secondary subject-area teachers in this study, like those in Bonner (et al., 2018) and Reeves (2006) indicated both a decisive and positive attitude toward the inclusion of ELLs in their mainstream classrooms. Further inquiry of teachers' attitudes on specific aspects of inclusion, however, encouraged self-reported, welcoming attitudes disguising a hesitancy to work with Ells (e.g., limited English proficiency and L1s and L2s). An exploration of respondents and their replies to those questions were designed to examine the attitudes of inclusion, expose inconsistencies with elements that provided a more common look at inclusion attitudes such as self-efficacy (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019; Reeves, 2006). For example, on the general measures of teacher-inclusion attitudes, sample respondents broadly believed that inclusion generated a confident education environment; most teachers expressed that they would welcome ELLs into their classroom. In riposte to definitive items penetrating particular conditions of inclusion, teachers acknowledged that they were slow to work with ELLs who lacked a minimum level of English proficiency and one-third admitted they did not have enough time to meet the needs of ELLs. Additionally, the highest majority of the teachers concluded that ELL inclusion benefited all students; in comparison, a small percentage believed that ELL inclusion did not produce a positive educational environment.

The inconsistencies in attitudes toward distinct and broader attitudes toward inclusion are an illustration of one or both participants' needing to satisfy the researcher (Sheperis, 2017) whereby providing culturally correct answers that support secondary

teachers of subject-area content (Echevarria, Vogt & Short, 2013; Walqui & Heritage, 2012). Noted first, I was a classroom teacher in the locale of the study who taught ELLs. A greater part of my colleagues knew me as a doctoral candidate enrolled in a leadership program researching ELLs and inclusion in secondary schools. Teachers' might have aimed to pacify me by giving clear affirmation to those items such as "I would welcome the inclusion of the ELL students in my classroom." Moreover, although the data were electronically and anonymously collected, respondents may have felt some strengths to cater to socially tolerable responses to the general statements of welcoming.

The inconsistencies of inclusion attitudes that showed differentiation between attitudes of positivity and hesitation, may have been an expression of the internal feelings that teachers reason with, in regards to ELL inclusion (Bacon, 2020). Although there are bona fide positive approaches toward ELL inclusion, teachers can have doubts or bias (Bacon, 2020) about guiding particular ELLs with solid content-based instruction. Teachers' hesitancy to undertake the struggle with low proficiency ELLs may embody certain ramifications (Tung, 2013). Such as unwillingness, might have branched from teachers' lack of certainty and self- confidence (Ajzen, 1991; Bandura, 1997; Hellmich et al., 2019) when engaging with ELLs in the classroom (an affirmation backed by data on teacher attitudes and experiences with professional development in the area of ELLs). With minimal coaching or training for ELL inclusion and no time for preparation, teachers could have instantly developed resentment with inadequate feelings (Reeves, 2006).

Understanding the challenges (Khong & Saito, 2014) that school leadership and classroom practitioner's face for the various programming types where inclusion is

practiced, causes apprehension over curriculum and placement choices for low-proficiency ELLs. Even though teacher bias seems evident, the inclusion of low-proficiency ELLs in mainstream classes continues to persist as a fundamental practice (de Oliveira, 2019) for populous school programs such as the one in the locale. High proportion schools, as in this study, have statistically many ELLs and are entitled to receive significant state or federal funds to accost the demand of ELLs. Therefore, districts with monetary capital and qualified personnel (e.g., certified ESL teachers), await prompt and full mainstreaming of ELLs at all proficiency levels (Reeves, 2006). The mix of a secondary school faculty that is positive, but overwhelmed because of time and planning constraints, along with policy of existing programming for all ELLs, determines the underpinning attitudes of resentment and failure stemming from teachers and students.

