

University of Missouri, St. Louis

IRL @ UMSL

Dissertations

UMSL Graduate Works

7-19-2022

Long-term English Learners in Middle School: Perspectives on Growth in Language Acquisition and Academic Learning

Barbara Doerfler

University of Missouri-St. Louis, bas426@mail.umsl.edu

Follow this and additional works at: <https://irl.umsl.edu/dissertation>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#)

Recommended Citation

Doerfler, Barbara, "Long-term English Learners in Middle School: Perspectives on Growth in Language Acquisition and Academic Learning" (2022). *Dissertations*. 1192.

<https://irl.umsl.edu/dissertation/1192>

This Dissertation is brought to you for free and open access by the UMSL Graduate Works at IRL @ UMSL. It has been accepted for inclusion in Dissertations by an authorized administrator of IRL @ UMSL. For more information, please contact marvinh@umsl.edu.

**Long-term English Learners in Middle School:
Perspectives on Growth in Language Acquisition and Academic
Learning**

Barbara A. Doerfler

M.Ed. in Secondary Education, University of Missouri-St. Louis, 2015
B.S. in Elementary Education, University of Missouri- St. Louis, 2002

A Dissertation Submitted to The Graduate School at the University of Missouri-St. Louis
in partial fulfillment of the requirements for the degree
Doctor of Philosophy in Education with an emphasis in Teaching & Learning Processes

August, 2022

Advisory Committee

Kim Song, Ed.D.
Chairperson

Cody Ding, Ph.D.

Rebecca Rogers, Ph.D.

Alina Slapac, Ed.D.

Acknowledgements

I would like to express my deepest appreciation to Dr. Kim Song, my chairperson and advisor, for her patience and guidance in working with me not only through this dissertation journey, but also as my advisor through my entire TESOL program. Her instruction has been invaluable to me and has shaped my professional practice as a teacher of multilingual students. I would also like to offer my sincere gratitude to my dissertation committee members, Dr. Rebecca Rogers, Dr. Alina Slapac, and Dr. Cody Ding, for sharing their time and expertise with me, and for their guidance in making my work stronger. Serving as both my dissertation committee members and as my professors during my graduate studies at UMSL, they have helped me to grow professionally and personally.

I would also like to acknowledge my family, and my God who richly blesses me and gives me strength to do all things. I am thankful for my husband Eric, for his endless encouragement and continuous love and support. I am also grateful for my children, Bethany, Naomi, and Ryan, for the joy they bring me, and for their understanding of the time I spent focusing on this endeavor. I would also like to extend my sincere thanks to my father-in-law Dennis, for all the delicious meals he prepared and his exhortations to “keep on writing.” To all who played a role in encouraging and supporting me through my dissertation journey, I am sincerely grateful.

Abstract

Middle schools in the United States today have a large population of English learners (ELs), and many of them have been educationally labeled as long-term English learners (LTELs). In some middle schools, over half of the ELs in seventh and eighth grades meet the criteria for classification as LTELs. This is especially concerning as these students will shortly be moving on to high school with limited English proficiency, which will continue to affect their academic performance and may limit their choices in higher education and career paths. This study explored the educational experience of LTELs in middle school by seeking out their perspectives regarding their academic and linguistic learning. Student perceptions of learning have a significant impact on achievement, self-esteem, motivation, and performance (Roeser & Eccles, 1998). Using their own voices, LTELs shared their perceptions of what they believed they needed to grow during semi-structured interviews. Classroom observations revealed how LTELs responded to instruction as it was taking place. An analysis of English proficiency test scores indicated there was no significant difference between LTELs and ELs not classified as long-term. The results of the study indicated that LTELs already possess strengths and assets for learning, and dual-language competencies that could be used to enhance their experiences as bilingual and biliterate learners. They form relationships with teachers and peers that are central to their learning experiences (Cummins, 2000) and reflect Vygotsky's (1978) sociocultural perspective in the way they learn through the medium of social interactions. They require a safe, welcoming environment to overcome anxiety, as well as scaffolding of learning tasks to ensure they are able to interact meaningfully with instruction and meet the language demands of the content being taught.

Table of Contents

Chapter 1 Introduction	7
Problem Statement.....	8
Study Purpose	10
Potential Significance of the Study	10
Theoretical Framework	12
Research Questions	19
Delimitations	19
Terminologies	20
Chapter Summary	21
Chapter 2 Literature Review	23
Deficit-based Labeling of LTELs and Their Perspectives.....	24
Teachers' Attitudes Toward & Interactions with LTELs	29
Asset-based Perspectives of LTELs and Researchers	35
Chapter Summary	39
Chapter 3 Methodology	41
Research Design	41
The Researcher's Role.....	43
Setting.....	44
Sampling Methods.....	45
Participants	46
Instrumentation and Data Sources.....	51
Data Collection.....	54

Data Analysis.....	60
Validity	64
Protection of Human Rights	65
Chapter 4 Findings & Interpretations	67
Results for Each Research Question.....	67
Chapter Summary	118
Chapter 5 Discussion	119
Summary of the Study.....	119
Implications for Practice.....	131
Limitations and Ideas for Future Research.....	136
Conclusion.....	137
References.....	139

List of Figures

Figure 1. Emerging Themes from the Interview Data Analysis.....	71
Figure 2. Emerging Themes from the Observation Data Analysis.....	97

List of Tables

Table 1. Research Topics and Researchers Covered in the Literature Review.....	24
Table 2. Results of the Test Scores in Each Language Domain.....	69
Table 3. Writing Samples from Carlos	99
Table 4. Writing Samples from Luis	100
Table 5. Writing Samples from Samir	102

Table 6. Writing Samples from Maria	103
Table 7. Writing Samples from Aaden.....	104
Table 8. Writing Samples from Elena	105
Appendix A. Student Assent Letter, Parental Consent Letter, and Translations	152
Appendix B. Interview Protocol	168
Appendix C. Classroom Observation Protocol	171
Appendix D. Sample – Excerpt from Codebook	174
Appendix E. Sample – Partial List of Initial Codes	175
Appendix F. Sample – Axial Coding from Qualitative Data.....	176
Appendix G. IRB Approval Certificate	177

Chapter 1

Introduction

In my instructional practice as a teacher for English learners (ELs), I have worked with ELs who excel when given meaningful instruction and differentiated to meet their language proficiency levels. While some ELs would be at the beginning stages of English language learning, others would have studied English before entering the U.S. and have varying levels of proficiency. Among them, some would have had adequate previous schooling in their home countries while others would have attended schools in refugee camps or not at all, resulting in little formal education. Thus, students come to the U.S. with a wide range of language abilities and educational experiences, and they all bring their invaluable funds of knowledge, which incorporates cultural and community literacies that help them to navigate diverse and changing situations (Moll et al., 1992).

As a middle school educator, some of the ELs I teach have been attending English for Speakers of Other Languages (ESOL) classes since kindergarten. These students are labeled as long-term English language learners (LTELs), and they continue receiving English language services in the upper grade levels (Flores et al., 2015). This educational construct of the LTEL applies to ELs who are still in the process of acquiring English language fluency after six or more years of instruction in the U.S. schools, as opposed to other ELs who steadily gain proficiency through the elementary years (Olsen, 2014). Observing this phenomenon, I wondered if the LTELs are somehow impeded in language and academic learning while their peers reach English language proficiency and exit the program. I also questioned if the LTELs' perceptions of their learning experiences could

provide insights on how to improve their English proficiency and academic achievement during middle school.

Problem Statement

English language learners may reach a plateau in their academic and linguistic development during the middle school years. It is estimated that one-fourth to half of the ELs in middle and high schools who enroll during kindergarten become LTELs after six years or more of English language service; in California, the proportion of LTELs rises to three-fifths (Olsen, 2014). LTELs continue to struggle academically and do not become proficient in English as quickly as the other ELs do (Olsen, 2014). Among the diverse group of ELs, these students possess varying levels of proficiency in their first languages and English. Educational opportunities available to ELs prior to attending U.S. schools help shape their native language fluency; however, these opportunities can range from a formal education to the uncertainty of education for the refugees or children of migrant workers (Calderón & Minaya-Rowe, 2011). Factors that may lead to ELs becoming LTELs include insufficient language instruction due to inadequate programs and lack of professional development for teachers, switching between program models, high absenteeism, and interrupted schooling when families move between countries (Clark-Gareca et al., 2020). The labeling of learners with the educational construct of LTEL is problematic; despite the situations in which LTELs have not been provided sufficient instruction, they are still subjected socially in their classrooms to a deficit perspective (Shin, 2020). Some LTELs may also have learning disabilities that are undiagnosed or noticed later; such students may not receive both English language services and special education classes (Clark-Gareca et al., 2020). In addition, although it is important to

know student histories and their experiences with literacy, teachers generally do not have a ready source of data showing ELs' proficiency in their first languages. Teachers must seek students' stories and voluntarily learn more about them and their backgrounds and cultures.

Most LTELs are born in the U.S. or brought to the country at a very young age. They typically participate in various English instructional programs and possess conversational English skills. Their needs include academic language proficiency and the ability to master grade-level content along with their native English-speaking peers (Calderón & Minaya-Rowe, 2011). Meeting these needs presents a challenge, and inequitable educational outcomes are often the result, due to the insufficient consideration of ELs in instructional strategies, deficit framing, and mediated instruction (Gibbons, 2009).

The LTELs may receive targeted language instruction in ESOL classes, but what more can be done to engage them to build their academic literacy and language proficiency? The LTELs' previous experiences often lack fairness and equity in learning opportunities due to many possible causes such as limited access to curriculum resources, academic and social isolation, and development of a negative attitude and self-image (Estrada & Wang, 2013). They may be pushed into classrooms with lower expectations and less rigorous instruction, leaving them at a disadvantage in completing high school and pursuing jobs that require literacy, communication, and problem-solving skills (Gibbons, 2009). While there is pushback from some LTELs who think their [conversational] English is "just fine," many become disengaged and disillusioned by the time they reach high school (Klein, 2016). With an improper emphasis placed on

standardized test scores, the LTELs may face increasingly negative perceptions about them, higher dropout rates, loss of morale, and fewer opportunities in education and employment (Sireci et al., 2008). Therefore, there is a need for an effective educational program, and the most crucial element for its success is quality instruction that ensures quality learning, delivered by qualified teachers who continuously improve (Calderón & Minaya-Rowe, 2011). A better understanding of the LTELs in terms of their academic/cognitive, sociocultural, and linguistic backgrounds can lead to instructional practices that invigorate teaching and learning. This study helps increase the understanding of LTELs' perspectives and behaviors by examining their perceptions and encouraging expressions of thoughts and attitudes about their own successes and challenges.

Study Purpose

This study's purpose was to increase understanding of the experiences and instructional needs of LTELs through an analysis of their perceptions regarding academic and language learning, their observed behaviors in academic settings, and data from the annual English language proficiency testing. The study is expected to improve LTELs' teaching and learning. My focus here is on understanding LTELs' day-to-day experiences from their perspectives and in their own voice. A focus on how LTELs perceive themselves and their educational experiences could provide valuable insights on how to enhance their learning.

Potential Significance of the Study

This study's significance lies in the value of seeking LTELs' perspectives regarding their academic and linguistic learning experiences and interactions in the

middle school environment. Student perceptions of learning in middle school can have a significant impact on their academic achievement, self-esteem, motivation, and performance (Roeser & Eccles, 1998). Their beliefs about how well the classroom environments fit their developmental needs can have a positive or negative impact on their growth (Eccles et al., 1993). Furthermore, this study allows LTELs to use their own voices and experiences to inform researchers and educators about what they need to increase their opportunities for language learning and academic growth.

In addition, this study is important because LTELs experience significant consequences. For example, LTELs who are not yet fluent in English face a loss of educational opportunities as they are underrepresented in desirable courses and placed in remedial or developmental classes. Further, they may be denied entry into choice schools because of low test scores, low GPA, or discipline referrals for minor infractions that may be based on misunderstandings.

At the time of this study, I had been working with LTELs for eight years as a middle school ESOL teacher. Of the LTELs that I taught in the seventh and eighth grades, 41% were born in the U.S. and 59% in other countries, such as Nepal, Congo, Honduras, Somalia, and Ethiopia, and brought to the U.S. at a young age. Many of these students came as refugees, after living in refugee camps, and had experienced varying degrees of trauma in their young lives. They each had their own unique story, and I was fortunate to be able to hear what they were willing to share. During this time, I found that the LTELs spoke to their own strengths and challenges and were generally willing to express their thoughts when teachers listened without judgement. It is my hope that this study's findings will increase understanding about the experiences and instructional needs of

LTEs and be used to create better, more effective methods of teaching and learning for this underserved population.

Theoretical Framework

This research is informed by Vygotsky's (1978) sociocultural theory, which supports the idea that one's identity, interactions with others, and perspectives on abilities and performance are socially constructed. It suggests that people think by creating and using mediation tools and focuses on the relationships between self and the socially/culturally produced contexts in mental development (Swain et al., 2011).

Learning and development occur in the interplay between cultural activities and social relationships, with the use of mediational tools such as language, artifacts, and symbols (Nasir & Hand, 2006). The sociocultural perspective has influenced my thinking around teaching and learning and provided a lens through which to view the society of the classroom, encompassing each student's culture, language, and identity. Within this context, my focus was to increase understanding of the daily in-school experiences, instructional needs, and perceptions of the LTEs.

A significant part of understanding LTEs' experiences in the classroom is in examining their activities involving language learning. Opportunities and strategies for English language learning differ from class to class as LTEs move throughout their school day. The sociocultural theory provides a framework for understanding how language learners gain competency through mediated activities and socialization in a language learning community (Donato & McCormick, 1994). For example, student portfolios are used as a mediation tool to help them develop language learning strategies within a classroom culture, wherein dialogue and reflection occur (Donato &

McCormick, 1994). Mediation also takes place when teachers observe students struggling during a task, supply them with additional materials or dialogue, and watch how they use that information to solve the problem (Swain et al., 2011). This describes a mediation tool referred to as scaffolding, in which assistance is given to co-construct knowledge, to the extent needed to support learning; when no longer needed to mediate instruction, the scaffold is gradually removed (Swain et al., 2011). Language itself is a mediation tool as it serves as a means of communication with others and for silent mental activity (Nasir & Hand, 2006).

The sociocultural perspective views language as a psychological tool and a mental function developed through the social and cultural world of the individual (Swain et al., 2011). LTELs have experience with multiple languages and cultural contexts and possess a range of linguistic resources, being bilinguals and multilinguals; however, they have been viewed as linguistically deficient in schools (Flores et al., 2015). To challenge this deficit orientation, educators must increase their understanding of students in terms of their knowledge, resources, and strengths, which are culturally acquired through life experiences in their families and communities (Moll, 2019). The concept “funds of knowledge” means the knowledge and skills that families acquire historically and culturally to help them thrive in their environments (González et al., 2005; Moll et al., 1992). Moll et al. (1992) stated that children are active learners and participants in their households and use their skills for activities within their homes and as mediators for communication outside the home. Such children come to school with their funds of knowledge, which are rich resources that can be used in classroom instruction (Moll et al., 1992). Funds of knowledge also represent students’ ideas and perceptions as they

express their connections to family and their identity (Moll, 2019). In presenting students' families and backgrounds in a way that is respectful and authentic, their knowledge and experiences can be appreciated through their resiliency, fortitude, and intellectual activities (González et al., 2005).

Another concept of sociocultural theory that relates to student perspectives is that cognition and emotion are interrelated and that intellect and affect are inseparable (Swain et al., 2011). Emotions are shaped by culture and language, communicated through language and expressions, managed with strategies, and directed at people and things in ways that express partiality and perspectives (Prior, 2019). Vygotsky used the term “perezhivanie” to describe experiences lived through emotions, which were dynamic as they made meaning through the intellect and affect (Swain et al., 2011). Student perceptions are influenced by their minds and emotions, and a better understanding of how the instructional methods and climate impact LTELs' teaching and learning can be gained through inquiry.

Humanizing Pedagogies

Alongside the sociocultural theory, this study draws on the principles that support humanizing theories. Humanizing pedagogies are based on Freire's (1972) concept of humanization, which states that oppressed individuals are liberated when they acknowledge their situation and consciously engage themselves by participating in society. He addresses a humanizing pedagogy as a political and ethical teaching and learning that is inclusive and promotes social change through interaction with the world (Salazar, 2013). Fránquiz (2012) also discusses humanizing pedagogy by referring to Freire's (1970) instructional description, which states that a humanizing pedagogy is

concerned with students expressing their own awareness instead of being manipulated; it seeks humanizing students and teachers together through dialogue, wherein they mutually investigate and solve problems. I incorporate a humanizing pedagogy with my classes and work to create an atmosphere where I solve problems together with ELs and encourage their input into our collaborative dialogues. In designing this study, I considered that a way to humanize research is to present it in one's own voice (Salazar, 2013); likewise, this research seeks to present data and findings in the LTELs' voices.

A humanizing pedagogy can be placed in the context of the funds of knowledge of a community, where the students' cultural resources are legitimized as sources of strength (Salazar, 2013). When this does not occur, ELs may feel isolated and disconnected from their linguistic backgrounds and family values. Salazar (2013) shared her experience navigating the U.S. educational system as follows:

I went to school with all of my treasures, including my Spanish language, Mexican culture, familia (family), and ways of knowing. I abandoned my treasures at the classroom door in exchange for English and the U.S. culture; consequently, my assimilation into U.S. society was agonizing. One of my earliest memories is of wishing away my dark skin; I wanted desperately to be White, and I abhorred being la morena, the dark-skinned girl. I came to associate whiteness with success and brownness with failure. I was overwhelmed with feelings of shame over the most essential elements of my humanness. As a result, my experience in the U.S. educational system was marked by endless struggles to preserve my humanity. (p. 121)

When applying a humanizing pedagogy in the middle school setting, ELs' experience can be mitigated through linguistically and culturally affirming actions. Educators can acknowledge their first languages and encourage their use in the classroom, show respect for their cultural heritage, and draw on their background knowledge. While utilizing ELs' linguistic and cultural understandings, the educators also need to help them express and embrace their identity in inclusive educational settings (Fránquiz, 2012). A humanizing pedagogy counteracts the dehumanizing practices of the banking method of education, a subtractive approach that delivers English-only teacher knowledge that students must passively listen to and remember; such subtractive schooling harms ELs by creating distrust, dismissing linguistic abilities and cultural knowledge, and devaluing identity (Fránquiz, 2012). When ELs are involved in inclusive classrooms that incorporate a humanizing pedagogy, a community is created wherein students can retain a sense of belonging, identity, and citizenship; educators must construct a foundation with their ELs that respects their linguistic heritage and values their cultural understandings and literacies (Fránquiz, 2012). When teachers create humanizing educational experiences for the learners, the students can voice their own thoughts on oppression and state their perspectives about what they need in the educational setting (Salazar, 2013).

It has always been important to me that the ELs in my ESOL and co-taught classrooms have equal access to all the instructions, resources, and opportunities available to their native English-speaking peers in a conscientious effort to ensure equity. In the school setting, there exists a culture of power that reflects the codes of the dominant group; implicit rules relate how one must talk, write, dress, and interact to succeed (Delpit, 2006). Explicitly teaching such codes makes it easier for students to

participate in the mainstream society, but they must also be taught the value of their own cultural codes and how arbitrary codes represent power relationships (Delpit, 2006).

Within a humanizing pedagogy, value is placed on the linguistic and cultural backgrounds of all the students, along with an acknowledgement of what they can do with the resources and experiences they already possess (Fránquiz & Salazar, 2004).

In practicing a humanizing pedagogy, I identify with many of my students, as my own educational background was significantly impacted by such practices. My parents raised me and my six siblings in a lower-middle class home. Our family moved from rural Missouri to the Illinois suburbs the year I was born, when the Department of Transportation deemed it vital to build the new Interstate directly through our house, which my father had built. However, we retained a small-town, self-reliant sensibility with Native American roots. While I did not feel my family was poor, I would not refer to us as privileged either. However, my mindset changed after taking an IQ test in the third grade. At that time, our public school district offered the Academically Talented (AT) program for kids with a high IQ score. This opportunity was a windfall, and 25 lucky children from the third-grade class, including me, were chosen to join a team of fourth through sixth graders at the same elementary school. For three years, I received full-day gifted instruction as well as arts education and monthly field experiences, culminating in a three-day all-expense paid trip to Chicago. There, I learned how to order steak and discovered that I definitely did not like it medium rare. My peers and I were tracked through high school, as we attended the same classes together with the highest expectations. In the AT program, I was taught the culture of power and how to interact in the dominant society.

This experience would not have been possible without the influence of humanizing pedagogies, where the strengths I brought to the classroom were valued and I was taught what I needed to know to interact with the dominant society of my more socioeconomically privileged peers. What I already knew at the beginning of the fourth grade was celebrated, and what I did not know was taught to me; learning occurred via the strengths I already possessed. I was humanized with my class, and I cannot recall ever being made to feel deficient.

This humanizing experience in my education was based predominately on the way I felt in school, coming from a large, socioeconomically lower-middle class family, in which my opportunities thus far had been limited. Yet, being racialized as white and of the dominant culture, I had always been privileged in language and literacy learning, even when I did not particularly feel that way. I did not experience the racialized difficulties faced by many marginalized minority groups that would prevent me from accessing educational opportunities. In my practice, I need to be cognizant of the daily inequities and discrimination faced by students from diverse linguistic and racial groups.

Humanizing experiences for the LTELs in our classrooms involve building up and celebrating the strengths that they possess. It is my wish and responsibility that they be provided with enriching opportunities to learn and grow in an equitable environment, and enjoy the same acceptance that I encountered. By encouraging the expression of their perceptions, I aim to gain a greater understanding of how we can enhance educational experiences and meet their needs, from the LTELs' perspectives.

Research Questions

This study was conducted to increase understanding of the experiences and instructional needs of LTELs in middle school. Through this research, educators might gain insights on how to improve students' progress in English proficiency and academic achievement. The research questions were as follows:

1. Were there any significant differences in the mean scores of the four language modalities (listening, speaking, reading, and writing) between the LTEL and non-LTEL groups?
2. How did the participating LTELs perceive their language and academic learning experiences in middle school?
3. What aspects of performance, instruction, and behavior of the participating LTELs were observed in the content classrooms?

In this case study of LTELs, their perceptions were the focal point as they expressed their identity, strengths and weaknesses, and views on learning in a large urban middle school in a multilingual and multiracial community.

Delimitations

This study was conducted in a middle school in a large Midwestern urban school district. All the LTELs from the seventh and eighth grades were asked to take home parental consent and student assent forms, along with the translated versions in their home languages. I explained to the students that this study was being conducted to learn more about the experiences and instructional needs of English learners in middle school and that participation was voluntary with no direct benefits to students. Further, there were no anticipated risks for the students. I asked the students to tell me about themselves

and their families, and their thoughts about language, learning, testing, and school experiences. I also explained to them that the study involved two interviews, each lasting no more than an hour, two classroom observations, and access to school records such as ACCESS scores, report cards, and class assignments. From among the students who returned both signed forms, participants were chosen based on purposeful sampling. Data collection occurred within the regular school day on the school grounds.

Terminologies

English Learner (EL): An English learner is a student who is in the process of learning English as a second language and receives English language services in school.

Long-Term English Learner (LTEL): A long-term English learner is an EL who is still in the process of acquiring English language fluency after six or more years of instruction in the U.S. schools (Olsen, 2014).

LTEL label: The LTEL label is an educational construct that was originally intended to identify students in order to help them receive the English language instruction needed to participate and succeed in school (Olsen, 2010). However, this label puts students at a disadvantage and presents them as linguistically deficient, despite their range of linguistic abilities in multiple languages (Flores et al., 2015).

ACCESS for ELLs 2.0 Assessment: The “Assessing Comprehension and Communication in English State-to-State for English Language Learners” (ACCESS) test is an English language proficiency test used annually by school districts to monitor each EL’s progress in English language acquisition and help determine when their language proficiency levels are comparable to that of their native English-speaking peers (WIDA, 2022a). The ACCESS assessment is designed and serviced by the World-Class

Instructional Design and Assessment (WIDA) Consortium, which comprises a collaboration of 40 member states in the U.S. (WIDA, n.d.-b). The classification of ELs as LTELs is based on their annual scores on ACCESS, which assesses students in the domains of listening, reading, speaking, and writing. However, this classification has been problematized in that there are concerns of whether the test is measuring ELs' English language abilities, or if it is measuring their content knowledge and other skills (Clark-Gareca et al., 2020). Further, it is possible that some ELs' test scores may be affected by frustration and discouragement over the testing process (Clark-Gareca et al., 2020) or be inaccurate due to misunderstandings of directions and choices to not take the test seriously (Kibler et al., 2018).

Funds of Knowledge: This refers to the knowledge and skills that families acquire historically and culturally to help them to thrive in their environments (Moll et al., 1992).

Mediation: Mediation refers to the processes and tools used by students to learn and construct meaning.

Chapter Summary

Middle schools in the U.S. today educate a diverse group of ELs, with different backgrounds and varying levels of proficiency in their first languages and in English. Many ELs have been attending U.S. schools since kindergarten, and after receiving English language services for six years or more, are referred to as LTELs. Remaining as LTELs is not in their best interest, as LTELs continue to struggle academically and face consequences, such as a loss of educational opportunities. This study aimed to increase understanding of the experiences and instructional needs of LTELs through an analysis of their perceptions regarding academic and language learning, their observed behaviors in

academic settings, and data from annual English language proficiency testing. By doing so, the insights gained could be used to create better, more effective methods of teaching and learning for LTELs.

Chapter 2

Literature Review

This study's purpose was to increase understanding of the experiences and instructional needs of LTELs through an analysis of their perceptions regarding academic and language learning, observed behaviors in academic settings, and data from annual English language proficiency testing. The theoretical framework of this study combines the tenets of the sociocultural theory and humanizing pedagogical theories. This is to view the LTEL phenomenon through a lens that blends the social and cultural realities of the individual to provide equitable and self-affirming opportunities for growth. The framework helps determine how LTELs are affected by sociocultural aspects such as identity, relationships with others, language, and mediation tools and whether humanizing pedagogies influence their classroom experiences. This study aims to obtain a greater understanding of LTELs' experiences and instructional needs. Therefore, this literature review focuses on the issues that LTELs encounter in their day-to-day instruction in middle school as well as their perceptions and behaviors regarding language and academic learning.

Through the study, it is my hope that more effective teaching and learning strategies can be created and applied to support this underserved population. This is vital because the existence of the term "LTELs" implies that schools are failing to meet the instructional needs of an entire group of ELs. As this study is centered on LTELs' lives within the school environment, the literature review covers topics that impact LTELs as individuals and students in their academic communities. Table 1 below illustrates the researchers reviewed for specific research topics.

Table 1*Research Topics and Researchers Covered in the Literature Review*

Deficit-based Labeling of LTELs & Their Perspectives	Teachers' Attitudes Toward & Interactions with LTELs	Asset-based Perspectives of LTELs & Researchers
Clark-Gareca et al. (2020)	Batt (2008)	Brooks (2016)
Colombo et al. (2018)	Costa & Garmston (2002)	Cummins (2000)
Flores (2020)	Cummins (2000)	Daniel & Pacheco (2016)
Flores & Rosa (2015)	Cummins (2011)	Danzak & Wilkinson (2017)
Flores et al. (2015)	Echevarría et al. (2004)	García (2009)
Kibler & Valdés (2016)	Edl et al. (2008)	García & Kleifgen (2020)
Kibler et al. (2018)	Klein (2016)	González et al. (2005)
Liggett (2014)	Liggett (2008)	Johnson & Johnson (2016)
Olsen (2010)	Liggett (2014)	Kim & García (2014)
Rosa (2016)	Lucas & Villegas (2013)	Martínez (2018)
Sahakyan & Ryan (2018)	Lucas et al. (2008)	Moll et al. (1992)
Shin (2020)	Pappamihel (2002)	Protacio et at. (2021)
Thompson (2015)	Shapiro (2008)	Shim & Shur (2018)
	Slapac & Kim (2014)	
	Slapac et al. (2020)	
	Slapac et al. (2017)	
	Song (2016)	

Deficit-based Labeling of LTELs and Their Perspectives

In schools, LTELs encounter the viewpoint that the correct way to use language in school is to speak and write in standard English. In an academic setting, appropriateness-based approaches are set in place to standardize language practices and provide a model for language use; however, these approaches frame LTELs as deficient, despite the strategic ways in which they use both their first languages and English (Flores & Rosa, 2015). As English is deemed the appropriate language for the school setting in the U.S. LTELs are viewed as lacking the skills needed to participate and succeed academically (Flores & Rosa, 2015).

Flores and Rosa (2015) described raciolinguistic ideologies as concepts that portray the language practices of certain races to be deficient but consider similar linguistic practices to be normal when enacted by their White counterparts. They stated that raciolinguistic ideologies affect LTELs' education such that they are expected to model their language after dominant white speakers while the white listeners may continue to racialize the former's language practices and view them from a deficit perspective. The racialization of language degrades minority groups and portrays them as linguistically deficient (Rosa, 2016). A possible way to dismantle the ideology of appropriateness is to confront and break down society's racial hierarchy, so that racialized communities are accepted and engaged in practicing language (Flores & Rosa, 2015).

Another raciolinguistic ideology that presents multilingual students as linguistically deficient is the conceptualization of academic language. That is, academic language has been framed by educators as specialized language incorporating content vocabulary and a complex sentence structure that functions differently from social language, placing racialized students as linguistically lacking despite their home language abilities (Flores, 2020). However, multilingual students are actually "language architects" in that they are able to manipulate their words in multiple languages to reflect their understanding of linguistic choices and meanings, which they have already learned through their cultural and community practices (Flores, 2020).

In addition to raciolinguistic ideologies, labeling also portrays LTELs in a deficit manner in schools. In fact, the label LTEL was created based on deficits, used to explain the status of students who have not yet passed the language exams that U.S. schools use

to determine English language proficiency (Kibler & Valdés, 2016). This label was originally intended to identify students and help them receive the English language instruction needed to participate and succeed in school; it ensured data collection, monitoring, and planning of academic content so that ELs could access the school curriculum (Olsen, 2010). However, this label puts students at a disadvantage, as it limits them to the demonstration of knowledge in only one language; it presents them as linguistically deficient when they actually possess a range of linguistic abilities and competencies in multiple languages (Flores et al., 2015).

The educational construct of LTEL and its subsequent labeling is therefore problematic for multilingual students, despite its original intent to ensure that they received English language services. This construct manifests socially in schools in that the labeled students are subjected to a deficit perspective in the classroom, despite suggestions that their status as LTELs exists due to ineffective or insufficient services (Shin, 2020). Further, it has been argued that even the term English learners, or ELs, is a deficit descriptor, as it prioritizes English as a primary language and ignores any additional languages that students possess (Colombo et al., 2018). Alternately, asset-based descriptors such as dual language learners, bilingual learners, and emergent bilingual learners, do not prioritize English, but instead acknowledge students' greater linguistic repertoires (Colombo et al., 2018).

While educators use labels to identify ELs, students may be unaware of these labels and have their own perspectives about this practice. When Flores et al. (2015) interviewed students to determine how they felt about being labeled, they unanimously rejected the label and found it to be offensive. The interviewer questioned the group of

students as follows: “You are called English Language Learners, or ELLs, according to this definition by the New York State Department of Education...Do you feel like you are English Language Learners? Why or why not?” The students all stated they did not feel that way; some of their reasons were, “I don’t feel that way because we live in the USA and because we have to know English” and “For most of us, it’s like our first language, I mean our main language” (Flores et al., 2015, p. 129). The students felt they had been judged unfairly for being bilingual and, having never heard the term LTEL, wanted to be seen as individuals; they saw themselves as bilingual speakers who move fluidly through different cultures and identities (Flores et al., 2015). Labeling students portrays them in a deficit manner and fails to reflect the linguistic strengths that they possess.

Another study, conducted by Thompson (2015), explored the costs and benefits of conferring this label to students. While the intended benefit of the label was to highlight language needs and improve academic outcomes, she argued that it affects course placement and that separate EL classes are stigmatizing. One student from the study described his English Language Development (ELD) class as “really easy” and said that he “felt like, dumb, because all my friends were in high classes, and I was going from a top, regular class to the one that needs help” (Thompson, 2015, p. 35). Another student inferred that going to classes “for ELD and easier stuff” was no longer “normal” in middle school and seemed relieved with a placement that was “just normal” (Thompson, 2015, p. 28). A further impact identified was anxiety over being seen as deficient, which may result in a fear of speaking and affect one’s identity and choices (Thompson, 2015). While the LTEL label was intended to help students receive improved language services,

it portrayed them in a deficit light instead of highlighting their linguistic strengths and diversity.

Nevertheless, efforts persist in labeling LTELs to bring attention to their instructional needs. An example of an analysis of ACCESS testing data on a large scale could be viewed in a recent study by Sahakyan and Ryan (2018). The authors used data collected from ACCESS assessments of ELs across the U.S. This study was notable in that it presented a large-scale depiction of the potential LTELs identified over a six-year period in a cohort of learners across fifteen states. They found that the number of potential LTELs varied widely across the states, questioning if the policies of each state were a contributing factor. They also found that ELs from Spanish-speaking families, and ELs who frequently moved, were more likely to be identified as LTELs. This highlights the need to increase understanding of why ELs may become LTELs, and also to question the assumption that ELs must reclassify within a set number of years when they may need more time (Sahakyan & Ryan, 2018). Labeling ELs as LTELs is controversial in that it could perpetuate inequities, but it also reveals the insufficiency of the current educational offerings and draws necessary attention to the unmet needs of a significant number of learners (Sahakyan & Ryan, 2018).

While ELs are required to take their English language proficiency tests each year, for LTELs this can be a frustrating and discouraging process that may leave them with the impression that they have failed the test for yet another year (Clark-Gareca et al., 2020). Another concern with annual proficiency testing is whether the test is measuring ELs' English language ability, or if it is measuring their content knowledge and other skills (Clark-Gareca et al., 2020). As the ACCESS for ELLs test is completed online, the ELs

must interact with technology in order to follow the verbal prompts from the speaker on their computer screens, which involves several steps during the Speaking test: talk into the microphone on your headset and record your voice, click on the blue Record button and say your name, click the stop button (WIDA, 2020). When the ELs speak to answer the prompts, they are speaking into the computer and not conversing with an in-person test administrator. In a study conducted by Kibler et al. (2018), a mismatch was found between an EL participant's English language proficiency scores and his performance in the classroom, which included a high passing score on his history state assessment. He was close to proficient in listening, speaking, and reading, but scored at a beginning level in writing; the researchers thought that since he showed no signs of struggling with writing, his English assessment may have been inaccurate, or he may have misunderstood the directions, or chosen not to take the test seriously (Kibler et al., 2018). Other possibilities for low English proficiency test scores may include the lack of bilingual instruction, inaccurate representation of abilities, lack of opportunity to develop academic language, inconsistent programming, and inadequate instruction (Kibler et al., 2018).

Teachers' Attitudes Toward & Interactions with LTELs

Relationships with others are central to the school experience, and as educators interact with culturally diverse students, their influence can either empower or disable them (Cummins, 2000). Teachers possess their own awareness and perceptions of language development, equity, and diversity; interactions between teachers and students directly impact bilingual students' success and struggles in school (Cummins, 2000). Lucas and Villegas (2013) advised that sociolinguistic competencies should be used in teaching ELs through strategies such as ascertaining linguistic and academic background

knowledge, applying principles of second language instruction, and identifying appropriate linguistic tasks to ensure successful learning during classroom activities. However, most content teachers do not receive sufficient training and preparation to provide such linguistically responsive instruction (Lucas et al., 2008).

Educators have even expressed that the challenges they face include a lack of knowledge and skills in teaching ELs, insufficient understanding of diversity and multicultural education, and a lack of support (Batt, 2008). In one study questioning the professional development needed to overcome challenges, participants offered these comments:

The problem in our school is that the mainstream teachers and administrators don't understand LEP needs and how to teach them...Everybody needs to own these kids. Require all staff members to attend classes on how to work with ESL and ELL students. I have people in my building that refer to my kids as 'them'...We still have a high number of staff who say things like 'They shouldn't be here'. (Batt, 2008, p. 40)

To meet these challenges, culturally responsive training prepares teachers to provide linguistically, culturally, and racially responsive teaching. Lucas and Villegas (2013) list three competencies that form the basis for linguistically responsive teaching. The first is sociolinguistic consciousness, which addresses the interconnectedness of language, culture, and identity within the social and political landscape. The second is valuing linguistic diversity, which reflects the active support for such diversity. The third is the inclination to advocate for ELs and understand that ELs need active and willing support to access opportunities socially, politically, and educationally (Lucas & Villegas, 2013).

An example of culturally responsive teaching can be seen in the following response of an educator participating in a focus group at a dual language conference.

I think Culturally Responsive instruction is acknowledging that students are not coming as blank slates; they come with skills that may not be valued in an American school but are valued where they come from, and it is our job to access those and use them to leverage their understanding of the classroom and academic language but not to diminish what they know or already have. (Slapac et al., 2017, p. 188)

Educators may further examine their ability to be linguistically and culturally responsive through various cultural learning experiences. After realizing that intercultural backgrounds were viewed by some as deficits, Slapac and Kim (2014) created an interactive questionnaire to promote intercultural conversations, where teachers could understand and draw on the cultural resources of international faculty members. The questions were based on the authors' experiences as immigrants and their conversations with other international faculty members and students. By engaging in intercultural conversations, teachers may become more responsive to the needs of ELs, more aware of their own biases around culture, and more culturally responsive (Slapac & Kim, 2014).

The development of pedagogical expertise aids in teaching and scaffolding instruction for LTELs. Lucas et al. (2008) advised educators to become familiar with ELs' backgrounds in language and academics, examine the language requirements of the tasks being assigned, and provide necessary linguistic skills so that ELs can participate fully in tasks. Scaffolds include using visual supports, supplementing text with study guides and outlines, modifying oral language with repetition and extra processing time,

facilitating the use of native languages, providing opportunities to work with peers, and minimizing anxiety by enforcing policies of respect and cooperation (Lucas et al., 2008). When LTELs experience severe anxiety in mainstream classes, they may avoid interaction with others and face difficulty concentrating (Pappamihiel, 2002). Coping strategies that may reduce anxiety and create a more equitable environment include granting extra wait time, encouraging native language use with peers, and refraining from requiring students to speak in front of the class (Pappamihiel, 2002).

Interactions between educators and LTELs in the classroom are influenced by teachers' perceptions, assumptions, and unintentional biases. Educators may be unaware of the degree to which their preconceived notions about different races and cultures influence their own ideologies (Liggett, 2008). The idea of linguisticism connects linguistic discrimination to race, creates a hierarchy of social groups, and implies that the discrimination of ELs based on English language proficiency and accent is routine, natural, and permanent (Liggett, 2014). LTELs may also encounter gaps in achievement influenced by language and education policies and institutional acts such as cutting federal funding for bilingual programs (Liggett, 2008).

Edl et al. (2008) surveyed suburban teachers to examine how they rate the popularity, academic competence, and athletic abilities of Latino ELs, native English speakers, and English-proficient Latino students. The Latino ELs were consistently rated lower than the other groups and viewed as less competent and popular than their English-proficient peers. This implies that language proficiency was a determining measure in lowering teachers' perceptions of ELs' social and intellectual abilities (Edl et al., 2008). ELs who are at risk of developing academic difficulties may also struggle with "the

stigma associated with low teacher expectations of academic competence" (Shapiro, 2008, p. 51). However, Edl et al. (2008) also found that teachers' perceptions may change over time. Their study observed that as the teachers became more familiar with their Latino ELs and the ELs became more socially integrated, the teachers' perceptions of the differences between the groups lessened; they began to view students' competencies as more alike (Edl et al., 2008).

As teachers and LTELs interact in the classroom, misunderstandings can arise around the learners' knowledge and fluency in second language acquisition. While LTELs may appear to be conversationally fluent, their social language differs from their fluency in academic language, as proficiency in the latter develops over the years (Cummins, 2000). Academic language is acquired predominately through literacy engagement in printed text and is generally not found in social conversations (Cummins, 2011). However, because LTELs largely have good social English skills, teachers often do not understand how they could still be trying to master English in content area specific language (Klein, 2016). One teacher said, "Oh, don't tell me this kid's an English learner. She speaks just fine. She cussed me out." Another added, "Well yeah, she can do that, but ask her to explain a process or to write something academically, and she can't" (Klein, 2016, p. 22). Teachers may question why LTELs do not make progress despite interventions such as parent conferences and hence need training on how to recognize, empathize with, and teach ELs (Klein, 2016).

Thus, there is a clear need for quality professional development and instruction to assist and equip educators to teach ELs. Song (2016) conducted a study with sixth to twelfth grade content teachers, and one of her goals was to investigate whether

methodical professional development in EL instructional strategies would have an effect on teachers' attitudes. This three-year professional development experience involved the sheltered instruction observation protocol (SIOP), developed by Echevarría et al. (2004), in which quality tools for teaching ELs are provided through 8 components and 30 features. Song's study also implemented guided coaching, wherein it referenced Costa and Garmston (2002) in characterizing such coaching as skilled assistance to help teachers plan, deliver, and reflect on their instruction through guided questioning, paraphrasing, summarizing, and acknowledging. At the end of this study, the majority of the teachers expressed a positive attitude, responding that with professional development they had the tools and strategies necessary for supporting ELs in their mainstream classrooms and were not frustrated in teaching them. Only 27 percent reported that they were frustrated with teaching ELs with low English proficiency levels, despite having received many SIOP training and guided coaching sessions over two years (Song, 2016).

Slapac et al. (2020) conducted another study on how professional development in EL instructional strategies affects teachers' views. Over three professional development sessions, the researchers focused on the pre-assessed needs of the teacher participants: developing language instruction with differentiation and supports for ELs and cultivating relationships with multilingual families and communities. Prior to these sessions, the teachers had expressed their frustrations with challenges such as a lack of support in resources and administration, lack of parental engagement, and personal inability to meet the needs of ELs. At the end of the sessions, the teachers expressed more culturally and linguistically responsive views. Some of their comments included plans to "create assignments that reflect student background knowledge and compare that to standardized

assignments”; another commented on “Learning more about where other teachers call home and their cultural, linguistic, and ethnic background can help strengthen the community” (Slapac et al., 2020, p. 295). Another impact of the professional development sessions was a reported increase in building relationships with ELs and their families, attentiveness to ELs’ academic and linguistic needs, and advocacy in confronting discrimination (Slapac et al., 2020). Such studies show that quality professional development opportunities are beneficial and necessary to assist teachers in meeting the needs of ELs.

Asset-based Perspectives of LTELs and Researchers

Instead of focusing on labels that emphasize what LTELs do not know, an asset-based perspective looks at the strengths that students possess and how they reveal what they know. ELs show a strength in learning as they experience additive bilingualism; they learn English while continuing to develop cognitively and academically in their first languages and display greater metalinguistic skills (Cummins, 2000). Martínez (2018) focused on looking beyond labels and found that bi/multilingualism is one of the many linguistic strengths students bring to the classroom. Building on linguistic competency supports language and literacy learning; one example of these competencies is code switching as a bilingual tool, in which speakers can communicate shades of meaning and shift their voice for different audiences (Martínez, 2018). “Research has suggested that this kind of back-and-forth between two languages requires a great deal of bilingual skill and is actually more characteristic of the speech of balanced and proficient bilinguals” (Martínez, 2018, p. 517). When we think beyond the labels given to multilingual

students, we can recognize students' brilliance, competence, and potential while building on their strengths and rich linguistic repertoires (Martínez, 2018).

Bilingual education is an educational model that encourages the use of all the linguistic resources that students possess. It is a complex system that uses more than one language in daily instruction to teach both content and additional languages and provides meaningful and equitable education that fosters students' understanding of different languages and cultures (García, 2009). In bilingual education, the norm is for educators to interact with students using multilingual practices that promote learning and communication as well as appreciate their proficiency in multiple languages (García, 2009).

One of the ways bilinguals use multiple languages is translanguaging, wherein communication occurs across all linguistic resources as they construct meaning for themselves and others (García, 2009). Daniel and Pacheco (2016) interviewed four multilingual teens and found that they all wanted to maintain and strengthen their home languages while learning English. A translanguaging practice they had in common was using their first languages to take notes, study for tests, write drafts, compare texts, discuss assignments, and translate for their families (Daniel & Pacheco, 2016). A translanguaging pedagogy in schools encourages bilingual students to use all their linguistic resources in their classrooms and be recognized for their strengths in language and literacy, instead of being viewed as deficient (García & Kleifgen, 2020). Educators can open learning spaces to support translanguaging and provide learners with opportunities to use their competencies in multiple languages to increase their literacy and express how they think and feel (García & Kleifgen, 2020).

In viewing LTELs from an asset-based perspective, educators can observe the strengths that LTELs already possess as they first enter the classroom. This asset-based perspective is effectively illustrated by the funds of knowledge concept (González et al., 2005; Moll et al., 1992). ELs' funds of knowledge portray each individual as a complete child, not just a student, with knowledge and abilities that span multiple active contexts at home, school, and community (Moll et al., 1992). These multidimensional experiences of ELs become visible as researchers and teachers learn more about students' daily lives at home and in their communities, as well as how they view the world (González et al., 2005). Learning techniques that draw on the ELs' funds of knowledge are empowering and counter the bias in educational practices that marginalize multilingual students (Johnson & Johnson, 2016). By including ELs in the design and implementation of classroom learning activities, Johnson and Johnson (2016) incorporated the ELs' interests, increased their engagement and productivity, and created an environment where they were invested in the learning process as leaders. ELs' funds of knowledge are incorporated into classroom environments when engagement with their families occurs and strategies used in their homes are built upon (Protacio et al., 2021). Through their action plans to increase participation of EL families in activities such as Open House/Diversity Night, Literacy Night, and parent-teacher conferences, four middle school teachers challenged the deficit view of teachers in their buildings, as they witnessed the engagement of ELs' families, increased their communication with ELs' parents, and built bridges through cultural sharing (Protacio et al., 2021).

While there is research on the perspectives of ELs, studies about the perceptions of LTELs are more limited. A study that was aimed specifically at the experiences and

thoughts of LTELs was conducted at a Texas high school (Kim & García, 2014). All the thirteen participants, who were native Spanish speakers, voiced their motivation to succeed in school and perceived that they had shown significant progress in language learning and academics. Most had not received language services for several years and felt they were not ELs any longer. They expressed positive experiences in bilingual classrooms and found language services to be helpful but would have liked even greater support. A challenge they experienced in middle school was transitioning from a largely bilingual instruction to an all-English instruction with limited language support. They also expressed concerns about placement in less rigorous classes and the need to develop greater academic language and writing skills. Despite the largely positive perceptions by students, Kim and García (2014) documented that the participants had not sufficiently developed academically or in English language proficiency and questioned what could have been done differently to prepare them for college and careers.

In another study directed specifically at LTELs, five Latina participants were encouraged to tell the researcher what they were thinking as they constructed meaning from academic texts (Brooks, 2016). How they voiced their perspectives through making inferences and connecting to their personal lives and background knowledge was interesting. For example, when reading a short story about a Puerto Rican man's fears about approaching a white woman on a subway platform, one participant shared her own discomfort around Caucasians due to an experience she and her cousin had. They had offered to help an older white lady carry her things and were rejected. The participant was able to voice her comprehension of racial discrimination reflected in the text and express her skills with literacy by actively constructing meaning (Brooks, 2016). In

another study, a Latino LTEL expressed his perceptions about identity as he sought opportunities at school as opposed to getting involved with neighborhood gangs (Danzak & Wilkinson, 2017). With his perception of himself as a successful bilingual student, he made new friends from other countries, pursued new sports, and joined the drama club. He expressed that his English language classes were helpful, and it was important for him to finish high school, graduate from college, and make his mother proud (Danzak & Wilkinson, 2017).