Therefore, the discovery in the data that nearly one-fourth of teachers were concerned that not all students benefited from ELLs being in subject-area classrooms, could be masked by not having enough time to manage all the ongoing needs that arise from those that are specifically L1 and L2. This could possibly be symptomatic of teachers as a whole, suppressing compromised feelings of inundation from the demands of ELLs in the mainstream. Many teachers theoretically embrace the idea that ELL inclusion can bring an affirmative environment. However, in subject-area classes, an inconsistent and opposite truth may be taking place in the classroom. With Every Student Succeeds Act, 20 U.S.C. § 6301 (2015) ensuring the advancement of equity by upholding critical protections for high-need students, such as ELLs, teacher attention becomes divided between non-ELLs and ELLs.

Overall, solutions for large secondary schools, such as the high school in the study, and particularly those of high-incidence ELLs, are not simple, nor easy to hypothesize from its framework to environment. However, propelling teachers' mindsets and equipping ELLs to access secondary content areas must be considered. ELL inclusive classrooms, along with re-packaging teachers' practices must be a targeted approach that is not archaic or outdated within the fixed mindsets that teachers carry of personal bias and lack of self-efficacy (Ajzen, 1991). Current research and solutions have been found that have been built on this type of belief system.

First, is an example from Gleeson's (2015) study of "The nature of knowledge and how best to teach it," (p. 1). This research illustrates the ease of using various schemas that encourage the use of academic vocabulary within content areas such as math, science, history, and English. Teachers are encouraged to provide academic vocabulary, whereby ELLs find higher confidence levels of learning subject-based knowledge. In turn, the fixed mindsets of teachers improve along with encouraging positive belief systems that build accessible environments for all students.

Second, teachers could be motivated by relevant and current models of personalized and competency-based learning, specific for ELL students (which are fewer than ten years old). The iNACOL, "Next Generation Learning Model for English Language Learners," (Truong, 2017) is a current model being used for ELLs using personalized learning that helps to build teacher capacity within secondary schools of high incident ELLs. Notable schools such as Cesar Chavez Multicultural Academic Center, The International High School at Langley Park, and the UCLA Project Exc-EL Schools, are currently finding success with their ELLs. These schools have experienced

essential critical skill sets of learning and teaching that are cultivated through elements of effective pedagogy. Key elements include: "(a) Redefining success for ELL students; (b) Assessment of and for learning; (c) Personalized learning approaches; and (c) Building educator role and capacity," (NGLM).

Both the research of Gleeson (2015) and "The Next Generation Learning Model for English Language Learners," (Truong) are solutions for changing inconsistencies of teacher attitudes toward inclusion. Common elements of practice that can build teacher capacity and ELLs subject based connections are two-fold: (a) the ability to positively build attitudinal belief systems for teachers in the areas of self-efficacy and pedagogical knowledge; and (b) creating learning environments where ELLs can equitably access the curriculum with their peers, while teachers support academic schemas innate to the content areas of study within secondary schools. These are relevant and essential classroom practices of personalization and student assessment that can be realized in a progressive culture of diversity; i.e., an environment where secondary students can explore and learn on a more global plane of achievement inclusively.

Coursework modifications

Equity, culture, and social justice of coursework modifications.

The data suggested that teacher attitudes toward systemic standards of state approved courses of study may have shaped teachers' concern for coursework modifications in the realm of equity. Visibly, this was seen in the data within the variance of teacher attitudes toward specific types of subject-area modifications. Teachers' broad attitudes toward coursework modifications were neutral to slightly positive. However, definitive ideas of coursework modifications were seen as preferred and comparable to other options.

One of the more widely accepted exemplars was permitting ELLs more time to complete coursework. This correlation was noted as an alternative to accepting coursework in a shortened or an abridged pattern. Woodson (2021) speaks in her blog about language learners and content area teachers stating, "With content area teachers, [time is an essential modification for ELL] students who are learning various concepts and ideas for the first time in a language that they have yet to master," (Woodson, 2021). Therefore, inferring teachers preferred extra time for ELL students to complete coursework as a better practice or option was for the benefit of ELLs and processing content-based information. Also, this implication gives sway to teachers accepting that extra time is a technique for preserving the integrity of coursework while supporting a precedence for ELLs to access the curriculum with equity.