Considering these studies, a question may arise on the possible differences between the perceptions of the student participants and those of their teachers. Shim and Shur (2018) conducted a study of ELs' perspectives and found a mismatch between ELs' and the teachers' perspectives, with very different opinions about the former's learning experiences. The participants were fourth graders who had been in the U.S. for three to four years: while they were not LTELs, their data are interesting in noting the mismatch between the perceptions. Identifying the factors that limited learning, ELs stated that the classes were boring, the teachers were mean, and they were not allowed to talk or engage in topics that interested them. Their teachers expressed that the students spoke too often in their first language, at home and school, delaying their English development; they thought that the parents did not sufficiently value education. This indicates a clear misunderstanding of the language needs and a mismatch between ELs' and teachers' perceptions (Shim & Shur, 2018).

Chapter Summary

This literature review focused on LTELs in terms of deficit-based labeling and perspectives, teachers' attitudes and interactions, and asset-based perspectives. The

current case study's purpose was to investigate the perceptions of LTEL students, so that future teaching can be informed by the learners' perspectives, behaviors, and patterns in language and academic learning. An increased understanding of the way LTELs perceive their instructional needs can provide insights on how teachers can more effectively engage and instruct this group of English learners. Viewing this phenomenon through the sociocultural theory and humanizing pedagogical theories, we can consider the whole learner in sociocultural contexts that are culturally affirming.

Chapter 3

Methodology

This chapter outlines the methodology used in this study, including the research design, population and sample, researcher's role, data sources and data collection, data analysis, protection of human rights, and summary. This study's purpose was to increase understanding of the experiences and instructional needs of LTELs in middle school and thereby gain insight into how to improve their progress toward English proficiency and academic achievement. The following research questions were investigated during this study:

1. Were there any significant differences in the mean scores of the four language modalities (listening, speaking, reading, and writing) between the LTEL and non-LTEL groups?
2. How did the participating LTELs perceive their language and academic learning experiences in middle school?
3. What aspects of the performance, instruction, and behavior of participating LTELs were observed in the content classrooms?

Research Design

A mixed methods design was used in this study. The first part involved collecting qualitative data, that is, interview responses and classroom observations. A qualitative case study was used to observe in depth the perceptions and experiences of LTELs. Merriam and Tisdell (2016) described a qualitative case study as an "in-depth description and analysis of a bounded system" (p. 37) in which researchers collect data and use an inductive method to search for meaning. The second part involved collecting quantitative

data to enhance the case study. These data consisted of ACCESS test scores in the four language modalities of listening, speaking, reading, and writing. By combining the qualitative and quantitative data, I addressed the research questions and gained a greater understanding of what was happening. The strengths of case studies include an inductive strategy that allows the researcher to collect data to investigate and conceptualize and an end product with rich and descriptive results (Merriam & Tisdell, 2016). The mixed methods design offers the benefit of producing findings that allow for a deeper understanding and explanations, as the questions of what and theories of why are addressed (Roberts, 2010).

The approach for this case study was instrumental, in that the focus was to gain insights into and increase understanding of the research questions, instead of focusing on particular cases (Stake, 1995). The focus of the case study was the phenomenon of the LTEL. An inductive approach was used to increase understanding of LTELs through, for example, listening to their personal narratives, asking questions about their perceptions, and observing their classroom interactions with teachers and peers. By analyzing ACCESS scores that have commonly been used for annual language proficiency assessments, narratives were created integrating the qualitative data from the interviews and observations. This approach helped paint a picture of the students' perspectives, their expressed needs and strengths, and their trends in language gains and plateaus. Student perceptions were used to help explain the quantitative data and gain insights from their voices.

The following assumptions were made in this study:

1. The participating LTELs gave honest answers to the questions posed in the structured interviews and were able to clearly express their perspectives.
2. The participating LTELs could remember their learning experiences and perceptions regarding academic content and language acquisition.
3. Due to my positioning as an insider in the classroom, while I was conducting observations, LTELs would perform and behave in class similar to how they normally would when an observer was not present. This assumption was also maintained by another teacher in a previous insider research; the class did not seem to be influenced by her during her observation, and the faculty believed this was due to her position as an instructor for many of the students (Unluer, 2012).

The Researcher's Role

As the researcher, I conducted all the observations and interviews and independently transcribed and analyzed the collected data. I was predominantly positioned as an insider, since positive teacher-student relationships within the participant pool had already been established during the previous school year. Merriam and Tisdell (2016) describes this insider relationship with respect to teacher researchers as one where teachers are complete insiders in the school and classrooms. However, there were instances where I would refer to myself as an outsider. When the LTELs referenced their home experiences and time spent living in other countries or states and mentioned other cultural and linguistic experiences, I did not possess any “insider” knowledge, as my interactions with them were restricted to the school setting, while they were in the classrooms, passing in the hallways, eating lunch, or at recess.

My positionality as the researcher in this study, as well the participants' ESOL teacher, was as a white, middle-class, English-speaking member of the middle school community. As such, it was important to examine my own bias, as well as my awareness of equity and critical consciousness of racism and linguisticism in my school. This awareness is a necessity in order to act as an advocate for equitable and socio-politically just educational practices for racially and linguistically diverse students (Song et al., 2021).

Setting

This study was conducted in an urban Midwestern middle school, in a district where, according to a district-affiliated website, 83% of the students were African American, 11% Caucasian, 3% Hispanic, and 3% Asian. 51% of the students were male and 49% female. Overall, 13% of the students were English language learners. The middle school (grades sixth through eighth) had a 14:1 teacher-to-student ratio. The entire school population received free lunch and the necessary school supplies. Apart from English, the top four spoken languages were Spanish, Nepali, Somali, and Swahili. There were two ESOL teachers in the building who supported ELs in their content classrooms as well as teaching classes in English for speakers of other languages. Their role was to support ELs in all of their content classes, act as a resource and advocate for them, and coordinate language translation services for them and their parents as needed. In addition, the ESOL teachers provided support to content teachers by sharing information about ELs' instructional needs and English proficiency levels as well as recommended strategies and scaffolds that might make instruction more meaningful. Within this setting,

observations were conducted in six content classrooms and interviews took place in the ESOL classroom.

All the ELs in my school, including LTELs, had different cultural backgrounds, English proficiency levels, learning styles, and personalities. Some of them had attended ESOL classes, as their English proficiency scores from ACCESS testing placed them at the basic levels of Entering and Emerging, which indicates an understanding of everyday words and phrases and language for familiar topics (WIDA, 2022a). However, the majority of the LTELs I taught had English proficiency scores in the intermediate levels of Developing and Expanding, which indicated an understanding of language related to specific topics and the ability to communicate about those topics (WIDA, 2022a). I provided their language instruction in co-taught classrooms. Overall, there are six levels of proficiency (on a scale of one through six): Entering, Emerging, Developing, Expanding, Bridging, and Reaching. The final two levels of Bridging and Reaching indicate that the learner can understand the English language and use it effectively to participate in all academic classes (WIDA, 2022a). When students reach the final two levels, they are generally reclassified or exited from the language instruction educational program, as the data indicates that English proficiency is no longer an impediment to their achievement in the classroom (Rumpf, 2019).

Sampling Methods

The study site was chosen for its accessibility, as I was one of the two ESOL teachers in the building when the study was conducted, and had been teaching there for eight years. Participants were chosen based on purposeful sampling, with initial criteria of being classified as LTEL and secondary criteria of having diverse ethnicities and

genders. Merriam and Tisdell (2016) considered purposeful sampling as a method to increase understanding among a sample of people from which inquiry-based learning was desired. All seventh and eighth grade ELs in the school who were classified as LTELs were given parental consent and student assent forms, along with translated versions of the parental consent forms in their home languages (see Appendix A). Those LTELs who returned both signed forms within a two-week period were selected. The number of LTELs in that school year was 12 in the seventh grade and 8 in the eighth grade. Overall, 6 LTELs (30%) returned both signed forms.

Participants

The selected LTEL participants will be referred to by pseudonyms in this study to maintain confidentiality. Of the six participants, three were in the seventh grade and three were in the eighth grade. Their pseudonyms were Aaden, Carlos, Elena, Luis, Maria, and Samir. All the participants had initially entered the district in preschool or kindergarten and continued to receive English language services in the district's ESOL program. I would like to introduce these participants, as they have graciously shared their perceptions of their learning experiences at school and also have shared a little about themselves. Here are a few details about their families that they chose to share with me.

Aaden was born in the U.S., and his family was originally from Somalia. They moved to the U.S. so they could have a better life. The primary home languages of the family are Somali and English, although they predominantly speak English. Aaden does not speak Somali, but he can understand the language when his mother speaks it to him. At school, Aaden considers himself to be the "cool person" to be around and feels he has a different mindset than other people. He is very sociable, loves to talk, and has many

friends. He displays many strengths as he interacts with his classroom community. He asks for help when he needs it, is persistent in continuing requests until he obtains what he needs, and is cooperative when working with his teachers. He also has a good sense of humor, and his class laughed along with him when he played a prank on a peer, replacing her normal chair with a very short one. Another skill he shows is in selecting trusted individuals within his environment that he can turn to for assistance and affirmation. For example, when I was observing in his classroom, he was concerned that he had left his iPad in his previous classroom and asked me to help locate it. He also asked if he could come to my classroom to pray during Ramadan, to which I replied affirmatively and appreciated that he felt comfortable in asking for this accommodation. While he is in the classroom, he feels that teachers should put themselves in the students' shoes, and enjoys going to classes where the teacher is energetic and talks to everyone.

Carlos was born in the U.S., and his parents were born in Mexico. They moved to the U.S. to find jobs and to have a better future. Carlos speaks fluent Spanish and can read and write a little in Spanish as well. He has access to a variety of printed materials in Spanish in his home, such as books, a calendar, and a Bible, and attends a church where he only speaks Spanish. He likes to play soccer with his friends, and said, "Most of the time they picked me to be on the team. Makes me feel good because it's like them telling me that I'm good at soccer." Carlos has a great sense of humor and loves to make jokes, both in English and in Spanish. He said that he participates in the classroom, but added, "Sometimes I'm not sure of what I'm going to say or if it's correct or not." However, I observed that when Carlos was engaged with instruction, he called out answers in his excitement, and did not appear to be discouraged by incorrect answer

attempts. He worked with a partner and a small group to solve word puzzles, and was conversational and social with his peers and teachers. Strengths that he displayed during class included asking the teacher for help and listening attentively when the teacher was working with him one-on-one. At one point during class, he picked up his materials and moved to another desk across the room, appearing to be moving away from distractions. When learning new content in class, he appreciates when teachers first provide information about what he will be learning, and then let him use that information to get an idea of what he will have to do.

Elena was born in the U.S., and her parents were born in Iraq. She speaks fluent Arabic, and speaks in both Arabic and English when at home with her family. She enjoys spending time with her older sister and her dear friends at school. She feels that some people are “funny and weird” like her, and some people are different from her in their religions and cultures. Elena is usually quiet in the classroom and expresses empathy for her classmates. Though she would enter her classrooms on time, she felt that tardy students were treated unfairly, as their teacher locked the door and wouldn’t let them in when they started banging on it. She also found it unfair when a teacher spoke to students in a mean way, or would not allow them to go to the nurse, the restroom, or the water fountain. Elena spoke to others with kindness in her voice, and enjoyed classroom environments that were cheerful and happy. When her teacher asked students to pick a partner for a read aloud, she did not look around or get up from her seat. However, another girl came to her, and she spoke animatedly with this partner as they worked together. Elena showed strengths in her classroom performance by following directions,

taking turns reading aloud, underlining key text, and following along with her finger while reading.

Luis was born in the U.S., and his parents and grandfather were born in Mexico. He speaks fluent Spanish, and speaks both Spanish and English at home. He has a close family and enjoys spending time with his little sister and his grandparents who live just down the street. He believes that it is important to be respected and to show respect. He did not use Spanish much during his school day, except in communicating with his Spanish-speaking friends. His favorite subject in school had always been math, and he excelled in it during elementary school. He would use his math skills whenever he went to work with his dad, using measurement tools to mark and cut materials. However, in middle school he feels math has become complicated, and uses a strategy to deal with this difficulty. He said, “Doing work sometimes confuses me, stresses me out. But mostly I cool down, relax, and then reread what is happening.” Luis showed strengths in his interactions with his classroom community by talking easily with his peers and teachers and answering questions verbally during class discussions. He also used technology in the classroom through writing an essay on his iPad and checking to see what other coursework had been assigned.

Maria was born in the U.S. and her parents were born in Mexico. She speaks fluent Spanish and can also read and write a little in Spanish. She translates for her mother at times, and her mother encourages her to mix her words, using both Spanish and English. She enjoys spending time with her family and says they are always together. She recalled a time when her dad was very tired, so she went to his job at a store to help him out. With her playful personality, she argued with him over who was better looking,

and was proud of herself for beating him in the argument. She is currently looking forward to her quinceañera and has already started looking at dresses. One of her greatest strengths in the classroom is her ability to seek help from her bilingual peers and obtain explanations and answers in both Spanish and English. She shared, “My experience here in middle school is very fun, but it’s also very hard because sometimes you won’t understand something that the teacher gives you.” In her classes, Maria follows directions, copies notes into her notebook, responds to teacher questions, and completes writing tasks. She showed strengths in her classroom interactions by responding to teachers’ prompts, being friendly towards her peers, and socializing at the appropriate times during class.

Samir was born in Somalia and came to the U.S. when he was two years old. His parents were born in Somalia as well. Samir speaks fluent Somali, and speaks both Somali and English at home. He also likes to make jokes, and enjoys playing sports and reading, just not out loud. He expressed that he becomes nervous whenever the teacher calls his name and everyone stares at him. He appreciated his reading teacher for giving him sentences to write every day, so that he could learn new vocabulary words and how to spell them. Samir had positive interactions with his classroom community. While he was sitting quietly and listening to the teacher at the beginning of class, his peers soon came and surrounded him when they got the opportunity to socialize. He was well-liked by his peers and was cooperative with his teachers. He showed respect and a willingness to help when his teacher remarked that students’ assignment papers were on the floor. Samir voluntarily picked the papers up for the teacher without commenting or complaining.

The rationale for basing this case study on LTELs was to examine their perceptions and learning patterns and consider how their perspectives could enhance teaching and learning. I anticipated that the data gathered from the participants would be sufficient to obtain deep meanings and patterns of learning and thought. Merriam and Tisdell (2016) stated that the data obtained from interviews, observations, and documents in a case study provide a great deal of information, but the challenge is to keep them organized and readily retrievable.

Instrumentation and Data Sources

ACCESS

To answer my first research question, quantitative data from ACCESS testing were collected. ACCESS for ELLs 2.0 is an English language proficiency test used annually by school districts to monitor ELs' progress in English language acquisition and help determine when their language proficiency levels are comparable to that of their native English-speaking peers (WIDA, 2022a). Annual technical reports for ACCESS for ELLs are published to display its validity and reliability (Center for Applied Linguistics, 2021). Located on the WIDA website, these numerous technical reports provide the evidence for the assessment's reliability (Fox & Fairbairn, 2011).

The annual ACCESS test scores and the status of continued participation in English language services after six years of instruction in U.S. schools were used to select participants who were classified as LTELs. ELs received individual student reports of their English proficiency levels on a scale of one through six, from Entering, Emerging, Developing, Expanding, and Bridging to Reaching, wherein listening, speaking, reading, and writing scores as well as composite scores were generated to summarize their overall

performance (WIDA, 2022a). The individual ACCESS scores of participating LTELs in the four domains were analyzed and compared. The collective building level ACCESS scores of the seventh and eighth grade EL population who were not classified as LTELs were also analyzed to note any differences, or lack of variance, in the progress patterns. The ACCESS scores in each of the four language modalities were used to collect the baseline data on whether there were gaps or significant differences in growth.

Interview Protocol

The interviews were conducted to answer my second research question about how participating LTELs perceived their language and academic learning experiences in middle school. The interview protocol was designed to follow the humanizing pedagogy principles presented by Salazar (2013). These principles are actionable to “operationalize the theoretical assertions...to illuminate the perceptible dispositions, knowledge, and skills that educators need to humanize pedagogy” (Salazar, 2013, p. 138). The protocol consisted of open-ended questions on the following seven categories based on the humanizing theory: identity and critical consciousness, student narratives, resources and prior knowledge, content and learning strategies, achievement and mainstream knowledge, student/teacher relationship and classroom culture, and language testing (Salazar, 2013) (See Appendix B for the Interview Protocol).

The following principles were presented by Salazar (2013) to guide the practical application of the humanizing theory in the school setting:

1. Identity and Critical Consciousness – ELs’ social reality, diversity, and culture are vital; they question cultural norms, oppression, and their personal autonomy.

2. Resources and Prior Knowledge – ELs’ build on valued experiences, linguistics, and strengths; their prior knowledge is valued and used to build new skills.
3. Content and Learning Strategies – ELs make meaningful connections with content that reflects diversity, encourages student input, and supports first language use; they use learning strategies to make meaning from the content, increase comprehension, and self-monitor.
4. Achievement and Mainstream Knowledge – ELs are held to high expectations in achieving academically and socially, building on their cultural experiences; they learn new ways to interact to be successful.
5. Student/Teacher Relationships and Classroom Culture – ELs form supportive relationships with teachers who create a safe environment, encourage active learning, support first languages, respect cultural heritage, and make personal connections that communicate concern for student needs; they have improved educational experiences in classrooms where oppression and dehumanizing ideology are actively rejected and dispelled (Salazar, 2013).

This protocol was intended to determine how participants perceived their language and academic learning experiences as well as to provide an opportunity for LTELs to express themselves and tell their stories.

Observation Protocol & Writing Samples

The observation data were collected to answer my third research question on the aspects of performance, instruction, and behavior of participating LTELs observed in the content classrooms. The observation protocol provided a structure for the classroom

observations of LTELs and their content teachers, which included a space for classroom setting diagrams, low-inference observational field notes, and high-inference researcher interpretations (see Appendix C). This protocol was a revised version of the TESOL Observation Protocol by Song (2016), adapted with her permission. The participating LTELs' behaviors and classroom interactions were carefully noted, and attention was paid to the opportunities given to them to talk and collaborate with peers. Notes were taken on how LTEL participants responded to classroom instruction, including how actively each participant was engaged and how they performed and behaved during the instructional time. In addition, recent writing samples were taken from the participants' EL student portfolios to examine the features of their writing at their current language proficiency levels. These EL portfolios contained samples of student work which had been collected from their classes throughout the semester by myself and the other ESOL teacher in the building, as part of our routine responsibilities. I personally scored the writing samples featured in this data collection, using the WIDA Writing Rubric (WIDA, 2022b).

Data Collection

The data collected during this study provided insights into participating LTELs' perceptions and gave me the opportunity to examine the teaching and learning experiences of LTELs. In conducting this research, sources of both quantitative data and qualitative data were collected to create a fuller picture of the LTELs' experiences from their stories and data. These sources included semi-structured interviews, classroom observations, writing samples, and analysis of ACCESS test scores.

Quantitative Data

To visualize the language acquisition patterns, quantitative data were collected to answer the first research question: *Were there any significant differences in the mean scores of the four language modalities (listening, speaking, reading, and writing) between the LTEL and non-LTEL groups?* After obtaining permission from the school district's Research Review Committee, I began compiling a list in Excel of the 2021 ACCESS test scores from testing that occurred in my building. The student names and identification numbers were removed from the list and numbers were randomly assigned to each line. Through the University of Missouri – St Louis Technology Support Center, I downloaded SPSS software in preparation for the data analysis.

Qualitative Data

Qualitative data were collected to answer the second and third research questions: *How did participating LTEs perceive their language and academic learning experiences in middle school; what aspects of performance, instruction, and behavior of participating LTEs and their teachers were observed in the content classrooms?* The qualitative data sources included semi-structured open-ended interviews and classroom observations. The semi-structured interview responses provided answers to support my research questions by inviting participants to express how they perceived their language and academic learning experiences. The classroom observations were conducted to provide a glimpse into the behaviors of the participants and their instructors during content learning classes, in which I noted, analyzed, and interpreted my observations.

Semi-structured Interviews. I conducted individual interviews with all six LTEL participants and then transcribed them personally. The purpose of the interviews was to

hear LTELs express their perceptions about their language and academic learning experiences. Additionally, they were asked about their identities and personal resources and encouraged to take this opportunity to share their stories. Each participant was interviewed individually in the ESOL classroom for about thirty to forty-five minutes, guided by a semi-structured, open-ended interview protocol. The interviews occurred during the school day, from February 25 through March 2, 2022. When each participant had returned their consent forms, I asked them individually which class period they would not mind missing for the interview. Then, I obtained permission from the teachers of those classes, so that I could escort the students from their classrooms to the ESOL classroom. During the interviews, I read the questions from the interview protocol, and the interviews were audio-recorded using Voice Memos, an iPad application, which was password protected. After recording, each file was downloaded to a secure, password-protected laptop, backed up on a secure flash drive, and then permanently deleted from the iPad. I transcribed all of the interviews personally, and kept the transcripts on the secure laptop and secure flash drive.

As the LTEL participants all attended classes in the school district for six years or more, I thought they would be most comfortable conducting the interviews in English. However, I began each interview by offering the students the option of participating in their first language, aided by a language interpreter. All the participants stated that they wanted to be interviewed in English. Five out of six of the participants had scored a four or above in Oral Language on their 2021 ACCESS test, which is an equal combination of their listening and speaking scores. A listening score of 4.0 or above indicates that the student can understand oral language in English and participate in class discussions. One

participant had a lower score of 3.3 in Oral Language but had previously demonstrated the ability to participate in class discussions during ESOL classes. All the participants were encouraged to respond to questions using all of their linguistic resources and were told that translation services would be made available when requested to facilitate the interviews. With the exception of a few phrases spoken in Spanish, the participants spoke only English in their responses.

Classroom Observations. Participants were observed in content-area classrooms for one hour each in English/Language Arts (ELA) and Math, so that each student was observed for a total of two hours. The observations were conducted from March 2 through March 10, 2022. I had previously spoken with and obtained permission from the six teachers of the respective ELA and Math classes for the observations. I informed them that I would observe the LTELs in their classrooms and note their actions, performance during instruction, and interactions in the classroom environment. I recorded my observations in a journal and on the classroom observation protocol sheets. Soon after each observation, I reviewed my field notes, reflected on my notes, and wrote an observation report. This fieldwork allowed me to determine how the participants and their peers interacted with the environment, the curriculum, any differentiation or supports, the teachers, and each other. Two observation sessions were undertaken for all the participating LTELs. During one of the observations, I was able to observe two of the participants at the same time when they were attending the same class. In the first observation session, I acted only as an observer and did not interact with the class. In the second session, I acted as an active participant, walking about the room and assisting with

the classroom activities. In total, I spent eleven hours observing the participants in their classrooms.

These classroom observations helped to answer my third research question: What aspects of the performance, instruction, and behavior of participating LTELs were observed in the content classrooms? The observations provided data on the actual educational experiences occurring in the classroom and the students' interactions in that environment. Merriam and Tisdell (2016) offered several reasons to use observation as a data source, including the acquisition of contextual knowledge, noticing the behaviors and interactions that are routine to the participants, triangulating the findings, and recording interactions and events in the moment. Classroom observations were important to this research because the study itself was conceived out of my observations and wonderings about the LTEL phenomenon. I wanted to learn if the LTELs were somehow impeded in their language and academic learning, while other ELs made gains in English language proficiency. In observing their behaviors in academic settings, I hoped to increase my understanding of their day-to-day experiences and see how they responded to instruction, their teachers, and their peers. I wondered if there would be some aspect of their observed behaviors, or actions during instruction, that could explain why they seemed to reach a plateau in academic and linguistic development. For example, I could observe their classroom preparedness and their cues indicating additional support was needed. The observation protocol I used had columns in which to write low-inference observational field notes, noting the exact actions of the LTEL participants and their interactions with their classroom community. Soon after each observation, I read and reread what had occurred in each action and interaction. Then I wrote my interpretations

of the LTELs' behavior that I had witnessed, including areas that showed strengths in their performance and interactions, as well as the potential for growth. These sessions provided many opportunities for me to observe how LTELs responded to various situations and allowed for a reflection on how students' interview responses compared with their actual interactions in class.