Contrarily, one-third of the respondents felt that decreasing or reducing the amount of coursework did not carry the same weight when looking at best practices of teaching and learning for ELLs. Possibly because this undermines the entire process of maintaining content-area standards and demeans the integrity of social justice and equity within the realm of rigor and accountability. Moreover, these attributes and standards are critical for educational opportunities beyond high school. Teacher support for ELLs is embedded in the ideals of equity, which comes with specific modifications germane to second language acquisition.

Solutions that can answer the many questions coming from teachers attitudes of what appropriate and equitable modifications of instruction for ELLs is, must provide social justice, equity, and cultural reflection points for teacher conversations in large urban school districts such as the one in the study. Ferlazzo (2020), as an opinion

contributor for Education Week (EdW) in his article, “Ways to Support English Language Learners,” (January 17, 2020), addresses biases and cultural attitudes of ELL teachers. Therefore, he encourages teachers to practice reflection points and ask themselves questions as pertains to modifying coursework. Two areas of support that he implies when addressing teachers, is to ask themselves, “Do I think my ELLs are as capable as other students?” The other question includes, “Do I express the same high expectations for all students?” Ferlazzo’s assertions are surrounded within the ideals of teacher beliefs and their attitudes toward classroom modifications.

Furthermore, teachers must be reminded that the ideals of student capability and high expectations are the driving force of teacher delivery systems when providing modifications for not only ELLs but for all students. Instructional models that are linguistically and culturally appropriate breeds a healthy focus for ELLs. For example, when speaking about sheltered instructional models such as the Sheltered Instruction Observation Protocol (SIOP: Echevarria, Vogt, & Short, 2013). Echevarria and her colleagues have collected relevant data and results. In addition, their systemic model is to integrate a high expectations framework for planning and delivering second language instruction in content areas such as science, language arts, history, and mathematics to second language learners as well as other students who need to strengthen their academic language and literacy skills. The mainstream classes that have ELLs along with non-ELL students can all benefit from SIOP instruction (Sheltered-Instruction) that provides equitable modifications that teachers can implement with integrity for all students that they service.

Professional Development

Tentativeness and confidence levels toward Professional Development.

Teacher attitudes and confidence levels toward professional development were interpreted as high frequency. Over half of subject-area teachers expressed they had "adequate training," to work with ELLs. On the other hand, one-fourth of the teachers tentatively expressed from their perceptions, a need toward "receiving more training." Such a dichotomy is perplexing. Teachers' awareness that they felt they had adequate training to work with ELLs did not align with the secondary school of the locale as noted in recent state proficiency data.

As a result, The Arkansas Department of Education (ADE) on the My School Info website for the school year of the school in the study of the locale, 2019-2020, only 13% of five hundred fifty-eight ELL students scored proficient on the state's English Language Proficiency Assessment (ELPA21), which was a decline from 18% the previous school year (2018-2019). Therefore, ELL's inferior performance incited a need for urgent attention (Samson & Collins, 2012). Teachers may lack the training of how to implement, embed, practice, and assess reading, writing, listening, and speaking (Nutta, et al., 2012) in their content areas of teaching that are also found on the English proficiency exam. This gives indication that the high school in the study lacked the necessary supports to adequately service ELLs (Coppersmith et al., 2019), both for the teachers and the ELLs.

Consequentially, disproportionate data brings to the forefront possible reasons teacher tentativeness and various levels of confidence exist and are perceived differently in teachers' and school leaders' minds when speaking about professional development. Although teachers believed in the study that they had enough professional development,

there was a substantial feeling they needed or wanted more training. There are two possible reasons for the compromised confidence levels of teachers' and teacher-leader attitudes toward essential and valid professional development. The first explanation of teacher ambivalence may have been linked to teachers' lack of ELL data intelligence which in turn could have informed a shared vision for ELL student achievement, (Coppersmith et al., 2019). Second, even though teachers and instructional leaders had a desire to "receive more training," there may have been perplexity as pertains to school leadership knowing what type of help teachers needed to develop knowledge and skills to work with ELLs in content areas (Russell & Von Esch, 2018).

Therefore, many times teachers demonstrate a tentativeness toward asking for help or training to provide technologically adequate lessons for ELLs. Therefore, students are being asked to electronically access content-area lessons on their computers or iPads without embedded language support. Unless teachers have received professional development and training to deliver online or blended instruction that aids second language learners, then we are setting the students up for failure for making equitable academic connections with the curriculum (de Jong et al., 2018).

Furthermore, teachers may believe they are providing enough time for student conversation or talk. Especially teacher-to-student-talk and student-to student-talk, using academic language and allowing ELLs to converse (Wright, 2016). These practices indicate teachers are minimalizing the time frequency of ELLs not talking enough in subject-based classrooms such as math, science, social studies, and English. Therefore, when targeted professional development does not exist for teachers to understand how to deliver these specific English proficiency techniques such as time for talk, into and

through the curriculum, then gaps and low achievement occurs in the classroom (Wright, 2016).

Finally, solutions that will augment teachers' willingness to learn new methods to combat low achievement that affects teacher efficacy and attitudes, must be applicable for the ELLs in subject-area classrooms. According to the research from the Center for Public Education (Samson & Collins, 2012), there are solutions for ELLs in three principal areas of language and literacy development: (1) English language proficiency, (2) academic English proficiency, and (2) content mastery. Teachers must continue to remind themselves that English language proficiency refers to the ability to speak, read, write, and comprehend the English language in general. Academic English proficiency refers to the ability to speak, read, write, and comprehend academic English, which is characterized by academic and content-specific vocabulary, complex sentence structure and the process of academic discourse (e.g., interpretation and analysis of data or text). Content mastery refers to students' ability to demonstrate mastery of subject-area knowledge on academic measures. This framework as a solution helps teachers of ELLs to embed their beliefs around the ideology that Ells are highly heterogeneous, while also being a part of complex group of all students with diverse gifts, educational needs, backgrounds, languages, and goals. These assets are all a part of diversity that aids teachers to shift their attitudinal approach to more of a holistic look at language development; whereby, while teaching in inclusive settings for ELLs, provides opportunities of academic, intellectual, and emotional knowledge, skills, and abilities through rigorous, high-quality personalized and competency-based learning.

Teacher misconceptions about second-language acquisition for ELLs.

The idea that teachers are working under misconceptions of how second language is learned (Reeves, 2006), has led to underlying attitudes toward inclusion, coursework modifications, and professional development. Moreover, the survey went deeper to probe teachers' perceptions toward supporting legislation for English as the official language of the United States. Although it has seemed that teachers' beliefs toward ELLs and second language acquisition have been on a positive trajectory, the survey revealed differently that teachers were in close opposition on the topic. Forty percent were opposed that English should be the official language. This ran contrary to the previous replication study of Reeves (2006) that indicated only fifteen percent disagreed. The gap has grown over a fifteen-year period and teacher bias has increased significantly on this topic, leading further misconceptions that teachers are embracing English as an official language indicating unspoken attitudes and bias are persistent.

However, other misconceptions that have previously existed are now being reversed, providing positive data showing teacher beliefs as changing, by looking at language diversity and its impact on second language acquisition. When we look at the survey, two fallacies have previously impacted the perceptions of teachers and their mindsets: (a) one underscores teachers having a better understanding of the length of time needed to acquire a second language that takes not two years but seven or more years; and (b) teachers' acceptance of the ideologies of ELLs no longer needing or to avoid using their native language while at school. This is an indication in the research that perhaps teachers' viewpoints are changing and unbiased perceptions motivating healthier acceptance of second language acquisition in classrooms is surfacing. Overwhelmingly,

eighty percent of the teachers disagreed with ELLs avoiding using their native language while at school. In contrast, a small percentage are still negating to confront their hidden attitudes toward second-language acquisition.