In addition, writing samples were gathered as data sources to inform the case study and triangulate findings. These artifacts were added to enrich the understandings of the participating LTELs. Merriam and Tisdell (2016) suggested that a qualitative study involving classroom instruction would lend itself to the collection of documents such as classroom assignments and grade reports as relevant materials to be interpreted by researchers. The addition of these artifacts helped me answer the third research question, in which I observed behaviors and performance in the content classrooms. The documents were reviewed to illustrate and substantiate the information collected through interviews and observations. They provided evidence on how the participants were performing in their teaching and learning contexts.

Timeline

The timeline for collecting data for this study was the 2021-2022 school year, when students had returned to the in-person classrooms from their virtual learning experiences due to the COVID-19 pandemic. On December 31, 2021, the initial application to the University of Missouri – St. Louis Institutional Review Board was approved by a full committee review. On February 16, 2022, amendments for the necessary translations of parental consent letters were approved. Subject recruitment

began on February 22, 2022. Participants were chosen, and student interviews and classroom observations were conducted during a four-week period.

Quantitative and qualitative data were collected concurrently throughout the data collection window. Whereas the quantitative method presented hard data on English language proficiency levels and the pattern of gains, the qualitative approach painted a picture around the data from the perspective of the participants. Roberts (2010) described the combination of these approaches as a powerful way to deepen understanding by examining what is happening and the possible causes. As data from each method was collected during this study, they were combined to increase understanding and present a broader perspective of the findings.

Data Analysis

Braun and Clarke (2012) advised utilizing a six-phase approach to focus on the data in different ways, such as analyzing data across the data set and taking a closer look at the interesting aspects of a phenomenon. I used this method to focus on and analyze my qualitative interview and observation data. The six phases began with becoming familiar with the data, which was done by reading and rereading the data, making copious notes, and seeing the data actively. During this phase I created an Excel spreadsheet to enter data to code, which I frequently printed out to consider various details about the data. The second phase involved generating initial codes, that is, labels for the features of the data, which are descriptive, succinct, and interpretive. After writing the code and marking the text it represented, then I continued reading and created new codes. The third phase of this thematic analysis was to search for themes. This was an active step as the themes were derived from the clusters of codes as meaning was constructed. The fourth

phase involved reviewing the potential themes by checking if the data were meaningful and relevant to the associated theme. The fifth phase involved defining and naming the themes, so they were accurately represented, related to the research questions, and told a story about the data. The final sixth phase involved putting the data into a report, or flowchart, to see a story about the data that used themes to communicate a clear argument in support of the research questions (Braun & Clarke, 2012).

Qualitative Data Analysis

Following Braun and Clark's (2012) approach, I began my qualitative data analysis by familiarizing myself with all the interview data, which I had collected from February 25 through March 2, 2022 and then personally transcribed. I made handwritten notes on the transcripts as I reviewed the documents and wrote comments in the margins and between the lines to become more familiar with the data. Circling words, highlighting, and writing comments were all useful strategies in generating meaning from the context, and were helpful in creating codes, or data descriptors, to reflect those meanings (Merriam & Tisdell, 2016). I copied all of the transcripts into an Excel spreadsheet and used open coding to initially assign codes to the participants' interview responses (See Appendix D for an excerpt from the codebook). I printed off the codes from my Excel spreadsheet, cut them apart, and grouped and regrouped them to find commonalities through constant comparison. A sample of the initial codes may be viewed in Appendix E.

I continued my thematic analysis by identifying patterns in the codes, placing them into categories, and performing axial coding (see Appendix F). Liamputtong (2009) identified the two main steps in thematic analysis as making sense of the data from each

transcript and then trying to make sense of the collection of data as a group. After all of my interview data was coded, I found that many of the codes had the same meanings but contained different words, such as “mixes L1 and L2” and “translanguaging.” For those, I picked one name to represent the code and typed the selected wording for the codes into the Excel spreadsheet. Then after much consideration, I merged some of the similar codes and grouped them into categories that represented the commonalities between them. This phase of the analysis involved clustering the codes together in such a way that they reflected patterns in the data that were meaningful and descriptive (Braun & Clark, 2012). I gave each category a name and these categories became my concepts. These concepts needed to be aligned with the research questions, reflect all relevant codes, and meet the purpose of the study (Merriam & Tisdell, 2016). I compared these concepts again to the codes in my list, and compared the concepts to each other, questioning how they fit together to tell the overall story of my data. From these concepts, I was able to identify four themes that emerged from the interview data. After I had completed the thematic analysis for my interview data, I repeated this process to analyze my observation data, from which two additional themes were identified. The observation data had been collected from March 2 through March 10, 2022.

After I had analyzed and coded the interview and observation data, I selected writing samples from the participants’ EL student portfolios to include as artifacts, which exemplified their writing abilities at their current English language proficiency levels. I scored and analyzed these samples using the WIDA Writing Rubric (WIDA, 2022b). This rubric provided a measurement for writing ability in three areas: Linguistic complexity at the discourse level, language forms at the sentence level, and vocabulary

usage at the word/phrase level. It allowed for a score of one through six in each of these areas, with one being a beginning score and six being the highest score. I analyzed which score best fit each writing piece at the discourse level, sentence level, and word/phrase level, and retained the lowest of the three scores as an overall score. Then I interpreted what those scores meant.

I also analyzed coded data under the sub-theme of “Making Learning Experiences Better” in the areas of strategies and needed supports, from perceptions the participants had expressed during their interviews. After looking at these codes, I wrote out the statements they made that indicated the types of interventions they believed would improve their learning experiences. I then put together a montage of these ideas from the participants’ statements, to express their collected perceptions of what an ideal classroom experience may be like.

Quantitative Data Analysis

To analyze the quantitative data from the ACCESS test scores, I ran a one-way multivariate analysis of variance (MANOVA) using SPSS software. The mean scores of each language modality of listening, speaking, reading, and writing, were compared between the LTEL group and the non-LTEL group of seventh and eighth graders in the building who took the ACCESS test. The independent variable was the group, and the dependent variables were the four language modalities; the MANOVA tested for any significant differences between the groups in listening, speaking, reading, and/or writing. A MANOVA was the most suitable analysis to run because there were four dependent variables being analyzed simultaneously. This helped determine whether any of the dependent variables showed a significant difference before undertaking an examination of the variables independently. Descriptive statistics and graphs were prepared to depict growth and variance in composite and domain scores, as well as to give a big picture of

the English proficiency levels of the LTEL group and non-LTEL group, which included all the seventh and eighth grade ELs represented in the school building. The analyzed data were examined further to look for patterns or trends, or even a lack of variance in growth. The baseline data were gathered to show if there were any gaps or significant differences in growth in the tested areas between LTELs and ELs who were not classified as LTELs.

This analysis was conducted to create a visual of the overall pattern of the ACCESS scores and the proportion of ELs who were classified as LTELs. The reliability of the WIDA ACCESS for ELs test was strengthened through standard-setting procedures that determine the scoring for language proficiency levels and technical reports provided on the WIDA website (Fox & Fairbairn, 2011). By categorizing these data, the scope of the language proficiency levels became more apparent and lent support to the importance of increasing our understanding of LTELs. Although the LTEL label could perpetuate a deficit perspective, it could also draw attention to the need for increased educational opportunities and equity of outcomes for a group who are at a disadvantage in meeting their goals (Sahakyan & Ryan, 2018).

Validity

Validation is a means to evaluate the accuracy of a study, which has added value through “time spent in the field, the detailed thick description, and the closeness of the researcher to participants in the study” (Creswell, 2013, p. 250). I used several methods to ensure that the findings of this study were credible and trustworthy. Triangulation has been proposed as an effective strategy to increase the internal validity of research by cross-checking and comparing multiple data sources (Merriam & Tisdell, 2016). The data

sources that were triangulated in this study were semi-structured interviews, classroom observations, and artifacts including writing samples and ACCESS test scores.

Another method I used to increase validity was thick description. Rich descriptions of the study can be applied to participants, setting, and activity and provide interconnected details (Creswell, 2013). I applied thick descriptions to the participant profiles to help the readers envision the background and culture of the LTEL participants, and endeavored to richly describe their experiences so their voices would be elevated.

The third method I employed was researcher's reflexivity. This strategy communicates how researchers influence the research process through their biases and assumptions (Merriam & Tisdell, 2016). As a researcher, who was also the participants' ESOL teacher, I had my own predetermined assumptions about what the participants were capable of linguistically and academically. I also had pre-established relationships and a positive rapport with them, in which I frequently acted as an advocate. As a researcher, I had to be mindful of my potential biases and not allow them to affect the actions or responses of the participants. I also was careful to mentally visualize my role during research activities as "the researcher" and not as "the teacher."

Protection of Human Rights

The participants' confidentiality was assured and no real names were used. As discussed earlier, parental consent and student assent forms were distributed to all the participants. The forms disclosed what was being asked of the participants and gave a brief description of the study. They stated that participation was voluntary, participants' identity would not be revealed, and there were no anticipated risks associated with the

research. The parental consent forms and student assent forms were reviewed in class, sent home, and then collected with parent and participant signatures.

This study was approved by a full committee review from the University of Missouri – St. Louis Institutional Review Board (see Appendix G). It was also approved by the Research Review Committee of the school district in which the research was conducted.

Chapter 4

Findings & Interpretations

In this chapter, the findings and interpretations of the analyzed ACCESS data, interviews, and observations regarding the educational experiences of LTELs in middle school are presented. The six LTEL participants were Aaden, Maria, Elena, Samir, Luis, and Carlos. Their voices were featured to provide the LTELs' perspectives in this research study.

This chapter has three main sections, with each section providing findings for a research question. The first section describes how quantitative data was collected and provides the results of a one-way MANOVA analysis of ACCESS scores. The second section presents the interpretations of LTELs' responses about their experiences of language and academic learning from their own unique perspectives. The third section provides the interpretations of actions and behaviors that were observed as the LTEL participants engaged in their classroom environments.

Results for Each Research Question

Findings on Research Question 1

“Were there any significant differences in the mean scores of the four language modalities (listening, speaking, reading, and writing) between the LTEL and non-LTEL groups?”

Null Hypothesis: There is no difference in the mean scores of the four language modalities between the LTEL and non-LTEL groups.

Alternate Hypothesis: There is a significant difference in the mean scores of the four language modalities between the LTEL and non-LTEL groups.

The quantitative data collected consisted of ACCESS test scores for all the seventh and eighth grade ELs in the study's middle school site. These data were analyzed using SPSS software.

A MANOVA was performed to determine whether there was a difference between the LTEL and non-LTEL students on four language proficiency test scores from ACCESS (see Table 2). The dependent variables were the four language domains: Listening, Speaking, Reading, and Writing. The independent variable was Group (LTEL, non-LTEL).

The Box's M test ($p = .627$) was not statistically significant and indicated a homogeneity of variance-covariance matrices of the dependent variables across the levels of the independent variable. The homogeneity of variance was also indicated through Levene's test of homogeneity of variance ($p > .05$). The differences between the groups on the combined dependent variables was not statistically significant, $F(4, 28) = 1.267$, $p = .306$, Wilks' Lambda = .847. Therefore, analysis indicated that there were no significant differences in the mean scores of the four language modalities between the two groups, and the null hypothesis was retained.

A univariate analysis was also performed to determine if there were any group differences in each of the four dependent variables, which were the language domains of Listening, Speaking, Reading, and Writing. The results of the Tests of Between-Subjects Effects showed that in each language domain, there were no statistically significant differences in the language scores in each domain between the groups. In Listening, the group difference was $F(1,31) = 0.025$, $p = .876$. In Speaking, the group difference was

$F(1,31) = 3.528, p = .070$. In Reading, the group difference was $F(1,31) = 0.817, p = .373$. In Writing, the group difference was $F(1,31) = 1.266, p = .269$.

The following data were expressed as mean +/- standard deviation. Students in both groups (LTEL, non-LTEL) scored the highest in the Listening test with similar scores (5.07 +/- 1.18 and 5.14 +/- 1.33, respectively). While the results were not statistically significant, differences were noted in the order of mean scores from the highest to lowest in each group: the sequence of variables from the highest mean to the lowest mean for LTELs' was Listening, Writing, Reading, and Speaking; the sequence of variables from highest mean to lowest mean for non-LTELs was Listening, Reading, Speaking, and Writing. After the highest scoring variable of Listening, results for both groups (LTEL, non-LTEL) for the remaining three variables in the descending order were as follows: Writing – 2.82 +/- 0.51 and 3.06 +/- 0.68, Reading – 2.80 +/- 1.09 and 3.21 +/- 1.50, and Speaking – 2.60 +/- 0.78 and 3.18 +/- 0.96, respectively (see Table 2).

Table 2

Results of the Test Scores in Each Language Domain

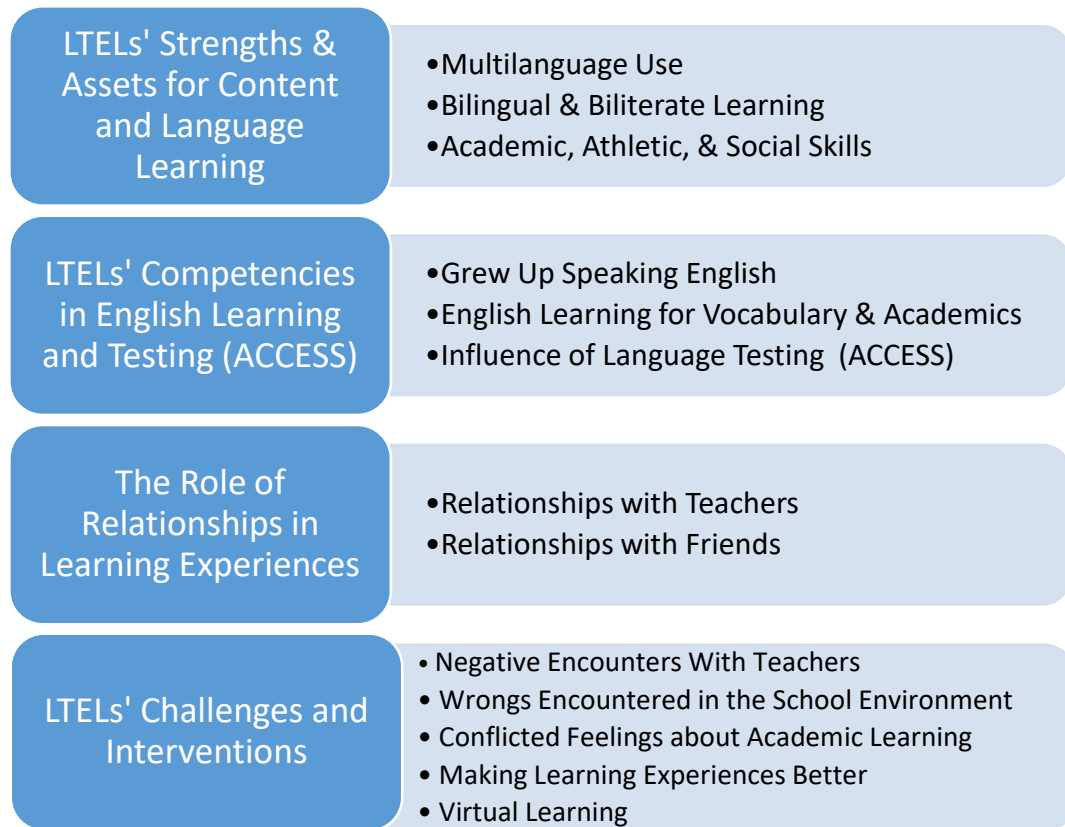
Language Domain	Group	Number of Students	Mean	Standard Deviation
Listening scores	LTEL	21	5.07	1.18
	Non-LTEL	12	5.14	1.33
Writing scores	LTEL	21	2.82	0.51
	Non-LTEL	12	3.06	0.68
Reading scores	LTEL	21	2.80	1.09
	Non-LTEL	12	3.21	1.50
Speaking scores	LTEL	21	2.60	0.78
	Non-LTEL	12	3.18	0.96

Specifically, the results suggest that although the mean growth score in each language domain for the non-LTEL group was slightly higher than that of the LTEL group, there was no statistically significant difference between the scores. In looking at LTEL and non-LTEL as separate groups, the data from this analysis with a relatively small sample size indicated no outstanding difference in their average scores. While educational systems had put in place the LTEL label to distinguish LTELs from non-LTELs, this difference did not manifest in these results of mean scores in ACCESS testing. This result further indicated that, from a statistical point of view using this data set, a line placed between LTELs and non-LTELs separating them as groups did not exist.

Findings on Research Question 2

“How did participating LTELs perceive their language and academic learning experiences in middle school?”

The themes that emerged from the interview data to support Research Question 2 were as follows: (a) LTELs’ strengths and assets for content and language learning, (b) LTELs’ competencies in English learning and testing, (c) the role of relationships in learning experiences, and (d) LTELs’ challenges and interventions (see Figure 4.1).

Figure 1*Emerging Themes from the Interview Data Analysis****LTEs' Strengths and Assets for Content and Language Learning***

The LTEL participants perceived their language and academic learning experiences in middle school through the strengths and assets that they brought to school with them. During their interviews, each participant shared how they were strong, and their comments reflected how these strengths have influenced their learning.

Multilanguage use. The participants perceived their linguistic strength in their ability to interact with others as bilingual speakers. All the participants commented on why it was special to be able to speak in more than one language. They felt they had more opportunities to speak, knew what other people were saying, were different in a good

way, and could be understood by some people who did not understand English. Luis explained why it was special to use more than one language as follows:

Cause its more opportunities to speak. Let's say you go to like the country that your parents or anybody go to. You can speak that language every day. You speak English to them ... so they're confused and all that. Like "What do you say?" or like in Spanish, "Qué dijiste?" They mostly just say [they are asking] that cause they're confused and everything. Then you tell them in Spanish, "Well I speak English a little," and so from there it's good to have a new language, cause it's not bad. (Interview, March 2022)

Similarly, Carlos and Samir said that speaking more than one language was special because you can talk to more people who may only speak one language.

Carlos, Luis, and Maria were all fluent speakers in Spanish, Elena in Arabic, and Samir in Somali. However, while Aaden's parents primarily spoke Somali and English, he comprehended his first language only when spoken by his mother, with most of the language forgotten. Aaden's comments were especially poignant in his appreciation of being bilingual:

My mom, she speaks six different languages and my dad too. But like, I feel like since I was born in the United States, I didn't really get like, I was around so many people that speak English, I forgot. I did. I never knew how to speak my own language [Somali]. But if my momma speaks it to me, I understand like perfectly. I know everything she's saying. I just can't speak it back to her. She mostly speaks to me in English cause, I don't know. If she's mad, she'll speak to me in all English. (Interview, March 2022)

The other five participants shared their stories of how they interacted with others as bilingual speakers. Carlos, Maria, Luis, Elena, and Samir spoke two languages when at home with their families. They mostly spoke their first language with their parents, with the exception of Elena, who mostly spoke English. She explained that when her parents were trying to explain something, they said it in English, but when asked what food she was making, her mother responded in Arabic. Carlos said his parents spoke a little bit of English but spoke Spanish with him “when we’re around each other or on the phone.” He added, “With my mom and dad I speak Spanish, but with my siblings I speak English.” Samir mostly spoke Somali with his parents and siblings and also heard Somali in his church. While he seemed very confident in his ability to speak Somali, he said that he used to be a better Somali speaker when he was in elementary school. “I was very good, but now I’m pretty good at Somali. But not like before. I was better.”

Another strength as a bilingual is the ability to use translanguaging. While the other participants may have had this ability, only Maria mentioned its use. She explained how the process of translanguaging worked for her.

Sometimes I just like knowing. I read it, and if it’s in English that I read it, but then process it in Spanish in my head. So like when I process it, it makes it much easier to know what it means. I hear you in English, but then in my head’s going all in Spanish... When I go out somewhere and like when you say it to me [in English], I process it in Spanish, cause it’s easier and I get more Spanish than English. And it’s like, it’s just easier [in Spanish]. (Interview, March 2022)

I asked if she responded in English, and she replied, “Yeah. It takes me like a minute to understand what you’re saying.” Another way she processed language was to hear words spoken in Spanish and respond in English. Maria gave this example:

I go to these classes and they help you with your school homework or just in regular talking about your life. They say it to me in Spanish, but then I will answer them in English cause it’s easier when somebody tells me in Spanish and I answer in English. (Interview, March 2022)

While at home with her mom and stepdad, she mixed Spanish and English words (Spanglish). She gave this example of an interaction:

I will start talking to you in Spanish, but then I will put some English words in it and when I don’t know. Like, for inference, this is a word I never get. It’s beans! And I always say like, I don’t know how to say beans. I said like, “Mom I want some beans!” And it’s a word like, I always mix up the words with Spanish and in English. (Interview, March 2022)

Her mother supported and encouraged the translanguaging and mixing up Spanish and English words (Wei, 2018). Maria also said that her mother told her, “English is not hard nor Spanish cause you’re bilingual.” She also told her to “use more Spanish and English, both at the same time. Like, mix the words and I don’t care, just use it.”

Maria also used translanguaging with her friends at home and school. She said, “I only have Mexican friends at home and so I always talk to them in Spanish and English, English and Spanish.” When asked if her friends also mix the languages, she replied, “Sometimes, yeah, not all the time.” She also said that “one word in English is multiple words in Spanish” and that she could say things in different ways in Spanish. For

example, she said, “Like sorry. It’s in how my mom says, *perdóname, lo siento, disculpame*. And basically that all means sorry. Different ways to say and like in different occasions to use it.”

Bilingual and biliterate learning. Participants perceived another linguistic strength in their capacity for bilingual and biliterate learning. They had their own lived experiences and resources as bilinguals in their homes and communities. Along with their English learning, some of them made efforts toward reading and writing in their home languages.

Four of the six participants recalled seeing or interacting with printed materials in their first languages at home. Some of the items they saw were books, calendars, wall hangings, the Bible, and legal documents such as passports and birth certificates. In her house, Elena saw a copy of the Quran written in Arabic that her family reads.

Three of the participants could read only a little in their first languages. Carlos said he could also write some words in Spanish. He wrote in Spanish when he was in a place where only Spanish was spoken, specifically at a church he had attended. Samir could read a little Somali, and Maria had been trying to learn to read Spanish, using her Spanish books at home. While Luis said he did not read or write in Spanish, he applied his available resources to communicate with others in text in Spanish. When he wanted to send a text message or type a word in Spanish, he used the microphone at the bottom of the screen, so that he could say the word in Spanish and have his device produce the word in text in Spanish.

Two participants expressed an interest in using printed materials in their first language in the classroom. Maria thought her learning experiences would be better at

school if her work sometimes contained both Spanish and English. She said, “I can learn how to read in Spanish if sometimes my work was like that.” Carlos stated, “It’s ok if they give me a paper that’s in Spanish too. There’s still some words I don’t know, that I know in Spanish but I don’t know in English.” By providing multiple language texts for reading and allowing LTELs to use their home language and English (translanguaging), teachers could enhance their learning in reading and writing.

Teachers could also enhance LTELs’ learning experiences by encouraging and utilizing speaking in their first languages. However, the participants’ use of their first languages was limited to what they personally initiated during the school day. Carlos, Luis, and Samir used their first languages for socialization. Carlos used Spanish in socializing to make jokes with his Spanish-speaking peers, so that only they could understand. Luis used Spanish at times to communicate with his Spanish-speaking friends but said he could also help Spanish-speaking peers if they did not understand English well. Samir used Somali to talk to his cousin: “When he asks me something in Somali, I had to say back in Somali.” Maria used Spanish to get help from her Spanish-speaking friends in understanding what words meant in Spanish and English, but Elena said she really did not use Arabic during her school day.