As a result, solutions can encourage teachers on a trajectory of understanding ELL's length of time for acquiring a second language is important. This would include a continued focus on professional development opportunities as previous research has noted from Brisk (2008); Levine & Howard (2014); Nevárez-LaTorre (et al., 2008); Verkler (2003), which builds awareness, second-language processes, students funds of knowledge and English as a Second Language (ESL). All of these has the potential to augment or build content-area access for ELLs; whereby, there are realized teacher successes in attitudinal perceptions leading to long-term progress in students' second language proficiency (Alghamdi & El-Hassan, 2019). Another key for teachers accepting the idea of ELLs using their native language while at school could be more sustainable by allowing teachers in content areas to experiment and express their voice. For example, through the idea of concurrent English instruction with content-area subjects that uses English as a Second Language (ESL) methods that can bring value to new pedagogical practices that benefit ELLs (Alghamdi & El-Hassan, 2019). Finally, these types of practices can change teacher attitudes when they are observing other educators embodying scaffolds for talk and native language use, while seeing ELLs engage in high-level tasks within content specific classes such as science, English, math, and history (Apodaca et al., 2019).

Summary

Exploring teacher attitudes and biases will be a continued and ongoing journey for urban education practitioners as secondary schools struggle to make sense of failing English proficiency rates from their ELL student populations. Secondary classroom teachers and school leaders can provide relevant classroom supports for ELL students in the various content areas of English, math, science, and social sciences and electives. However, open dialogue and ongoing conversations with mainstream teachers of inclusion can provide reflection points for setting vision and goals, relevant to classroom instruction that supports all learners, not only ELLs. More importantly, relevant, and personalized learning using competency-based models of second language acquisition for ELLs, whereby supports teachers, will be necessary to bring attitudinal changes of cultural ideologies and second-language practices. School leaders must listen to the needs of content-area teachers and provide research-based support that encourages ELLs to access the curriculum equitably.

Therefore, the data of open responses found in the survey supported school leaders who would listen to teachers. For example, teachers with ELLs in their classrooms articulated in their own words three areas of importance that were grouped into themes: (a) the benefits of including ELL students in subject-area classes; (b) the challenges of including ELL students in subject-area classes, and (c) additional comments. These ideas of diversity and equity encouraged peer and classroom conversations and was overwhelmingly accepted as a positive for teachers. As noted by two teachers who said, “I feel it allows all students the same educational opportunities,” and the other teacher stated, “It provides [ELLs] equitable access to the curriculum with

appropriate language [supports]." However, further emerging themes were brought forward as teachers of ELL in inclusive classrooms spoke about their challenges of having enough time to prepare for ELL modifications in their classes and appropriate professional development that would support continued rigor of the curriculum. One teacher wrote her thoughts saying, "It's tough modifying coursework and expectations when you don't have enough training." Last, an unspoken comment of a teachers' attitudinal vulnerability said, "I love diversity but I feel inadequate as a teacher of ELLs."

Recommendations for Future Research

When recommending future research, it is important to remember that practitioners in the classroom may continue to struggle and navigate for ELL students of what they believe to be the best mainstream supports for their content areas of study. However, further recommendations will help to glean district leadership perspectives on how they can help and support teachers who have direct contact with secondary students in urban settings. Therefore, three recommendations for future research are suggested:

(1) Since the respondents of the study were specifically teachers, it is recommended that there needs to be a broader approach that targets school district administrators. Specifically guided from the ideology of what they perceive and believe about the inclusion of ELLs in secondary mainstream classrooms. Are their beliefs about ELL inclusion in mainstream classes, along with what they believe to be pertinent and applicable professional development.

(2) Because the replication of Reeves (2006) study looked at only one secondary school in an urban setting, it is recommended that a broader range of urban

secondary schools be sampled to give a larger breadth of teachers' attitudes and beliefs.

(3) Because the research method was a survey used in a convenience setting of the researcher, along with being standardized and generalized, it is recommended a qualitative method of research could illuminate and capture stories and experiences of secondary content area teachers (Patton, 2015). For future research, this would help to delve deeper into understanding teachers' experiences that have and will continue to shape the perspectives of teaching and learning of mainstreamed ELLs.

In closure, although my findings presented in the study suggested teachers wanting to welcome ELLs into their inclusive settings of secondary classrooms, teachers are continuing to seek understanding of how best to linguistically impact ELLs. Matter of fact, the surprise of the study was embedded within the professional development element of teacher attitudes. Whereby, respondents felt that in the past they had received an adequate amount of training to work with ELLs. However, 72% of teachers attitudinally are wanting to receive more training. This indicates a very desirous group of teachers in the locale to go deeper to be more prepared than they have been in the past.

Therefore, my future focus and stance as a practitioner in the classroom and as a scholarly researcher, includes the ideals that attitudinal structures and beliefs of systems targeting teachers of ELLs within inclusive settings, must become a new norm for school leadership to examine and take note of on a consistent basis. Encouraging dialogue between school leaders and teachers about necessary professional development and teacher training are going to be imperative when bringing supports in the areas of: (a)

building positive teacher attitudes toward ELL inclusion in mainstream classes; (b) finding and implementing appropriate modifications of coursework for ELLs; (c) embedding ongoing relevant professional development in the areas of personalized and competency based learning for ELLs; and (d) teacher friendly language acquisition strategies and schema that can be used in inclusive classrooms for ELLs learning English as a Second Language for the first time. Bolman and Deal (2013), guides the ongoing conversation for urban schools by saying “The human resource frame centers on what organizations and people do to and for one another,” (p. 113). These strategic norms will qualify urban secondary schools for achievement as they strive to make sense of desiring proficient literacy and language acquisition scores on state mandated tests of ELLs.

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Appendices

Appendix A: English-as-a-second language (ESL) Students in Mainstream Classes
A Survey of Teachers

Section A
Please read each statement and place a check in box that best describes your opinion.

#	Statement	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1.	The inclusion of ELLs in subject-area classes creates a positive educational atmosphere.				
2.	The inclusion of ELLs in subject area classes benefits all students.				
3.	ELLs should not be included in general education classes until they attain a minimum level of English proficiency.				
4.	ELLs should avoid using their native language while at school.				
5.	ELLs should be able to acquire English within two years of enrolling in U.S. schools.				
6.	Subject area teachers do not have enough time to deal with the needs of ESL students.				
7.	It is a good practice to simplify coursework for ESL students.				
8.	It is a good practice to lessen the quantity of coursework for ELLs				
9.	It is a good practice to allow ELLs more time to complete coursework.				
10.	Teacher should not give ELLs a failing grade if the students display effort.				

11. Teachers should not modify assignments for the ELLs enrolled in subject area classes.
12. The modification of coursework for ESL students would be difficult to justify to other students.
13. I have adequate training to work with ELLs.
14. I am interested in more training in working with ELLs.

Secondary Teacher Attitudes toward Including English Language Learners in Mainstream Classrooms.

#	Statement	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
15.	I would welcome the inclusion of ELLs in my classes.				
16.	I would support legislation for English as the official language of the U.S.				

1. Have you ever had an ELL student enrolled in your classes? Yes __ No __
2. How many ELL student are enrolled in your classes during the 2020-2021 school year? _____
3. Approximately how many ELL students have enrolled in your classes throughout your teaching career? _____

Section B

Which, if any, of the following are descriptive of your classes when ELL students are enrolled? Please indicate the extent to which each of the following apply in your classes and check the appropriate box.

#	Statement	Seldom	Sometimes	Mostly
	Classroom Practices			
		(1)	(2)	(3)
1.	I allow ELLs more time			
2.	I give ELLs less coursework than other students.			
3.	I allow ELLs to use native language in my classes.			
4.	I provide ELLs materials in their native language.			
5.	Effort is more important than achievement when I grade ELLs.			

Secondary Teacher Attitudes toward Including English Language Learners in Mainstream Classrooms.

#	Statement	Seldom	Sometimes	Most
	Impact of Inclusion			of Time
		(1)	(2)	(3)
6	The inclusion of ELLs in my classes increases my workload.			
7.	ELLs require more of my time than other students'.			
8.	The inclusion of ELLs in my class slows the progress of the entire class.			

#	Statement	Seldom	Sometimes	Mostly
	Teacher Support	(1)	(2)	(3)
9.	The inclusion of ELLs in my classes increases my workload.			