While Luis said he only used Spanish sometimes during the school day to communicate with his friends, he also felt his teacher was being unfair when he did not allow him to speak to his friends in Spanish. Luis shared:

He doesn’t let us speak Spanish. Cause sometimes I need to communicate with people. But like, I get it, it’s this school, middle school it’s called. It’s English only. But sometimes I feel like talking to my friends in Spanish. “Hey bro, go do

this. Hey like, go do that.” Just feel calm and safe. We just speak English.

(Interview, March 2022)

Although Luis would have liked to use more Spanish in the classroom, he perceived that middle school was “English only” or at least it was for this one class.

While the other LTEL participants did not express feelings of being restricted from speaking in their home languages, one can infer from their responses that their teachers’ recognition of their bilingual abilities was superficial. Maria shared that some teachers recognized that she could speak another language by her accent, and Aaden said it was by his features. Elena said some asked what language she spoke. Samir thought that only the ESOL teachers knew that he spoke Somali. Carlos felt his teachers “almost don’t care” that he was bilingual, but they did not mind if he spoke in Spanish. These perceptions of the LTELs were unfortunate, because information was shared with each teacher at the beginning of the school year about the ELs in their classrooms. Teachers were informed of the LTELs’ home languages and what their proficiency levels were in terms of ACCESS scores and were given descriptions of what the LTELs could do in each language domain (listening, speaking, reading, writing). However, this information was either not communicated or not utilized with the LTELs in a way they would perceive as meaningful.

Academic, athletic, and social skills. All the participants perceived that they possessed strengths in the form of academic, athletic, and/or social skills. Five participants spoke of their academic skills. Samir and Luis felt they were skilled in reading. Samir thought reading was his best subject, and said, “I’m good at reading. I like reading to myself at home. I read a lot.” He thought his teacher knew he was good at

reading: “I think I had the highest score for the reading test.” Luis described himself as a descriptive writer with good reading abilities. He said he wrote with texture in it and added, “I like reading books before I go to bed or sleep, or really just read graphic novels.” Maria felt her best subject was English. She explained, “I understand more English than in any other years. I think I’m listening more because at home I’m listening. I’m more than talking. I’m listening to a lot of people.” She added, “I used to get all Fs. My grades were not good, but my mom told me once you got in middle school, everything was good. Now I have all A’s and good grades, and I improved more.” Maria also expressed her ability to ask questions and seek help from teachers and peers. Samir, Carlos, and Luis felt they were skilled in math. Samir said his strengths helped him to get better grades in school. Carlos stated, “I know how to do multiplications and questions like that, and I know how to write more words.” Luis said he could easily do math in his head. He told a story of a practical, hands-on math application:

My dad, whenever I go with him to work he tells me, “Hey go cut this”, and helps me use a tool. So from there I know what’s going on. He tells me, “You have to mark it like this,” and I’m like, “Ok, let me try.” (Interview, March 2022)

When I asked Elena to tell me about how she was strong, she paused for a long moment and responded that she could not think of anything. However, she did state that her best subject was math, and she was focusing on her teacher and doing her work.

Three of the participants spoke of their athletic skills. Aaden, Carlos, and Samir all felt they were good at soccer. Carlos said, “I’m very good at soccer because most of my life I’ve played soccer. Maybe my friends want to play soccer. Most of the time they picked me to be on the team. Makes me feel good because it’s like them telling me that

I'm good at soccer so they want me on their team." Aaden said he was good at basketball and soccer and learned to be that way by training with his uncles. Samir said he was also good at running and football.

Three participants spoke about how they expressed their social skills. They used social skills to interact and communicate with others in the middle school environment. Carlos said that he had a good sense of humor: "I like to make jokes and just joke around." Aaden and Luis expressed their social skills in ways that demonstrated their sense of self-efficacy. Aaden shared these thoughts:

Don't let people overpower you. If you want to do something, do it because you want to do it, not because somebody else wants you to do it. Like say my friend went to school. If I don't want to go to that school, I'm not. I'm just not going to go there cause he goes. (Interview, March 2022)

Luis shared his sense of self-efficacy as follows:

It's not like a bad influence, but like when people start to be racist and everything, that's when you have to start speaking English and telling them why you speak that language. Really it's not nothing, but people just like making fun of Spanish sometimes. (Interview, March 2022)

Aaden also showed a particular social strength in his ability to empathize and speak for others. He shared the following story about helping a peer:

It was in third grade. Our teacher ... there was this white lady, you know. Then it was this Muslim girl in our class. She just moved here. She just moved to America so she didn't know how to read English. She knew how to read in her language. So the words didn't make sense to her. And the teacher just treat her like, she was

treating her bad. She would be like, “Come on you, you really telling me you don’t know this? So what are you in the grade for?” And like, calling her, treating her real bad. So that day, I had to help her report the teacher cause she didn’t know how to speak English to report her. So, she just stood there, like she started crying. I felt bad for her. (Interview, March 2022)

While Aaden was very social and skilled in his ability to speak to others, he expressed an internalized perception that this was a problem. He said, “I’m not gonna get on here and lie. I’m very social-like. I like talking a lot. That’s a problem, like I like talking a lot. I’ll admit that too.” He also did not think his strengths helped him at school. Instead of internalizing that being social and talking were problems, he might have recognized these characteristics as strengths if teachers had utilized these skills to provide enhanced learning experiences.

LTEs’ Competencies in English Learning and Testing (ACCESS)

While this group was labeled as LTEL, the participants perceived that they had learned English at a young age or had always known how to speak English. In their language and content learning in middle school, they did not identify with a continued need to learn English. They felt they had already learned English before entering elementary school. Instead, they perceived their language learning as opportunities to expand their vocabulary and improve academically.

Grew up speaking English. Aaden, Elena, and Carlos all perceived that they had grown up speaking English. They claimed English was their main language, and they had little or no memories of speaking another language when they were very young. Aaden described his acquisition of the English language as follows:

English had only just been to you. I know how to like, I grew up speaking at least like when I was four. I was speaking English here. I never had, nobody had ever had to teach me English. I knew English. (Interview, March 2022)

Carlos described his acquisition of English in a similar fashion:

I didn't really have to learn English because, you know when you like, you go to a country that you hear it most and then you start picking up on it? That happened when I was a child. So I learned how to speak English because I lived there only more. (Interview, March 2022)

Elena was unsure if she learned English or Arabic first, or if she learned them at the same time, but she insisted that English was her first language. The participants considered English to actually be their first language, as it was the predominate language they could remember speaking.

Luis, Maria, and Samir all claimed to have learned English when they started attending preschool. Luis and Maria said their first language was Spanish, and Samir said his first language was Somali. They all said they picked up English quickly when they began preschool, through their efforts to communicate with teachers and friends. They also said they knew either no English or very little English before starting school. Maria described how she learned English through attempting to communicate with a new friend:

One time I said, "I like your jacket," and I said it to her in Spanish. And the girl was, "I don't know what you're saying." And then that's like at the instant I picked up on it. And I said, "I like your jacket," in English, and I don't know how I just picked on it. (Interview, March 2022)

English learning for vocabulary and academics. The participants perceived that their language learning in middle school was not actually learning English, but instead was expanding their vocabulary and helping them to improve academically. They felt that ESOL classes were helpful in going over words, improving grammar, and reading books. Carlos, Maria, and Luis all considered reading books to be one of the best supports in learning. Luis commented, “Books helped me more to read, like into it and get into it more.” Maria felt that ESOL was helpful when going over words and reading because “There’s so much stuff I don’t know in books and it’s easier to pick up.” Pronunciation was important to Maria and Samir. Samir said, “I’ve seen the words a lot and I don’t know how to really say it well. And sometimes I just don’t know that I can’t pronounce them right.”

The participants expressed mixed feelings about their English language learning in middle school. This sentiment was best expressed by Samir: “I think I was pretty good. It’s kind of good, kind of not. It’s medium.” Carlos said he was not sure: “In elementary school it was easier. I felt like I was almost ahead. So most of this, most of the tests were very easy.” The other four participants thought their language learning in middle school had been a good experience. Aaden added, “It’s better than in my elementary,” and Maria felt that her language abilities had improved.

All the participants expressed the strategies they felt provided the best support for continuing English learning and helping them grow. These strategies included hearing others speak in English, rereading text, repeating words, asking questions, and viewing pictures and videos. Maria and Aaden used technology, relying on their school-issued

iPads. Maria would look things up on the Internet, and Aaden used the camera function. He used this strategy:

Take a picture of it. I don't remember what I did in sixth grade, cause we didn't have no iPads. This year I take a picture of this, so if the teacher remind me I can go to my iPad and see if I have it. Yeah, that's a strategy I use. (Interview, March 2022)

Influence of language testing (ACCESS). All the LTEL participants had taken the ACCESS test annually since kindergarten, yet they expressed limited knowledge of what the test meant. Before ACCESS testing began last January, all students who were scheduled to take the test were given a practice test online and given time to use the program's practice tools. In addition, at the beginning of the school year, the students were tasked with creating a goal sheet, using their current ACCESS scores and a list of language descriptors. However, these efforts were inadequate in preparing them for the test, and more time was needed to engage them with the test items in all four language domains. When the students reviewed their individual score reports from their last ACCESS, their self-perceptions from language testing often became negative, as they internalized why they did not score higher or pass the test. Instead of focusing on their positive language growth, many felt they needed to try harder or do better on ACCESS.

All the participants expressed that they knew ACCESS was a test they took every year and that their individual report showed how they had scored on it. However, only Luis could explain that the scores actually measured their listening, speaking, writing, and reading abilities. Other participants had vague ideas about how ACCESS measured "what you did good and what you did bad," and if they passed ACCESS, they would not

have ESOL next year. While Luis felt positive about the test, having enjoyed getting time out of class, some participants had negative feelings, including Carlos, who said, “Looks like I was doing very bad.” There was a general perception among participants that their scores meant they had not passed the test.

When I asked the participants if they felt their English language proficiency was measured properly by this test, all but two said that their scores should have been higher. Elena agreed with the scores, but replied, “I don’t know” to further questions about why she agreed and what the scores meant to her. While Aaden agreed with the scores, he stated he could do better.

As they reflected on their scores, their self-perceptions grew negative, and they expressed a need for improvement rather than confirming their growth. Samir said the test “makes me feel like I want to get better.” Carlos said, “It means that I didn't try hard enough. And that I think I should try harder, next time.” However, he also expressed, “I’m at least trying my best.” Luis shared, “I expected this, expect to get sometimes low.” Maria stated, “I should learn how to read more” and “I should improve.” She added, “I didn't even know that I'm not good at it.” Aaden questioned, “Was my English good enough?” He added, “I wanna say these scores don’t mean anything. They mean a lot. I feel like, I can do better than that.”

Three participants made a few positive comments as they reflected on the domains in which they had shown the most growth. Aaden felt he had grown the most in Writing, stating, “The other time I didn’t write as much. This time I had a lot to say and to write. And I put my words and then I did good.” Samir felt that he had grown the most in Listening, saying, “I listen more. And didn't skip a lot. I think I used to skip a lot, like

everything.” Maria also felt she improved the most in Listening and said, “I improved because I think I'm getting better at listening to the questions that they asked me.”

The Role of Relationships in Learning Experiences

The LTEL participants perceived their language and academic learning experiences in middle school in view of their connections or relationships with others. When positive relationships with teachers existed, participants perceived their teachers wanted them to do well and felt they exhibited concern for their wellbeing. Relationships with friends were also a vital aspect of each participant’s school day and influenced the way they perceived their learning experiences.

Relationships with teachers. Having positive relationships with teachers at school affected how the participants perceived their learning experiences. All the participants expressed that they had teachers who cared about them. They felt their teachers showed they cared through various actions, including checking up on how they were doing, helping them, and giving them attention. In Carlos’s words, teachers showed they cared by “helping me with stuff that I’m stuck on or by explaining it more so I can understand.”

Carlos and Maria both further qualified their thoughts, stating that some of their teachers cared about them while others did not. Carlos said, “I think some of them do care about me and want to help me learn. And others just give me stuff and then expect me to do it all in a short amount of time.” When asked about whether teachers cared about her, Maria said:

Some teachers do and some teachers are just like, “Stop it with this girl.” Cause some teachers just say that I talk too much in their classes and I don’t let them

teach. But then some teachers are like, they're really nice and they don't care. Sometimes they show it by giving me less work. And sometimes when I'm not, when I finish other work, I'm just there sitting down doing nothing. I'm talking to the teacher. (Interview, March 2022)

Furthermore, most of the participants expressed that teachers had high expectations for them. These expectations included doing their best, being respectful, and completing their work. Aaden described his teachers with high expectations as follows:

They don't give up on you. They'll keep pushing you to do, like he pushed me to do the work and stuff. Like every time I didn't do my work, he still didn't give up. He'll still try to push me to make me do it. (Interview, March 2022)

Carlos and Maria clarified that some of their teachers had high expectations and some did not. Luis was the only participant who felt that his teachers did not have high expectations for him. He said, "Mostly my teachers don't, but mostly parents do."

Relationships with friends. During their interviews, the participants mentioned their friends many times, as their interactions with them were woven throughout their school experiences. The participants perceived that their relationships with their friends improved the school days and affected their disposition toward their language and academic learning. They spoke about how interactions with their friends helped them throughout the day.

Maria, Luis, and Carlos communicated with their friends to receive instructional help and to help others. Maria's Spanish-speaking peers helped her with her English, both at school and on the bus. She would ask them, "What does it say? What does this mean?" She would then repeat the words her friends said. Luis shared, "If one of your classmates

is confused in Spanish and they can't really talk English, then help them out." Maria enjoyed talking to her friends and working together in class. Carlos thought it would also be helpful to talk with friends before class. He said, "I feel like we should have that so we could talk to each other a little bit, maybe five minutes or so, and then start class so we would have more time to talk and then we can start focusing. And I feel like that would help us a lot more."

The participants also communicated with their friends during the school day for socialization. This socialization helped them to enjoy their day, and helped some participants to feel secure and relieved from stress. Carlos shared, "I feel ok at school because I get to see my friends and I get to have fun at school, but I have to be like on high alert because if someone wants to fight me or something, then I have to fight." I asked if it was often that he felt that way, on alert, and he replied, "If I'm with my friends, no, but some days that's not with me, then yeah." Luis said that talking to his friends in Spanish helps him feel calm and safe. When I asked Elena what the most important thing was for her in middle school, she replied, "My friends." She recalled a bad day when a falling out with a friend made her so sad that it was all she could think about, and she cried about it when she went home. On one of Elena's best days, Valentine's Day in sixth grade, she said she was really happy about being able to talk to her friends.

Other participants also shared stories about their best day at school, in which they recalled events of celebration and socialization. Maria recalled her best day in the sixth grade. She enjoyed playing outside, eating popcorn and snow cones, and watching movies, and said, "We were just there having fun." Samir recalled his best day at school

and talked about being able to spend the whole day playing in the park outside. Carlos shared, “My best day was when we watched the movie and my friend, me and my friends, could talk a little and watch the movie too. And it was just very chill.” Luis felt that a reason for staying in school was to have more friends to hang out with.

Beyond the school day, relationships form between home and school. When the participants reflected on how home and school were connected for them, some had difficulty expressing how these two could be connected. Half of the participants said there was no connection. Luis explained, “Life at home, you just leave that over there at home. School, you leave it at school. Stuff that you have between people or friends or family members, leave it with them.” Similarly, Maria said, “Everything I use at home I keep at home, and at school at school. There’s nothing.” Aaden thought home and school could not be connected because they (he and his family) were different from here. Elena could connect the two through homework but revealed a conflict with her parents. She said, “I really don’t do it. I’m too lazy. They tell me to do it, but I get annoyed with them.” Carlos connected the two through activities he enjoyed in both locations: playing soccer and making jokes. Samir applied a value he had learned in his home to connect the two, which was to never disrespect somebody. If stronger relationships had existed between the LTELs’ homes and school, then they would have had a structure in place to better support their learning.

LTELs’ Challenges and Interventions

The participants perceived their language and academic learning experiences in middle school through the challenges they confronted and interventions they received. They also expressed the types of interventions they would have liked to receive. Some

challenges they encountered were interactions they perceived to be negative or hurtful and perceived wrongs that were allowed to occur in the school environment. Other challenges occurred when participants felt their needs were not met or they did not receive differentiated instruction that could have made instructional content meaningful for them. The participants expressed their views on how their experiences could be improved through confronting challenges and making interventions.

Negative encounters with teachers. The participants were challenged by interactions with teachers that they perceived to be negative or hurtful at times. Elena, Luis, Maria, and Samir shared instances in which they felt they were treated unfairly in class. While I was unsure of whether these instances were unfair based on the participants' EL status, or if other students were treated similarly, the events still affected the participants' perceptions of their middle school experience. One instance was the restriction of their movements and activities that the participants deemed necessary. Elena explained what this unfair treatment looked like, that she had experienced in one of her classrooms:

One of my teachers does that. When she just locks the door cause some of the students haven't come to class yet. And then she's just like, "Attendance," and people just start banging on the door to go in. And then, when she doesn't let us like, go somewhere. There's this one time where one of the students wanted to go to the nurse, and the teacher didn't let them. And when one of the students wanted to get water, but she wouldn't let them either, or like the bathroom and stuff. Or like, throw something away, and then someone gets up, then she tells them, "What

are you doing? Sit back down.” And the student just says I’m throwing something away. And she’s just like, she says it in a mean way. (Interview, March 2022)

Samir shared that he felt it was unfair when “The boys can’t go to the restroom and the girls can. Cause the boys, like boys did some fighting a lot in the restrooms. The girls did too. The girls even fight even more than us.”

Maria and Samir both felt they were treated unfairly when their integrity was questioned. Samir described an experience with his teacher that occurred in the restroom:

These kids was fighting and the teacher came in and she saw me in there, so she thought I was part of it, and I kept on telling her it wasn’t me, but she kept on saying it was me. So I don’t like that. (Interview, March 2022)

Maria described an experience that occurred in the cafeteria with the lunchroom staff:

At lunch today, it was like two lunch ladies. They came up to me cause the lunch man he said, “That girl over there, she didn’t pick up her trash”, and I’m like I didn’t even eat your lunch today because I wasn’t hungry and I ate the cookies and the popcorn. And so they made me clean up the whole table and it was very dirty. (Interview, March 2022).

Maria and Samir felt quite offended when they were accused and their honesty was questioned and denied. Maria and Samir also disliked when teachers yelled at them.

Wrongs encountered in the school environment. The participants were challenged by the perceived wrongs or misdeeds that made them feel uncomfortable in their school setting. Aaden, Elena, Carlos, Maria, and Luis shared their thoughts. Elena was uncomfortable “when people just touch your head [hijab] and stuff. And when ... some of the teachers they screamed.” Maria shared what made her feel uncomfortable:

Sometimes in class I don't like when people come in your class and disrupt.

Disruptive students; it is very annoying. And you never know what's going to happen. If there's gonna be an intruder in the class, or somebody with a gun or somebody with a knife, or something like that. (Interview, March 2022)

Luis and Carlos both became uncomfortable when they thought about fights. Luis explained:

Whenever somebody fights, in sixth grade, I used to get anxiety. I would see somebody fighting like, or getting somebody expelled. I would feel like, my body would go like cold, frozen. Not the kind where you feel cold but like empty in my body. I can't even feel a bone. (Interview, March 2022)

Carlos also felt insecure about others in the school who may want to fight with him and was on "high alert" if he was not with his friends.

A challenge faced by Aaden was bullying, starting in elementary and continuing through sixth grade. He said:

Not really helpful with all the looks. People look at me different. That's what I didn't like. They used to be like, "Oh, look at the kid that don't know how to read." I still knew how to talk and everything that everybody else do. But they used to treat me different cause I was ESOL. Used to go home and cry, cause bullying and stuff like that. Sixth grade, I didn't have the latest clothes out. I didn't have like the best shoes they had. I didn't have that. So they would try to make fun of me and stuff like, make fun of my shoes. Like now, I really don't care like, that's just how it is." (Interview, March 2022)

Conflicted Feelings about Academic Learning. The participants were also challenged by their perceptions of conflicted feelings about their academic learning experiences. Some felt their needs were unmet, and they were anxious or stressed about the tasks and requirements of middle school. Luis thought middle school was tough and he had to put a lot of effort into it. Maria said, “My experience here in middle school is very fun, but it’s also very hard because sometimes you won’t understand something that the teacher gives you. I feel sometimes stressing and hard, but then sometimes just feel good about it.” Samir said he felt good about his learning, but it was not at the point that he wanted it to be. Aaden shared, “It was a struggle at first, but now that I’m actually paying attention, I get it.”

The participants also shared how they participated in classes. Maria and Samir participated by answering questions. Maria also joined the Kahoot app on her iPad; she participated in everything and did not sit out. Elena focused on the teacher, what she was saying, and did her work. Carlos and Luis said they mostly participated. Carlos was unsure at times if what he was going to say was correct. However, he would try his best to say the words and read aloud. Luis paused his participation if he had other things to work on.

Carlos, Samir, and Maria expressed anxiety and stress over some of their academic learning experiences. Carlos shared the challenge with the anxiety he faced as he dealt with his classwork:

There was one day that I had, in all my classes I had more than three assignments to do. And it was all stacked up on my shoulder. I almost doubted myself, that I couldn’t finish it all, so I didn’t even try. I think our teachers should go more easy

on us because we're still not, well most us are still not at the point where they think we are at, what they want us to be. (Interview, March 2022)

Carlos said he felt stressed: "I have a lot of work piled up and I feel like I have no time to finish it all." He also was uncomfortable: "I have to speak in front of the whole class because if I miss any words, then I might be considered dumb or something." Samir was uncomfortable speaking in front of the class and did not like to read aloud in front of everybody. He said, "When everybody stares at you when the teacher calls your name, I just get nervous."

Aaden expressed conflicted feelings of being offended during instruction about his own culture with a teacher he liked. He said, "They try to teach me about my own religion." He shared this story:

It's no disrespect to her, but like, how are you teaching me about my own stuff like that? And she tried to make it seem like she'd know more than me. It's no disrespect. She just read about it like and some of the stuff that she reads about is not true. (Interview, March 2022)

I asked him if she ever asked for his opinion and he said,

Yeah she had, she have come up to me. I told her like, some of the stuff that she sees, it's not what it really is. Like praying three times a day, like you pray five times a day actually. I have to correct her about that. (Interview, March 2022)

Making learning experiences better. The participants expressed what types of interventions could improve their learning experiences in middle school. These included language supports, differentiation, and time for non-instructional activities. All the participants offered ideas for interventions.

For learning new material, Elena said pictures and videos were helpful, along with better explanation of the content. Carlos also said he understands more when teachers show him pictures and give more information about what they are learning.

When writing more than one paragraph, Elena said she needed support. Carlos suggested that his writing assignments should be differentiated, that is, shorter and easier. He also wanted help to spell words, and said, “I feel stuck because I don't know how to write that word, so if I write it wrong, they might not know what I'm trying to say.”

Maria and Carlos wanted teachers to slow down when they were teaching and speaking. When asking questions, Samir said teachers could help by repeating the questions and making sure that he heard them. Luis wanted teachers to explain the work again and recap what had happened if he missed a day. Maria wanted teachers to write down their problems or write what they were doing so everyone could understand.

Aaden wanted his teachers to put themselves in the students' shoes and make the students want to come to the classes. He said, “I feel like teaching now, they just expect you to come in their class and they just give you some work to do and they just sit there. They gotta make their class to where people want to come.” He appreciated teachers who were “energetic” and “talking to everybody.”

Carlos thought his learning experiences could be better with more non-instructional time. He said, “I think they should let us have more fun, more days of just relaxing, maybe watching a movie. Or classes where if you're really stressed out, maybe you could just go to and just chill.” He wanted to have days where there was less work and more time to sit down and talk to each other. Luis also wanted to take breaks from doing work for a little while.