10. ELLs require more of my time than non-ELLs.

11. The inclusion of ELLs in my class slows the progress of the entire class.

Section C

1. Please list what you consider to be the greatest benefits of including ELLs in subject-area classes.

_____
_____
_____

2. Please list what you consider to be the greatest challenges of including ELLs in subject-area classes.

_____
_____
_____

Section D

Please answer the following questions. Your answers will assist in the categorization of the responses.

1. What subject area(s) do you teach? (if more than one, list your primary area first).

_____
_____
_____

2. How many years have you been a public and/or private school teacher (include This year)?

_____
_____
_____

3. Please indicate your gender. Male ____ Female ____

4. Is English your native language? Yes _____ No _____

5. Do you speak a second language? Yes _____ No _____
If yes, please estimate your highest ability level attained:
Beginner __ Intermediate __ Advanced __

6. Have you received training in teaching language-minority/ELL students?
   Yes ___ No ___
   If yes, please describe the type of training (i.e., in-service workshop, college coursework).

   _____
   _____
   _____

Comments. Please write any additional comments you may have concerning the inclusion of ELL students in subject areas classes.

_____
_____

Thank you for completing the survey.

Appendix B: Permission to Replicate Study

Jacquelin Brownell <jbrownell@sdale.org>

Replication of your study from 2006, Secondary Teacher Attitudes Toward English Language Learners.

6 messages

Jacquelin Brownell <jbrownell@sdale.org> Wed, Jun 24, 2020 at 2:39 PM
To: jreeves2@unl.edu

Good Afternoon Ms. Reeves:

My name is Jacquelin Brownell and I am a doctoral candidate at Arkansas Tech University (Russellville). I am interested in receiving permission from you to replicate your study into my doctoral dissertation using your instrument (Survey for Teachers). My purpose is to gain the perceptions of teachers in Northwest Arkansas who service ELLs in their classrooms (specifically at the secondary level).

I've carried your study from the Journal of Education Research (2006) in my briefcase for a semester. Finally, after deliberating, I felt that you had pertinent questions that I could also use while forming my study and dissertation.

I hope to hear back from you and any further scholarly research you can pass onto me.

Kindly,

Jacquelin Brownell,
Ed. Specialist, ATU
M. Ed., University of Arkansas
High School ELD Teacher, Harber High School, Springdale, AR

Jenelle Reeves <jreeves2@unl.edu> Sun, Jul 5, 2020 at 6:08 PM
To: Jacquelin Brownell <jbrownell@sdale.org>

Hi Jacquelin,

You have my permission to use my survey for your own research purposes. Please cite my work where appropriate. And, I'd love to hear what you find out!

Good luck with your study.

Jenelle Reeves

[Quoted text hidden]

Jacquelin Brownell <jbrownell@sdale.org> Sun, Jul 5, 2020 at 6:11 PM
To: Jenelle Reeves <jreeves2@unl.edu>

Jenelle:

I'm so honored to work with you and replicate your survey from your studies! I've read about your past and current experiences and find that you're work is continuing to grow and I am blessed to be a part of what you have started.

I will definitely keep you posted!

Thank you,

Jacquelin
[Quoted text hidden]

Jacquelin Brownell <jbrownell@sdale.org> Sun, Jul 5, 2020 at 9:02 PM
To: John Freeman <jfreeman44@atu.edu>

Dr. Freeman:

I did hear from Dr. Reeves. She has given me permission to use her study in replication. Please see the above emails.

Jacquelin Brownell

Appendix D: International Review Board Approval Letter

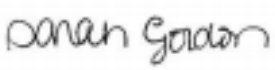
October 26, 2020

To Whom It May Concern:

The Arkansas Tech University Institutional Review Board has approved the application for Jaquelin Brownell's proposed research, entitled "Secondary Teacher Attitudes Targeting Inclusion of English Language Learners in Mainstream Classrooms." This protocol has been assigned approval code Brownell_102620. The IRB approves for the researcher(s) to proceed with the class project.

Please note that, in the event that any of the parameters of the study change, the researcher may be required to submit an amended application.

Sincerely,



Sarah Gordon, Ph.D.
Institutional Review Board Chair
Arkansas Tech University