Virtual learning. During the COVID-19 pandemic, the school district pivoted to virtual learning and distributed iPads to students so they could attend classes and complete coursework online. This was a challenging time for the LTEL participants, and they shared their perceptions about their online learning experiences. Five participants perceived that virtual learning was not a productive learning experience.

Five of the participants used the following words and phrases to describe how they felt about their virtual learning experiences: “I didn’t like them,” “not that good,” “terrible,” “horrible,” and “very bad.” Four of the participants said that they slept during the classes. The participants made these statements about their virtual instruction: “I barely learned,” “don’t really learn anything,” “never listened,” “just turn it off,” and “doing something else.” Luis felt the work was harder on the iPad, but in person, he would “get the hang of it instead of just messing up every time.” Samir said, “Every time they told me something, I didn’t get it at all.” Maria would screen record the classes and then do something else, like hanging out with her sister. Aaden shared this perspective on his virtual learning experiences during the pandemic:

I didn’t like them. Like, you’re at home and you’re in the bed. Like you’re just gonna, you feel like you could do what you want cause you’re in your own house. Like the teacher can’t tell you what to do on the iPad. And just literally, just turn it off and go to sleep. Like, when you’re at school, it’s better. The teacher’s in front of you and if you go to sleep though she could tap you, wake you up. And when you at home and you can just get off the call, then just turn off your iPad or something. They’ll have to get a call. That’s why our virtual didn’t make no sense to me, like when it first came out like, nobody gonna come. Like nobody gonna

listen to this. They can just literally move the iPad, just not come. That's why I liked the school reopening cause it made sense. (Interview, March 2022)

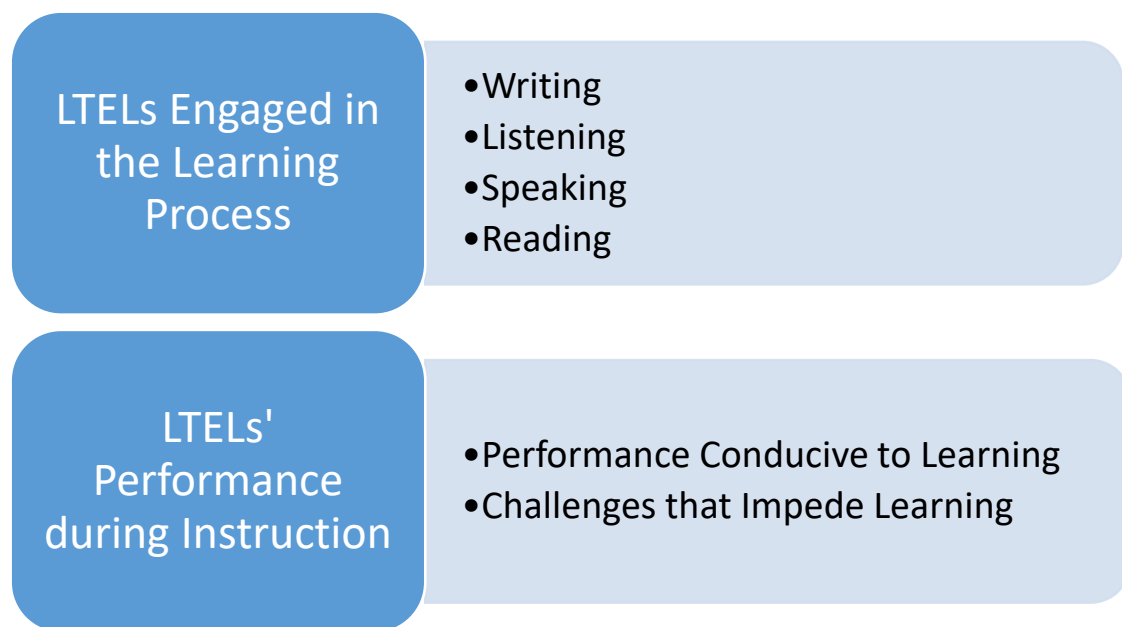
Carlos was the only study participant who actually enjoyed his virtual learning experience. He preferred virtual learning because he did not have to write on the board and spell words. He did not have to wake up early and go to school but could just wake up and sign into his classes on the iPad. He felt he did not have to ask his teachers for help because everything was in front of him on the iPad and he could ask Siri for help. He also enjoyed the breaks or free time built into the online learning schedule.

Findings on Research Question 3

“What aspects of performance, instruction, and behavior of participating LTELs were observed in the content classrooms?”

The themes that emerged from the data collection were as follows: (a) LTELs engaged in the learning process and (b) LTELs' performance during instruction (see Figure 4.2).

In this section, references to the LTEL participants and their teachers were taken from my observation logs, dated March 2 to March 10, 2022. In addition, the LTEL participants' ACCESS scores from each language domain were referenced, to illustrate what testing had indicated they could do at their language proficiency levels. I also included samples from the participants' EL portfolios, which were a collection of samples and reports from throughout the school year that gave evidence of performance in the four language domains.

Figure 2*Emerging Themes from the Observation Data Analysis****LTELs Engaged in the Learning Process***

I observed the LTEL participants in two of their content classrooms, for a total of six hours in math and six hours in ELA classes. These observations provided real-time data on how LTELs responded to the instruction taking place and their actions while engaging with the instruction. I watched as the participants used the Writing, Listening, Speaking, and Reading modalities, while learning with the whole class and interacting with their teachers one-on-one.

Writing. I observed all of the LTEL participants writing in some form during classroom instruction. This included taking notes, writing essays, writing answers to prompts, and writing answers to math problems. Most of the writing was done on paper, but in Luis's ELA class, students were instructed to write their essays on their iPads in the Microsoft Teams platform. The eighth grade teachers used Microsoft Teams

frequently, so in addition to writing his essay, Luis was able to check and catch up on other assignments online.

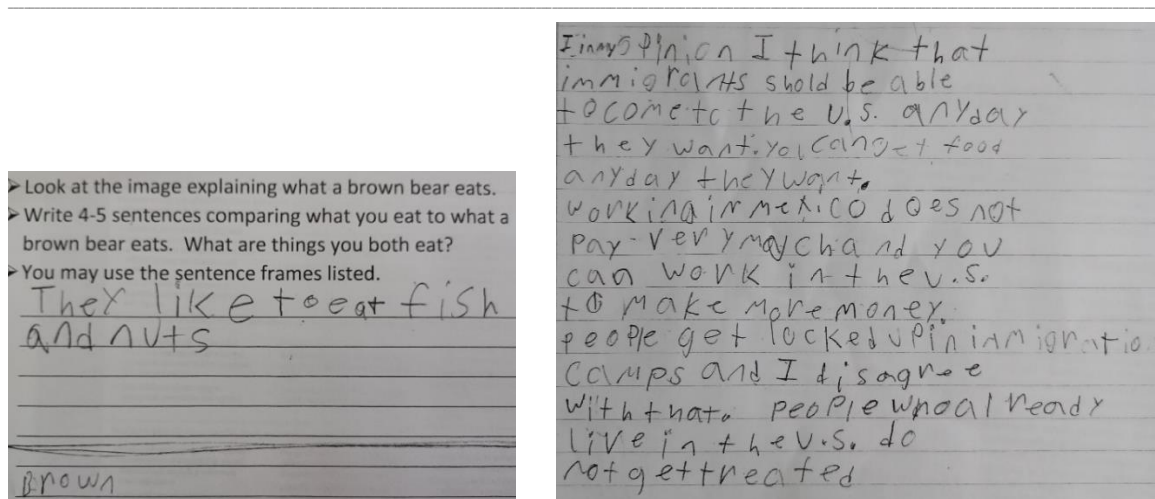
In the domain of Writing, the participants' ACCESS scores ranged from 2.0 to 3.3. This placed them in the Emerging and Developing proficiency levels (WIDA, 2022a). Based on WIDA's (n.d.-a) Can Do Descriptors, which lists what language learners can be expected to do at each level of language development, the LTEL participants could perform the following tasks: (at level 2) complete pattern sentences and connect simple sentences and (at level 3) produce short paragraphs and give opinions with reasons. Taking notes and writing multiple-paragraph essays were level four skills, and therefore scaffolds would be needed for the participants to perform seventh and eighth grade writing tasks. However, I did not observe much differentiation taking place, as supports such as teacher-created notes were available for the whole class. Yet, with this support, the participants were able to take notes by copying down what the teacher had written on the board, instead of writing down what the teacher said. The teachers also supported the participants and other students using one-on-one interactions. During one of these interactions, I noticed that Luis's ELA teacher was preparing a scaffold for him. As they discussed the multi-paragraph essay assignment, she wrote down the ideas that he had expressed to her verbally and gave him the paper to focus his writing.

Writing samples were taken from the participants' EL portfolios to examine the characteristics of their writing at their language proficiencies. WIDA (2022b) provided a writing rubric to detail the linguistic complexity, language forms, and vocabulary usage that determined each level. The samples were scored according to the rubric and show some variance between participants' ACCESS scores and their current writing abilities.

Carlos. Carlos scored a 2.0 on ACCESS Writing and produced these samples below (see Table 3).

Table 3

Writing Samples from Carlos (with transcribed text below)



They like to eat fish and nuts

In my opinion I think that immigrants should be able to come to the U.S. anyday they want. You can get food anyday they want. Working in Mexico does not pay very much and you can work in the U.S. to make more money. People get locked up in immigration camps and I disagree with that. People who already live in the U.S. do not get treated

Note. The first sample was rated 2 and the second sample was rated 3 based on the WIDA (2022b) Writing Rubric.

These samples show what Carlos can do independently and how his writing was elevated with the use of a scaffold. The first sample was rated 2. At the discourse level, it showed emerging expression of an idea. At the sentence level, it showed a simple sentence structure. At the word/phrase level, it showed general content words. The second sample showed improvement and was rated 3. At the discourse level, the second sample showed expression of an expanded idea. At the sentence level, it showed a

developing range of sentence patterns. At the word/phrase level, it showed appropriate and specific content words.

In the second sample, Carlos had dictated to the teacher what he wanted to write, and she wrote it down for him. Then, he copied those words onto his paper. He had difficulty thinking what to write and writing it down simultaneously, but when he told the teacher his thoughts, he communicated more thoroughly. This exercise was helpful for Carlos, in that his expression was not impeded by his difficulty in spelling words.

Luis. Luis scored 2.4 on ACCESS Writing and wrote these samples (see Table 4).

Table 4

Writing Samples from Luis (with transcribed text below)

Write a 3- 5 paragraph informational essay. Explain how climate changes influenced the Paleo-Indians' way of life.

The wetter changes because it a season that happens. They follow the animals to the north aka America. They moved to America so they can grow there crops.

The wetter changes because it a season that happens. They follow the animals to the north aka America. They moved to America so they can grow there crops.

Based on your research that you began yesterday what are 3 examples of censorship in America?

One way that censorship shows up in Fahrenheit 451 is through the banning and burning of books. The main character, Guy Montag, is a fireman whose job it is to burn the libraries of people who have collected these banned books.

Do you agree with banning books? Why or why not?

No cuz it is a way to know what you want to know in a book

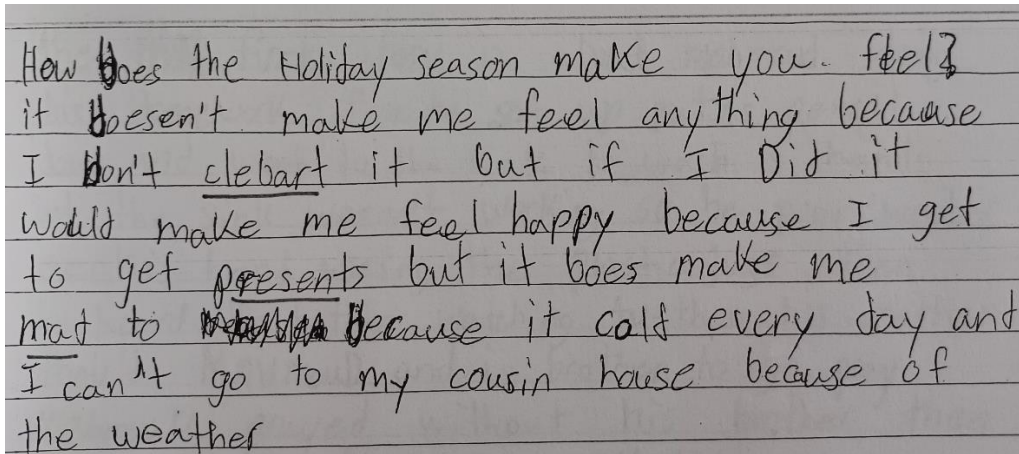
Note. Both these samples were rated 2 based on the WIDA (2022b) Writing Rubric.

These samples were written independently and no scaffolds were used. The first sample was rated 2 because comprehensibility was compromised. In his language complexity, he showed an attempt to organize his writing. In his language forms, he demonstrated his use of conventions but the spelling errors made it difficult to read. In his vocabulary usage, he used specific content words. The second sample looks more comprehensible, but it was also rated 2 because the first three lines of the answer were copied and were not his thoughts. He wrote the last line on his own though, and it showed emerging expression.

Samir. Samir scored a 2.6 on ACCESS Writing and produced these samples (see Table 5).

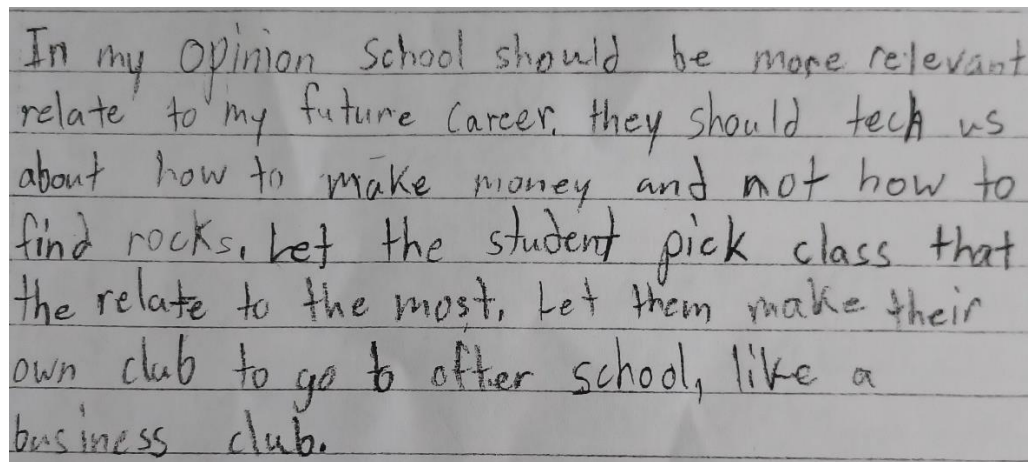
Table 5

Writing Samples from Samir (with transcribed text below)



How does the Holiday season make you feel? it doesn't make me feel anything because I don't clebart it but if I Did it would make me feel happy because I get to get presents but it boes make me mad to because it cold every day and I can't go to my cousin house because of the weather

How does the Holiday season make you feel? it doesn't make me feel anything because I don't clebart it but if I Did it would make me feel happy because I get to get presents but it boes make me mad to because it cold every day and I can't go to my cousin house because of the weather



In my opinion school should be more relevant relate to my future career. they should tech us about how to make money and not how to find rocks. Let the student pick class that the relate to the most. Let them make their own club to go to after school, like a business club.

In my opinion school should be more relevant relate to my future career. they should tech us about how to make money and not how to find rocks. Let the student pick class that the relate to the most. Let them make their own club to do to after school, like a business club.

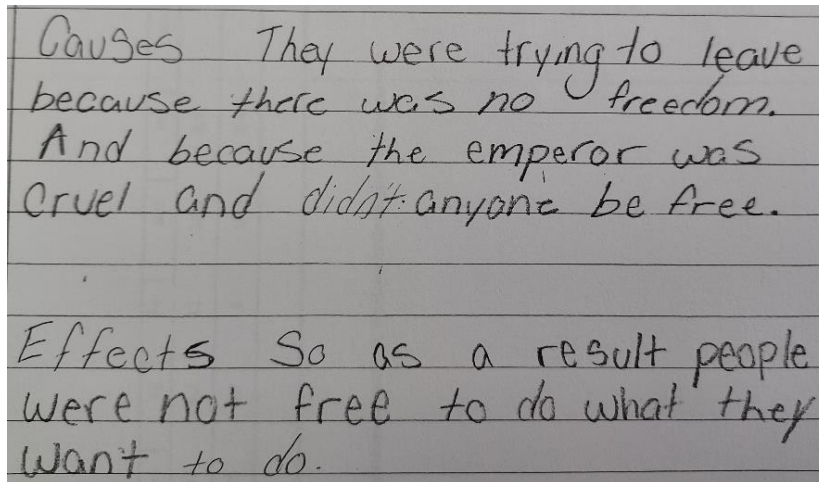
Note. The first sample was rated 3 but the second sample showed improvement and was rated 4 based on the WIDA (2022b) Writing Rubric.

These samples were written independently. However, Samir wrote the second sample after discussing his topic with his teacher and was able to express his ideas verbally before he wrote them down. The first sample was rated 3, with developing organization and specific content words. At the sentence level, he used conventions in his first sentence, but needed to follow through to the end of the response. The second sample was rated 4. As Samir discussed his response with his teacher, he had time to organize how he wanted to frame his answer, and put more thought into how he would craft it. His improvements included an organized expression of ideas, use of conventions throughout, and vocabulary that was specific and fulfilled the writing purpose.

Maria. Maria scored 2.9 on ACCESS Writing and wrote this sample (see Table 6).

Table 6

Writing Sample from Maria (with transcribed text below)



Causes They were trying to leave because there was no freedom. And because the emperor was cruel and didn't anyone be free.

Effects So as a result people were not free to do what they want to do.

Note. This sample was rated 3 based on the WIDA (2022b) Writing Rubric.

Maria wrote this sample independently. She scored a 3 because the writing showed developing organization and some specific words, but grammatical structures were still developing. Her writing was generally comprehensible throughout, and she used conventions and specific vocabulary. The grammar she used in her writing reflected errors that she usually did not make while speaking, so she may have benefited from first saying out loud what she wanted to write.

Aaden. Aaden scored a 3.1 on ACCESS Writing and wrote this sample (see Table 7).

Table 7

Writing Sample from Aaden

2050 is a long way from here so I know for a fact music is going to be way different from what we have now. There will be different genre's of music there will be more and more different artists out there, I think that music will be more relatable then the music we have today , I'm not saying this because the music we have today isn't "relatable", I say this because most of the music we have today is mostly about gangs, guns, money, And all foolishness like that . I predict that in 2050 music will make you feel more alive and safe . "I don't talk things. I talk the meaning of things. I sit here and know I'm alive, I chose this quote because it describes me in many ways, In my opinion I think this is the best quote but that's just me .

Note. This sample was rated 4 based on the WIDA (2022b) Writing Rubric.

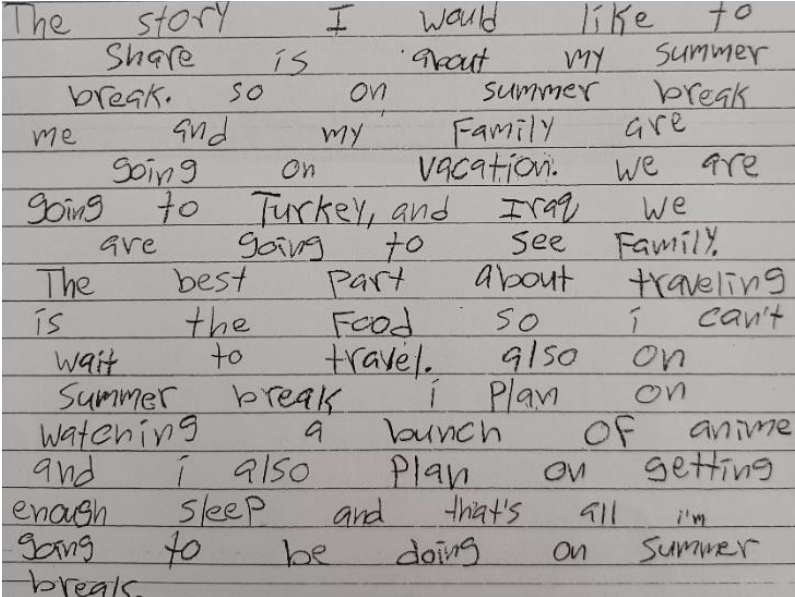
Aaden wrote this sample independently. He scored a 4, at the Expanding level, which is the highest level displayed by the participants in Writing. His writing showed connected text with an organized expression of ideas and used specific and technical content words. What is notable about this piece of writing is he wrote down his words just as he would have used them if he were speaking. His ideas are clearly conveyed and

they are connected in a logical flow. His writing also shows that he had comprehended the lesson the teacher had taught about making a prediction and could make it personally relatable.

Elena. Elena scored a 3.3 on ACCESS Writing and wrote this sample (see Table 8).

Table 8

Writing Sample from Elena (with transcribed text below)



The story I would like to share is about my summer break. so on summer break me and my Family are going on vacation. We are going to Turkey, and Iraq We are going to see Family. The best Part about traveling is the Food so i can't wait to travel. also on Summer break i Plan on watching a bunch of anime and i also Plan on getting enough sleep and that's all i'm going to be doing on Summer breaks.

The story I would like to share is about my summer break. so on summer break me and my Family are going on vacation. We are going to Turkey, and Iraq We are going to see Family. The best Part about traveling is the Food so i can't wait to travel. also on Summer break i Plan on watching a bunch of anime and i also Plan on getting enough sleep and that's all i'm going to be doing on Summer break.

Note. This writing sample was rated 4 based on the WIDA (2022b) Writing Rubric.

Elena wrote this sample independently. She scored a 4 because the writing showed an organized expression of ideas and a range of sentence patterns. Along with Aaden, this placed her at the Expanding level. Writing at this level approaches

comparability to the writing of English proficient peers. Her writing showed connected text that clearly expressed an idea. She used specific vocabulary that fulfilled her purpose for writing and used appropriate conventions.

Listening. I observed all the LTEL participants listening during portions of their classroom instruction. They listened as the teachers taught and gave directions, as videos and PowerPoint slides were shown, and as teachers called out with questions. The participants showed that they were actively listening when they followed the teachers' directions given during instruction. For example, Elena followed her teacher's directions by underlining the key points in the story they were to read. The participants also showed they were listening by responding verbally to the questions the teachers posed.

In the domain of Listening, the participants all scored a 6.0 on ACCESS, with the exception of Luis, who scored a 4.2. The highest possible score of 6.0 placed those participants at the Reaching Level, meaning they could generally understand oral language in English and participate in all content classes (WIDA, n.d.-a). At 4.2, Luis was at the Expanding Level, meaning he could generally understand oral language in English and participate in class discussions. A difference between the two levels was that the former has expectations of synthesizing information and conveying it with precision while the latter has expectations of discussing and applying information (WIDA, n.d.-a). Based on WIDA's (n.d.-a) Can Do Descriptors, the participants could perform the following tasks: identify the main ideas and details during a discussion and complete tasks based on oral discourse at level 4. At level 6, no tasks were listed because the expectation of understanding oral language had been satisfied. The listening skills expected by teachers in the participants' classrooms consisted of listening to lectures,

videos, and questions and following directions. Scaffolds for listening were not needed due to the participants' high listening proficiency levels. Additionally, listening samples from participants' EL portfolios showed that they could listen to short passages and select the correct answers to the questions asked, supporting their high ACCESS listening scores.

Speaking. All the LTEL participants responded to instruction by speaking. Half of them spoke in class, while the other half were quieter during instruction and spoke only to their peers or teachers in one-on-one conversations. The forms of speaking that I mostly observed were verbally responding to teachers' questions during whole class instruction, calling out answers along with the class, and discussing content with a group and in pairs.

Carlos and Luis gave verbal responses to their teacher's questions during instruction. Carlos answered with words and phrases, as the teacher had presented a word puzzle to solve. He did not always say the correct words but kept trying and was acknowledged by the teacher in a positive way. Luis was the first to answer when his math teacher asked a question. After he responded, he watched and listened as other students gave their responses. He was part of an active discussion, and he and his peers talked back and forth with the teacher during instruction.

Maria, Carlos, and Luis called out answers along with the class during instruction. During these times, it seemed customary for the class to respond by just calling out the answers instead of raising their hands. As his teacher went over the answers to the word puzzle, Carlos called out the answers loudly with the class and was completely engaged in the lesson.

Elena, Samir, and Aaden did not speak aloud during whole group instruction, but they did discuss instructional content with a partner or the teacher. All the other participants discussed the content in pairs as well. Elena said to me that she did not understand what she was supposed to be writing about. I explained how to write a summary and then she turned back to her partner, continuing to discuss how to write their response. Samir discussed with his teacher while solving math problems and listened and responded to the instruction. Aaden told me that he needed help. During our discussion, he figured out his math problem and typed the answer into a computer. Luis used speaking skills to help a peer. She asked him if he was busy and could he help her, and he was able to help her out by discussing her topic with her.

In Speaking, the LTEL participants' ACCESS scores ranged from 1.6 to 3.8. This wide range of scores placed the participants at the Entering, Emerging, and Developing English proficiency levels (WIDA, n.d.-a). Based on WIDA's (n.d.-a). Can Do Descriptors, the participants could perform the following tasks: use general vocabulary and answer select questions within context of the lesson at level 1, state the main ideas and describe situations at level 2, and retell ideas and state big ideas with details at level 3. During my observations, the participants used speaking most often to verbally respond to the teacher's questions during the lesson and while discussing content in groups and pairs. A couple of the questions I heard teachers ask were, "What is empathy?" and "What does happiness and success mean to you?" To simply state an opinion is a level 3 speaking skill and to substantiate your opinion with reasons is a level 4 speaking skill. Therefore, the participants would require scaffolds to perform these speaking tasks in the seventh and eighth grades, as well as for other level 4 speaking expectations, such as

paraphrasing and summarizing, explaining and comparing, and defending a point of view. The EL portfolios showed that Maria, Elena, and Aaden had scored at level 4 or higher throughout the year on brief speaking assessments where they spoke for a minute or two in response to a prompt. Samir, Carlos, and Luis had at least one level 2 or 3 score and some higher scores. I wonder if the variance in speaking scores was due to the familiarity of the participants with the topic or the questions being asked.

Reading. I observed the participants' reading during classroom instruction. The instructional materials they read were notes, problems, prompts, and assignments. They also read directions written on the white board, PowerPoint presentations on the SMART board, and text from workbooks and worksheets. In addition, they read from iPad and computer screens. Elena took a test in math where she read and clicked on the answers on her iPad, Luis read instructions for his essay on his iPad, Samir used his iPad to read about his content topic on Google, and Aaden read math word problems on a computer screen. Elena used two strategies to read: reading aloud with a partner and tracing the words with her finger as she read. (Elena's partner was also an LTEL.) Elena's ELA teacher utilized the reading strategy of underlining key points in the text, which she also used in Carlos and Samir's ELA class. Other reading strategies that the seventh grade ELA teacher regularly employed were front-loading content vocabulary with pictures, reviewing academic vocabulary, and reading with a partner.

In Reading, the participants' ACCESS scores ranged from 1.7 to 3.3. This placed them in the Entering, Emerging, and Developing English proficiency levels (WIDA, n.d.-a). Based on WIDA's (n.d.-a) Can Do Descriptors, the LTEL participants could perform the following tasks: identify common words and find single word responses in text at

level 1, locate the main ideas in simple sentences and follow the text read aloud at level 2, and use context clues and answer questions about explicit information in texts at level 3. However, many seventh and eighth grade reading tasks required the level 4 and 5 skills of identifying figurative language, matching cause and effect, applying multiple meanings of words, and inferring meaning. Scaffolds would be needed for the LTEL participants to be able to perform effectively at these levels. I reviewed reading samples from the participants' EL portfolios, which showed how they responded when reading a short passage and answering comprehension questions. Most of the participants' portfolios contained reading samples at levels 2 or 3, while Elena and Samir had scores at levels 4 and 5. I wondered if the growth in scores evidenced by Elena and Samir's portfolios could be due in part to their seventh grade ELA teacher's use of reading strategies in their classrooms.

LTEs' Performance during Instruction

As I observed the LTEL participants in their content classrooms, I saw the ways in which they performed and conducted themselves during instruction. Much of that performance was conducive to learning. Yet, I also observed challenges in the classroom that were detrimental to their performance during lessons.

Performance Conducive to Learning. While the participants were engaged in learning, I observed behaviors that were mostly on task, meaning they were appropriate for learning. I also observed student/teacher interactions that enhanced their performance in the classroom. During these interactions, I watched how the participants responded to the teachers' behavioral strategies.

Behavior. The participants expressed many productive behaviors while engaged in learning. Many of these behaviors demonstrated that they were paying attention in class. They faced the instructors and looked at the lesson materials being presented on SMART Boards, white boards, and paper. They had their supplies, such as paper and pencils, on their desks, ready to be used. Luis showed an example of paying attention when he was talking with the students around him and became quiet when the teacher started writing on the board. He began taking notes and looked at the board without being told to. The teacher wrote the do-now, or opening task, on the board and explained the assignment, and Luis wrote his solution to the prompt on his paper. Maria also paid attention as she sat at her desk and took out her notebook and pencil. The teacher put the information on the SMART Board and Maria began taking notes and writing down the math problems.

The participants showed their classroom participation by asking questions, engaging in instructional conversations, helping their peers, and seeking help from the teacher. Luis participated in ELA class as he listened to the responses from the teacher and his peers and called out his own responses periodically. He also laughed at appropriate times and his eyes followed the teacher, indicating that he was highly engaged during instruction.

The participants showed that they were on task during instruction by being attentive, sitting up in their chairs, talking about the content, and being quiet when appropriate. Aaden was on task in math class as he watched the teacher demonstrating practice problems and listened as she posed questions to the class. His eyes were on the board, and he sat up straight and still. Carlos demonstrated his ability to stay on task as he

solved the word puzzles in ELA class. He showed stamina as he conversed with his classmates throughout the class and actively attempted to solve the puzzles together. Samir also demonstrated on task behaviors as he used his iPad to look up his writing topic on Google for more information and took pictures of the math examples written on the board.

Interactions with Teachers. All the LTEL participants engaged in one-on-one interactions with teachers. These interactions included instructional conversations, redirections, affirmations, and assistance with tangible needs. Some of these interactions were initiated by the participants and some by the teachers. The participants initiated such interactions with teachers most often when they needed help with an assignment, and I observed the teachers responding readily to their requests. Elena walked to the teacher's desk to ask a question about her math test; at another time, she called out as the teacher was walking past her desk and asked him a question about the work on the board. Luis also went to the teacher's desk to ask his questions and waited there as she worked with another student. The teacher was supportive and welcoming and explained more about his essay and what he was arguing for in his writing.

The teachers initiated interactions with LTEL participants most often when they noticed that they needed help with their work. Carlos and Samir's math teacher sat with them at their desks and helped them with their math problems, returning repeatedly throughout the period. Aaden's teacher worked with him at his seat to log onto Khan Academy and returned to help him with his questions. Luis's teacher checked to see if his essay was finished and called him to her desk so that she could look it over and discuss it with him.

Teachers' Behavioral Strategies. As the participants interacted with their teachers, I watched how they responded to the teachers' behavioral strategies. Proximity to the teacher was one strategy that served as a motivator for some of the participants. For example, Carlos and Samir worked on their written responses if a teacher was close by and taking an interest in their work. Carlos stood near his desk, but when his math teacher walked over, he sat down, picked up his calculator, and started working on his problems.

Aaden's math teacher helped him at his seat, and he worked well and paid attention while she was there. Conversely, Aaden sat at the farthest desk from the teacher in ELA. As he sat unnoticed, he quietly engaged in off task behaviors, such as discreetly playing with a cell phone, putting his head down, and facing away from the SMART Board. I wonder if he would have paid attention had his behavior been noticed and addressed by a teacher in proximity.

As I was walking about the eighth grade math classroom and observing as an active participant, I checked in with Aaden to see how he was doing. He asked me questions, and I helped by explaining the math problems. While we were talking, he figured out the answer and typed it into the computer. Yet, as soon as I walked away, he stopped working. He repeated this process with his math teacher and maintained this tendency to stay on task as long as the teacher was close by. When he asked her a question, she sat down and worked with him. He stopped working soon as he was left on his own. However, it is unclear whether he stopped working because the teacher was no longer nearby or because he needed more support or confidence to continue solving the problems.

Teachers' prompts were also a motivating factor for the participants. When Samir was out of his seat talking to a classmate, his math teacher directed him back to his seat. He asked, "Samir, how are yours looking?" Then, Samir listened and responded as the teacher worked with him on his problems. Maria's class watched a video clip, and the ELA teacher asked the class to put their heads down and reflect on what success and happiness were. When the teacher said, "Heads up," Maria kept her head down, so the teacher tapped her elbow gently and said, "Up, up." This small prompt allowed Maria to start writing and complete her response.

Half an hour into the class, Aaden sat at his desk with no materials out. I approached and asked him if he had a pencil and his notebook. He replied, "Yeah" and took them out of his book bag. Then, he proceeded to write notes from the board and listened while I briefly explained the proportion charts he had noted. Again, he responded to my proximity and actively participated in the learning activity. Samir also sat at his desk without his materials out and his head down. When I approached and explained his assignment and opened his workbook to the correct page, he immediately started reading. When I checked back later, his notebook was closed. I asked if he had finished his writing. He said, "Oh, am I supposed to write it in my notebook?" With more prompting, he opened his notebook, read the questions again to himself, and started writing.

The use of non-instructional time was also a motivating strategy for positive behavior and performance. During this time, the participants were able to socialize and engage in conversations. Two teachers used this time as a reward for positive behavior and allowed students to pick snacks to munch while they talked to their friends. In Maria's ELA class, her teacher played a variety of soft music in the background, such as

country, jazz, and rhythm and blues. She called out to each student to count the classroom bucks they had, and they took turns going to the back of the room to pick their snacks. As the students socialized, they appeared happy and calm.

Challenges that Impede Learning. While much of the LTEL participants' performance was conducive to learning, I observed challenging factors that were impediments to their learning process. One such factor was a lack of differentiation provided by teachers, which made it difficult to determine the extent to which LTELs could meaningfully interact with instruction. Another factor was distraction from learning, causing momentary or extended periods of disengagement. During these periods, I noted what the participants were doing in place of learning activities.

Lack of Differentiation. One hindrance that affected performance was a lack of differentiation by teachers, or a lack of scaffolds constructed on LTELs' behalf. The participants that I observed were receiving the same instruction and doing the same assignments as the rest of their class, without additional materials or scaffolded support on paper. The one exception was the eighth grade ELA class, when the teacher called Luis up to her desk to scaffold his essay writing. She asked him questions about his topic and then wrote down his responses for him, telling him to start with those ideas. However, I did note that instructors addressed LTELs often, assisting them and supporting them verbally, by restating directions and working with them individually. Still, these efforts were also made on behalf of other students, and were not specifically

differentiated for LTELs. In addition, such support was given only after the lesson had been delivered.

Distractions. I observed times when each of the participants were engaged with instruction, but then briefly paused to focus on something else. These distractions occurred for various reasons, and the participants were generally able to return to their learning activities. The biggest distraction I observed was preoccupation with cell phones. Elena, Luis, and Aaden would frequently check their phones during class. Most of the time, they would look at their phones and put them back in their pockets or bags or lay them down on the desk. Another distraction was personal iPad use. Maria and Samir would shift between working on their assignments and looking at their iPads. Maria had a video playing silently on her iPad, with subtitles. She would alternately watch the video and catch up with her notes and math problems. Samir had a game running on his iPad, and he would play it between periods of working on his assignments. Other distractions for Carlos, Luis, Samir, and Elena included interactions with peers, wherein playing and off task talking interrupted their learning.

At times, these interruptions lasted longer than mere pauses, during which the participants did not readily return to their learning activities. In most cases, this occurred in the second half of the class when students were working independently. The most frequent distractions during this period were cell phones, iPads, and excessive playing with peers. For example, Elena had been able to alternate between looking at her phone and doing her work for most of the class but then spent the last half watching videos with her reading partner. Similarly, Maria had been glancing up from her iPad during instruction, but during the last quarter of the class, she did not look up from the video.

During this time, she missed an explanation of how to do additional math problems and a description of a group assignment for the following day. Other participants missed instructional time when their communication with peers devolved into excessive playing, and they shifted their attention away from the learning activities. These distractions were not unique to LTELs but were prevalent in the classrooms among many students. In some cases, teachers redirected students' behavior to return to the learning activities, and in other cases, the behavior was allowed to continue.

There were occasions when I saw some of the participants briefly put their heads down on their desks while one participant did so for an extended time. Luis put his head down on his desk twenty minutes into the math lesson. Prior to that point, he appeared to be listening as the teacher reviewed the math problems. He used a calculator and called out answers to the teacher's questions along with others from the class. After she moved on to graphing linear equations, he put his head down and glanced up occasionally as she talked about vocabulary. I did not observe any scaffolds being used to support the vocabulary and wondered if this was a contributing factor to his disengagement. He kept his head down for most of class, saying he did not feel well. Yet previously when I had interviewed Luis, he said that in middle school, learning new material in math was complicated and it sometimes confused and stressed him out. He also said, "When I don't feel like it ... I just tell the teacher I'm not feeling good today or I don't want to have so much pressure on me." I wonder if the challenge of a lack of differentiation, or the stress of learning unfamiliar material were the underlying causes of his loss of instructional time.

Chapter Summary

This chapter began by describing the interpretations of the findings from the quantitative data analysis. No significant differences were found in the mean scores of the four language modalities between the LTEL and non-LTEL groups. The next section described the interpretation of the findings from the interview data analysis regarding how participating LTELs perceived their language and academic learning experiences in middle school. The findings helped me develop four themes: (1) LTELs' strengths and assets for content and language learning, (2) LTELs' competencies in English learning and testing (ACCESS), (3) the role of relationships in learning experiences, and (4) LTELs' challenges and interventions. The final section discussed the interpretation of the findings from the observation data analysis regarding the aspects of performance, instruction, and behavior of the participating LTELs observed in the content classrooms. Two themes were developed: (1) LTELs engaged in the learning process and (2) LTELs' performance during instruction.

In the next chapter, the interpretations of findings will be discussed in relation to previous literature. The study's implications and suggestions for future research will also be provided. It was my intent that the findings from this study would increase understanding of the experiences and instructional needs of LTELs in middle school and add to the limited research on this underserved population of English learners.

Chapter 5

Discussion

This chapter opens with a summary of the study and views on the quantitative hypothesis. A discussion of the key findings follows, based on the themes that emerged and were introduced in the previous chapter. Finally, the chapter closes with the study's research implications, limitations, recommended future research, and conclusion.

Summary of the Study

When English language learners receive instruction in U.S. schools for six years or more and remain in the process of acquiring English language fluency, they are educationally labeled as LTELs. This label is problematic in that despite multilingual students' range of linguistic abilities in multiple languages, they are still viewed from a deficit perspective in schools and receive insufficient instruction. To help such students reach English language proficiency and succeed academically, it is important to understand more about their instructional needs and experiences. One way to increase our understanding is to determine LTELs' perspectives and hear them voice their perceptions about language and academic learning. These insights can inform researchers and educators on how to more effectively engage and instruct this group of ELs. The literature review reflected topics that influence LTELs as individuals and as students in their academic communities. These topics included the deficit-based labeling of LTELs and perspectives, teachers' attitudes toward and interactions with LTELs, and asset-based perspectives of LTELs and researchers.

This study's purpose was to increase understanding of the experiences and instructional needs of LTELs through an analysis of their perceptions on academic and

language learning, their observed behaviors in academic settings, and data from annual English language proficiency testing (ACCESS). Six LTEL participants were interviewed regarding their perspectives about their educational experiences in middle school. The participants were also observed in their math and ELA classes to obtain data on the activity occurring in the moment, while they were interacting with instruction and their classroom environment. For quantitative data, a one-way MANOVA was performed to determine if there was a significant difference between the mean scores of LTELs and non-LTELs on four language proficiency test scores from ACCESS. For qualitative data, open coding was used to develop themes from the interview transcripts and observation logs, in which statements and observations were assigned codes and placed into categories. The themes that emerged were as follows: LTELs' strengths and assets for content and language learning, LTELs' competencies in English language learning and testing (ACCESS), the role of relationships in learning experiences, LTELs' challenges and interventions, LTELs engaged in the learning process, and LTELs' performance during instruction.

Views on Quantitative Findings

The views in this section address the first research question: *Were there any significant differences in the mean scores of the four language modalities (listening, speaking, reading, and writing) between the LTEL and non-LTEL groups?* After the quantitative data was analyzed, the null hypothesis was retained, in that there was no significant difference in the mean scores of the four language modalities between the LTEL and non-LTEL groups. However, although not statistically significant, I noted a few differences from the analysis. The mean scores for all the language domains for

LTEs was slightly lower, by .07 in Listening, .24 in Writing, .41 in Reading, and .58 in Speaking. The total range of the mean scores for the LTE group was 2.60 – 5.07, while the total range for the non-LTE group was 3.06 – 5.14. This seems to suggest that the non-LTE group performed slightly better than the LTE group. Furthermore, the lowest mean score for the LTE group was in Speaking (2.60), while the lowest mean score for the non-LTE was in Writing (3.06). This suggests that the most difficult domain for the LTEs was Speaking and the most difficult for the non-LTEs was Writing. This causes me to wonder if the LTEs' slower pace in developing academic language was the primary factor in delaying growth for all other areas, as academic language is necessary for growth in reading and writing as well. I also wonder if the LTEs' insistence that they had always known English, or had learned it at a young age, led them to underestimate the need to keep expanding their vocabularies.

Another concern in regard to the findings based on ACCESS scores is the possibility for inaccuracy in testing due to some LTEs' possible disengagement with the testing process out of frustrations and discouragement (Clark-Gareca et al., 2020), misunderstandings of directions, or choices not to take the test seriously (Kibler et al., 2018). Also, with Speaking showing as the LTEs' most difficult domain, I wondered if the mechanics of the testing process may have played a role in suppressing scores. The ACCESS test is administered to ELs online, and they respond to prompts from the computer and not from a human test administrator. In Speaking, they must interact with technology by listening to prompts voiced by the computer program and speak their responses into a microphone on a headset (WIDA, 2020). LTEs do not receive additional prompting if their answers are insufficient and are unable to gauge the

completeness of their responses, as they would generally do by watching the non-verbal expressions of an actual person. A more thorough preparation for ACCESS testing and greater communication with LTELs about what ACCESS testing means in regard to showing their growth, in a formative and not summative manner, may motivate students to engage in the process more fully and ease potential test anxiety.

Discussion of Qualitative Findings

The discussion in this section addresses the second and third research questions: *How did participating LTELs perceive their language and academic learning experiences in middle school? What aspects of performance, instruction, and behavior of participating LTELs were observed in the content classrooms?*” The themes that emerged from the interview data to support Research Questions 2 and 3 were as follows: LTELs’ strengths and assets for content and language learning, LTELs’ competencies in English language learning and testing (ACCESS), the role of relationships in learning experiences, LTELs’ challenges and interventions, LTELs engaged in the learning process, and LTELs’ performance during instruction. In considering these themes, I found that they focused on four distinct areas of the LTELs’ experience, which were bilingualism, relationships, challenges in the academic environment, and interventions.

A Focus on Bilingualism.

In this study, the LTELs’ experiences were centered on bilingualism in terms of how they interacted in the environment with their abilities and perceptions. The LTEL participants perceived their language and academic learning experiences through the assets that they brought to school with them. This aligns with the funds of knowledge concept, which holds that knowledge and skills acquired through families and cultures

help individuals to thrive in their environments (Moll et al., 1992). The participants perceived their bilingual abilities, particularly their ability to interact with others as bilingual speakers, to be a linguistic strength. They felt it was special to speak in more than one language, and all but one of the participants spoke two languages at home. This meant that the participants could also interact in society bilingually and would be able to use their first languages in the classroom to enrich their experiences, if given the opportunity (Martínez, 2018). At the time of the study, the participants were using their first languages at school to socialize, tell jokes, and get help from their bilingual peers. Teachers could use these opportunities to build on LTELs linguistic strengths and elevate them as assets in the classroom, thereby countering the tendency to view LTELs as linguistically deficient (Flores & Rosa, 2015). Translanguaging was another linguistic strength, which should be encouraged with all bilingual speakers. It is an important skill used by multilingual speakers that allows them to utilize a wide repertoire of words, as Maria did when she combined words from Spanish and English (Spanglish) to refine what she had to say (Wei, 2018).

Participants perceived another linguistic strength in their capacity for bilingual and biliterate learning (Martínez, 2018). They expressed an interest in bilingual literacy and in using printed materials in their first languages at school. This meant that an opportunity existed for educators to incorporate the LTELs' first languages in the classroom, which would be welcomed by the LTEL participants (Martínez, 2018). This effort could begin with educators providing multiple language texts and allowing LTELs to use both their home languages and English.

Regarding English language learning, this study's participants perceived that they had already learned English at a young age or had always known how to speak the language. However, as seen from the mean scores of their ACCESS tests, Speaking was their most difficult domain. This is an interesting detail, because during their interviews, the LTEL participants had prided themselves on their ability to speak English. Of course, they were referring to social English and not academic language, but the perception remained. Knowing this, educators can be more aware of the need to stress the importance of learning academic vocabulary, as an addition to the strong social English skills that LTELs already possess. Educators and students alike should understand that academic language is acquired predominately through literacy engagement in printed text and not through social conversations (Cummins, 2011).

While LTELs take the ACCESS test every year, they expressed limited knowledge of what this assessment meant to them. I wondered if they had been inadequately prepared for the test each year. Or perhaps the test generated negative feelings that the participants did not wish to reflect on, as the test could give the impression that their scores meant they had not passed the test (Clark-Gareca et al., 2020). I also wondered how the LTELs must have felt about taking ACCESS, if they perceived from past experience that they would fail, and about the effectiveness of testing when it caused such discomfort.

A Focus on Relationships.

In this study, the LTELs' experiences were strongly influenced by their relationships with others in the middle school environment. This supports Cummins (2000) view that relationships with others are central to the school experience, and as

educators interact with culturally diverse students, their influence can either empower or disable them. All the participants felt that they had teachers who cared about them and most felt that their teachers had high expectations for them. The participants perceived that teachers show they care through their actions, such as checking up on how they are doing, helping them, and giving them attention. This meant that the participants responded positively to teachers who showed concern for their wellbeing.

Relationships with friends also influenced participants' school days and their disposition toward learning. Social interactions reflect Vygotsky's (1978) sociocultural perspective, in that socializing is the medium through which learning occurs. Interacting and engaging in dialogue are foundational in developing language (Lucas et al., 2008). Interactions with friends helped the participants throughout the day as they received peer support for learning and socialization, which provided a sense of security and stress relief.

A Focus on Challenges in the Academic Environment.

In this study, the LTELs' experiences in middle school were impacted by challenges in the academic environments in which they were learning and interacting. Some of those challenges were from negative encounters in the school environment, which affected both the LTELs and the population of native English speakers. However, because English learners have already suffered anxiety and stigmatism within the school institution, they are especially needful of a safe and welcoming classroom environment (Lucas et al., 2008). One perception LTELs had was of being treated unfairly in class, through restrictions of movement to the restroom, nurse, or around the classroom. The second was of being offended from having their integrity questioned by the school staff.

The third was of insecurity about fighting in the school. The fourth was of discomfort from disruptive students interrupting class. Another serious challenge was bullying, which an LTEL felt was inflicted on him due to his status as an EL. These hurtful situations meant that concerns over wellbeing, trust, and safety in the school environment had created anxiety, which moved the participants' focus away from their learning experiences and to the necessity of taking care of their personal socioemotional needs. Anxiety should be minimized by enforcing policies of respect and cooperation (Lucas et al., 2008). It is important that LTELs feel secure in their classrooms, and it is up to the educators to create and protect that environment.

The participants were also challenged by conflicted feelings about their academic learning experiences. While they participated in classes, they still experienced anxiety over their coursework. To alleviate some of this anxiety, teachers could become more sensitive to the differentiation needs of LTELs and assign enough scaffolded work to meet the learning objectives but not so much that learning is impeded by the sheer volume of expectations. However, more professional development is needed for educators as most content teachers have not been provided with adequate training in linguistically responsive instruction (Lucas et al., 2008). This was evidenced in Aaden's anxiety-provoking experience, when a teacher he liked offended him while teaching a lesson about his religion. This situation could have been turned into an enlightening opportunity if the teacher had engaged in an intercultural conversation with the class to draw on the group's experience with that religion. Through such conversations, teachers may become more responsive to the needs of ELs, more aware of their own biases around culture, and more culturally responsive (Slapac & Kim, 2014).

A Focus on Interventions.

In this study, the LTELs' experiences were influenced by the types of interventions they received, the interventions they perceived would have been helpful, and the interventions that were not provided. The LTEL participants expressed the types of interventions they believed would improve their learning experiences. Accordingly, an ideal classroom experience would include language supports and differentiation. The ideas were taken from their suggestions. When teaching new material, use pictures and videos and give extra scaffolded materials to the LTELs. When teaching and speaking, slow down and write down what you are doing on the board so everyone can understand. Then, recap what is happening and explain the work again. When asking questions, repeat them and make sure the LTELs heard the questions. Use differentiation to shorten the writing assignments, provide support for writing more than one paragraph, and help with spelling. Finally, put yourself in the students' shoes and make the students want to come to your classes. In this scenario of an ideal classroom experience, I think the collective suggestions of the participants effectively express interventions that could improve their learning experiences. Additionally, five out of six participant perceived that virtual learning had not been an ideal classroom experience, as they did not feel successful or adequately supported in learning. Should virtual learning become a necessity in the future, it would be important to support the LTELs by using technology to differentiate and scaffold their instruction.

Ideas about the interventions that the LTELs participants would need were inferred from their ACCESS, writing samples, and expectations of typical classroom learning tasks. The participants engaged in the learning process by responding to

instruction using all four language modalities (Writing, Listening, Speaking, and Reading). In Writing, the participants engaged in taking notes, writing essays, writing answers to prompts, and writing answers to math problems. However, their ACCESS scores ranged from 2.0 to 3.3, and the tasks of taking notes and writing essays were of a greater difficulty than could be effectively managed without differentiation taking place. The use of scaffolds in writing is a necessity in order to boost LTELs up to meet the language requirements of the lessons. In Listening, the participants had ACCESS scores of 4.2 to 6.0, and were well able to meet the listening demands of the lessons. However, the ACCESS scores in Speaking showed this to be the most difficult modality for the participants, who scored from 1.6 to 3.8. These scores may partially explain why half of the participants were not willing to speak out in the classes where I was observing. Stating an opinion is a level 3 skill and substantiating that opinion with reasons raise the difficulty to a level 4. This is another area where scaffolds are needed in order for LTELs to access the necessary language to participate in class discussions. In Reading, I observed teachers employing reading strategies such as partner read alouds and underlining key words and phrases in text. While the LTELs scored at 1.7 to 3.3 in the Reading domain, I observed that they were able to follow along and engage with the text more effectively when these strategies were being used. When LTELs receive support in accessing language, they are better equipped to engage in instructional activities.

The way in which the participants responded to instruction in their classrooms revealed how the interventions supplied affected their learning processes. First, it is important to note that much of their performance during instruction was conducive to learning and their behaviors were mostly on task. They demonstrated their attentiveness

and participated by asking questions and engaging in instructional conversations. They also engaged in one-on-one interactions with their teachers, sometimes initiated by the teacher and at other times by the students. While they were at times distracted, these distractions were not unique to LTELs, and were found in the classroom setting among other students as a product of the environment.

Teachers intervened in classroom learning by supplying behavioral strategies. One was proximity to the teacher, in which the participants were most engaged with instruction when their teachers were close by and taking an interest in their work. Another strategy was prompting from the teacher, where momentary words helped the participants return to their academic tasks. A third strategy was the use of non-instructional time for positive behavior motivation, in which some of the participants enjoyed eating snacks and socializing.

Teachers also intervened in classroom learning by assisting LTELs verbally, working with them individually, and readily responding to their requests. There were also instances of teachers scaffolding writing assignments through scripting and discussion of ideas. However, this support was given after the lessons had already been taught. Overall, I observed that specific differentiation for LTELs' language levels was lacking in the classroom environments.

Looking across the findings as a whole, I consider the purpose for which this research study was conducted. This purpose for this study was to increase understanding of the experiences and instructional needs of LTELs through an analysis of their perceptions regarding academic and language learning, their observed behaviors in academic settings, and data from the annual English language proficiency testing. This

understanding was centered on the LTELs' perspectives and voices, so that educators could consider English language instruction and academic learning experiences from the learners' point of view, with the expectation that these insights could improve teaching and learning for LTELs. From the quantitative data, I learned that statistically there was no difference between the collective mean scores of the LTEL group and the non-LTEL group, so it seemed illogical to distinguish them as separate groups. It is logical to consider that both groups had arrived in middle school with a need to progress to English language proficiency, before they were faced with the potential consequences of lost educational opportunities in high school and beyond. It is also logical that both groups, meaning all of our ELs in middle school, need to be engaged in classroom learning through culturally and linguistically responsive teaching practices and be provided with scaffolds during the learning process to access the linguistic requirements of the lessons. Studying LTELs as a group was informative, as their voiced perceptions and observed actions in their classrooms gave student centered findings on what their educational experiences were like and what their instructional needs in middle school involved.

The qualitative findings in this study presented the LTELs as a diverse group of bilingual learners who already possessed assets in linguistic and academic learning, which had not been adequately recognized or built upon during their classroom experiences. While their teachers showed that they cared for them by their responsiveness to their questions, and readily offered assistance in one-on-one interactions, their learning was hindered by a lack of linguistic scaffolds during the lesson delivery and in the assigned coursework. They had experienced challenges systemically in the school environment, which caused them an undue amount of anxiety, and they

needed a safe and welcoming school climate to ease their stress and enable them to focus on their instructional needs. They were also highly invested in their relationships with others, and their experiences with teachers and peers influenced their disposition towards learning and their performance during instruction.

Overall, when I considered what insight I could claim as the most impactful to the case of the LTEL, I found my “Aha!” moment. It was that LTELs for the most part were already doing what they were supposed to be doing, despite the deficit perspective from which they were often viewed in school. They behaved much like the rest of the students in their classrooms, and were on-task or off-task similarly to how the rest of the class was behaving. They were given the same additional supports in their classes that other struggling students received, but were offered few linguistic supports that were scaffolded specifically for their particular needs. Some educators believe that students should take responsibility for their learning and help themselves; regarding LTELs, they are already doing this as they struggle to learn in their classrooms. If educators are to support LTELs, then we need to take responsibility by giving them the means to reach their linguistic and academic goals.

Implications for Practice

This study’s findings can be helpful for ESOL teachers, mainstream content teachers, instructional coaches, and school administrators, as it increases our understanding of the case of the LTEL. It is important for all educators working with LTELs to better understand the students’ experiences and instructional needs and help them progress toward English proficiency and academic achievement. In this study, the LTEL participants expressed their perceptions of what their experiences with learning in

middle school were like and what they felt would help them grow academically and linguistically.

When the quantitative data from ACCESS scores was analyzed, no significant differences were found between the mean scores in language domains between LTELs and non-LTELs. The implication of this lack of variance between the groups is that LTELs and non-LTELs are more alike than different in regards to language testing, though the LTEL group has taken the test for a greater number of years. It also implies that the ELs who have been receiving services for less than six years may be on the same trajectory as the LTELs, and continue for several more years in English language services. The same efforts that are made to improve learning experiences for LTELs are also applicable to non-LTELs, as they all have arrived in middle school with the need to acquire language and literacy skills. Suggestions from literature that may be implemented to improve instruction for all ELs include instruction in academic language, inclusion of bilingual abilities, scaffolded lessons, adequate preparation for ACCESS testing, and professional development for teachers in linguistically and culturally responsive teaching.

It is important to realize that LTELs already possess strengths and assets for content and language learning within their funds of knowledge (Moll et al., 1992). From their cultures, LTELs interact in social networks to learn productive skills required by necessity, such as construction or maintaining a household, and form larger non-monetary economies where learned skills are the assets exchanged to meet the families' needs (Moll, 2019). They often possess strengths in their connections to community, in that families rely on their relationships with others to meet their needs and to acquire

more knowledge (Moll et al., 1992). Teachers should discover and build on these strengths that individual LTELs possess and elevate them as assets in the classroom, countering the tendency of schools to view them as deficient (Flores & Rosa, 2015). Further, they can motivate LTELs to increase their productivity by including them in designing and implementing classroom learning activities, and by engaging with their families (Johnson & Johnson, 2016). To prepare for this level of engagement, school leaders should provide professional development to teachers working with LTELs, to train them to understand and respond to their linguistic backgrounds and English language proficiency levels. Additionally, LTELs should be encouraged to use translanguaging during the learning process to access the larger repertoire of words available to them (Wei, 2018). Their strengths as bilinguals are enhanced when educators incorporate their first languages into classroom literacy activities, thereby building their skills as biliterate learners as well (Martinez, 2018).

It is also important for educators to understand LTELs' competencies in English learning and their abilities identified during ACCESS testing, to help guide and support their growth. Having grown up in U.S. schools, they overwhelmingly feel they already know English and have excellent social language skills. However, educators should be aware that LTELs are still developing academic language, which is acquired through literacy engagement in printed text and is not generally found in social conversations (Cummins, 2011). This means that content teachers and ESOL teachers should help LTELs expand their academic vocabulary and employ strategies to increase their literacy skills. They should also recognize their multilingual students' assets as "language architects" in that they are able to manipulate multiple languages in designing ways to

fulfill the purposes or skills in academic tasks (Flores, 2020). When content teachers and ESOL teachers work together, they can more thoroughly help LTELs prepare for and understand what the ACCESS test is about. Generally, the LTELs believed ACCESS measured what they did wrong instead of showing growth; the impression that their scores meant they had not passed the test may have created negative feelings that they did not wish to reflect on (Clark-Gareca et al., 2000). This finding suggests that more thorough preparation of LTELs for ACCESS testing should be conducted to ease discomfort and negative effects.

Educators working with LTELs should consider the role of relationships in educational experiences. Relationships with others are central to the school experience and as educators interact with culturally diverse students, their influence can either empower or disable them (Cummins, 2000). Teachers can empower LTELs by maintaining high expectations for them, and show they care through their actions. They should also consider that friendships with peers are influential to the LTELs' school experience and LTELs rely on their peers for support in learning and socialization. Social interactions reflect Vygotsky's (1978) sociocultural perspective, in that socializing is the medium through which learning occurs.

School leaders, classroom teachers, and instructional coordinators should all strive to create a safe and welcoming environment for LTELs that promotes a classroom culture of kindness and empathy. Students can retain a sense of identity and belonging when educators construct a foundation that respects their linguistic heritage and values their cultural understandings and literacies (Fránquiz, 2012). While this is optimal for all students, it is especially important for LTELs as they have already been subjected to

anxiety and stigmatism within the school institution (Lucas et al., 2008). This means that assistance should be provided to LTELs as they deal with conflicted feelings about their academic learning. They may be trying their best, but still feel anxious, and desire to make their learning experiences better. It is also important that teachers examine their own individual biases, and increase their awareness of equity issues, racism, and linguicism in order to advocate for just practices for diverse students in our schools (Song et al., 2021).

Observations that were conducted in the study highlighted LTELs' engagement in the learning process and their strengths and challenges in performance during instruction. Educators should be aware that LTELs engage with the learning process in all four language modalities of listening, speaking, reading, and writing (WIDA, 2022). They perform in the classroom environment while being challenged with distractions and non-differentiated instruction that is often not meaningful for them. While their tested language abilities often indicate they can interact with instruction at Emerging and Developing English proficiency levels, the expected tasks generally require language abilities at the higher Expanding and Bridging levels (WIDA, 2022). For LTELs to be able to effectively interact with instruction, educators must scaffold learning tasks, by adding whatever additional materials or resources bring them up to the level required by the learning activity. In working with LTELs, effective teachers help them to meet the language demands of whatever content they are teaching, through scaffolding key concepts, building background knowledge, and expanding vocabulary (Olsen, 2014). With these findings, it is my hope that educators will continue to increase their

understanding and develop better, more effective methods of teaching and learning for this underserved population.

Limitations and Ideas for Future Research

A limitation of this study was its relatively small number of participants, as the study was conducted in only one middle school building. Another limitation was the low sample size in the quantitative ACCESS data that was analyzed. A further limitation in the design of this study was that the participants were interviewed only once and then observed in two classrooms. Another round of interviews and observations would have yielded more comprehensive results, with the possibility of increased understanding of earlier comments and findings, such as translanguaging practices among the participants.

The qualitative case study results cannot be generalized to other populations of LTELs; however, the analyzed themes around the experiences and perspectives of the participants could be explored with other LTELs. The insights gathered from the perceptions of LTELs in this study could be used to extend exploration into how LTELs' perceptions change as they transition to high school, how they perceive their learning after sufficient scaffolds have been provided in their classrooms, and how translanguaging practices can be encouraged and extended in schools. An improved research design to gather students' perceptions would contain at least two rounds of interviews and observations, or the addition of a focus group. The purpose for these additions is so that the initial data collected could be analyzed and then the questions that arise from the analysis could be included in the second round of analysis, providing a more comprehensive collection of findings. Further research could also be undertaken to identify the strengths and viewpoints that are frequently observed in a larger pool of

multilingual learners and offer the best practices to enhance their experiences around language and literacy.

Conclusion

In conclusion, I refer back to the purpose for undertaking this study, and that is to gain insights and understanding into the experiences and instructional needs of LTELs. As a group, LTELs have intrigued me for the past eight years as I have worked with middle school English learners as an ESOL teacher. While some of their bilingual peers progressed to English language proficiency and tested out of the district's ESOL program, others lingered, with ACCESS scores that sometimes increased and at other times actually decreased. As a group, I found LTELs to be cooperative in ESOL classes, and wondered if their progress toward English proficiency had been impeded in some way. Hence, I set out to increase my understanding of this population of learners by listening to their stories, with the intent of discovering what they felt would help them to progress linguistically and academically.

Using a mixed-methods study, I analyzed the ACCESS scores of LTELs and non-LTELs in the seventh and eighth grades of my middle school building, to see if there were any differences in the mean scores of the four language modalities. Finding that there were no significant differences in the mean scores of both groups, I looked to the analysis of qualitative data from the six LTEL participants' interviews and observations from their math and ELA classrooms. What I found were themes that helped me to understand this group better and ideas on how I could help to invigorate their teaching and learning processes as I go forward with educating English learners, conscientiously, and with the goal of continuously improving my practice.

The themes that increased my understanding are that LTELs enter our buildings with strengths and assets for content and language learning that educators can discover and build on. LTELs also have competencies in English learning that direct their perceptions of their personal growth in language learning. They form relationships with teachers and peers in their classroom communities that strongly influence their educational experiences. LTELs face their own challenges with encounters in the school environment that are sometimes uncomfortable, as do most all middle school aged students, but they also deal with conflicted feelings about their academic learning and a desire to make those learning experiences better. And finally, they engage with the learning process in the language modalities of Listening, Speaking, Reading, and Writing and perform in the classroom environment while challenged with distractions and instruction that is often not differentiated to a level that makes the content most meaningful for them. These are the understandings that I set out to find, and it is now an ongoing pursuit to apply those understandings in making teaching and learning for LTELs a meaningful and enriching endeavor, with the hope that others may find an increased understanding as well.

References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Batt, E. G. (2008). Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. *Multicultural Education, 15*(3), 39–43.
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology: Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>
- Brooks, M. D. (2016). “Tell me what you are thinking”: An investigation of five Latina LTELs constructing meaning with academic texts. *Linguistics and Education, 35*, 1–14. <https://doi.org/10.1016/J.LINGED.2016.03.001>
- Calderón, M. E., & Minaya-Rowe, L. (2011). *Preventing long-term ELs: Transforming schools to meet core standards*. Corwin.
- Center for Applied Linguistics (2021). *Annual technical report for ACCESS for ELLs® Online English Language Proficiency Test Series 501, 2019-2020 Administration* (Annual Technical Report No. 16A). World-Class Instructional Design and Assessment. <https://wida.wisc.edu/sites/default/files/resource/ACCESS-ATR-Series-501-Online-Redacted.pdf>
- Clark-Gareca, B., Short, D., Lukes, M., & Sharp-Ross, M. (2020). Long-term English learners: Current research, policy, and practice. *TESOL Journal, 11*(1), Article e00452. <https://doi.org/10.1002/tesj.452>

- Colombo, M., Tigert, J. M., & Leider, C. M. (2018). Positioning teachers, positioning learners: Why we should stop using the term English learners. *TESOL Journal*, *10*(1), <https://doi.org/10.1002/tesj.432>
- Costa, A. L., & Garmston, R. J. (2002). *Cognitive coaching: A foundation for renaissance schools* (2nd ed.). Christopher-Gordon Publishers.
- Creswell, J.W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A reassessment. *Applied Linguistics*, *2*(2), 132–149.
<https://doi.org/10.1093/applin/II.2.132>
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Multilingual Matters. <https://doi.org/10.21832/9781853596773>
- Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *The Reading Teacher*, *65*(2), 142–146. <https://doi.org/10.1002/TRTR.01022>
- Daniel, S. M., & Pacheco, M. B. (2016). Translanguaging practices and perspectives of four multilingual teens. *Journal of Adolescent & Adult Literacy*, *59*(6), 653–663.
<https://doi.org/10.1002/JAAL.500>
- Danzak, R. L., & Wilkinson, L. C. (2017). Finding Diego: A bilingual student integrates school, language, and identity. *Journal of Latinos and Education*, *16*(1), 51–64.
<https://doi.org/10.1080/15348431.2016.1179188>
- de Jong, E. J. (2004). After exit: Academic achievement patterns of former English language learners. *Education Policy Analysis Archives*, *12*(50), 1–20.
<https://doi.org/10.14507/epaa.v12n50.2004>

- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. The New Press.
- Donato, R., & McCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *The Modern Language Journal*, 78(4), 453–464. <https://doi.org/10.2307/328584>
- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48(2), 90–101. <https://doi.org/10.1037/0003-066X.48.2.90>
- Echevarría, J., Vogt, M. E., & Short, D. J. (2004). *Making content comprehensible for secondary English learners: The SIOP Model* (2nd ed.). Allyn & Bacon.
- Edl, H. M., Jones, M. H., & Estell, D. B. (2008). Ethnicity and English proficiency: Teacher perceptions of academic and interpersonal competence in European American and Latino students. *School Psychology Review*, 37(1), 38–45. <https://doi.org/10.1080/02796015.2008.12087906>
- Estrada, P., & Wang, H. (2013, April 27–May 1). *Reclassifying and not reclassifying English learners to fluent English proficient, Year 1 findings: Factors impeding and facilitating reclassification and access to the core* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.

- Flores, N. (2020). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory Into Practice*, 59(1), 22–31. <https://doi.org/10.1080/00405841.2019.1665411>
- Flores, N., Kleyn, T., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled long-term English language learners. *Journal of Language, Identity & Education*, 14(2), 113–132. <https://doi.org/10.1080/15348458.2015.1019787>
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. <https://doi.org/10.17763/0017-8055.85.2.149>
- Fox, J., & Fairbairn, S. (2011). Test review: ACCESS for ELLs®. *Language Testing*, 28(3), 425–431. <https://doi.org/10.1177/0265532211404195>
- Fránquiz, M. E. (2012). Key concepts in bilingual education: Identity texts, cultural citizenship, and humanizing pedagogy. *New England Reading Association Journal*, 48(1), 32–42.
- Fránquiz, M. E., & Salazar, M. C. (2004). The transformative potential of humanizing pedagogy: Addressing the diverse needs of Chicano/Mexicano students. *The High School Journal*, 87(4), 36–53. <https://doi.org/10.1353/hsj.2004.0010>
- Freeman, Y. S., & Freeman, D. E. (with Mercuri, S.). (2002). *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*. Heinemann.
- Freire, P. (1970). *Pedagogy of the oppressed*. The Seabury Press.

- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O., & Kleifgen, J. A. (2020). Translanguaging and literacies. *Reading Research Quarterly*, 55(4), 553–571. <https://doi.org/10.1002/rrq.286>
- Gibbons, P. (2009). *Funds of Knowledge: Theorizing practices in households, communities, and classrooms*. Heinemann.
- González, N., Moll, L. C., & Amanti, C. (2005). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Lawrence Erlbaum Associates.
<https://doi.org/10.4324/9781410613462>
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* (Policy Report No. 2000-1). The University of California Linguistic Minority Research Institute.
<https://web.stanford.edu/~hakuta/Publications/%282000%29%20-%20HOW%20LONG%20DOES%20IT%20TAKE%20ENGLISH%20LEARNERS%20TO%20ATTAIN%20PR.pdf>
- Harper, C. A., & de Jong, E. J. (2009). English language teacher expertise: The elephant in the room. *Language and Education*, 23(2), 137–151.
<https://doi.org/10.1080/09500780802152788>
- Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2–3), 155–171. <https://doi.org/10.1080/13670050408667806>

- Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), *Conversation analysis: Studies from the first generation* (pp. 13–31). John Benjamins Publishing Company. <https://doi.org/10.1075/pbns.125.02jef>
- Johnson, E. J., & Johnson, A. B. (2016). Enhancing academic investment through home – school connections and building on ELL students’ scholastic funds of knowledge. *Journal of Language and Literacy Education*, 12(1), 104–121. <https://jolle.coe.uga.edu>
- Kibler, A. K., Karam, F. J., Ehrlich, V. A., Bergey, R., Wang, C., & Elreda, L. M. (2018). Who are ‘long-term English learners’?: Using classroom interactions to deconstruct a manufactured learner label. *Applied Linguistics*, 39(5), 741–765. <https://doi:10.1093/applin/amw039>
- Kibler, A. K., & Valdés, G. (2016). Conceptualizing language learners: Socioinstitutional mechanisms and their consequences. *The Modern Language Journal*, 100(S1), 96–116. <https://doi.org/10.1111/modl.12310>
- Kim, J., & Herman, J. L. (2009). A three-state study of English learner progress. *Educational Assessment*, 14(3–4), 212–231. <https://doi.org/10.1080/10627190903422831>
- Kim, W. G., & García, S. B. (2014). Long-term English language learners’ perceptions of their language and academic learning experiences. *Remedial and Special Education*, 35(5), 300–312. <https://doi.org/10.1177/0741932514525047>
- Klein, A. (2016, May 11). For stalled ELL students, graduation is often an elusive goal. *Education Week*. <https://www.edweek.org/policy-politics/for-stalled-ell-students-graduation-is-often-an-elusive-goal/2016/05>

- Lampert-Shepel, E. (2008). Cultural-historical activity theory (CHAT) and case study design: A cross-cultural study of teachers' reflective praxis. *International Journal of Case Method Research & Application*, 20(2), 211–227.
- Lee-James, R., & Washington, J. A. (2018). Language skills of bidialectal and bilingual children: Considering a strengths-based perspective. *Topics in Language Disorders*, 38(1), 5–26. <https://doi.org/10.1097/TLD.000000000000142>
- Liamputtong, P. (2009). Qualitative data analysis: Conceptual and practical considerations. *Health Promotion Journal of Australia*, 20(2), 133–139. <https://doi.org/10.1071/HE09133>
- Liggett, T. (2008). Counteracting linguisticism: The potential of ESL/bilingual education field experiences in teacher education. *Journal of Praxis in Multicultural Education*, 3(1), Article 5. <https://doi.org/10.9741/2161-2978.1013>
- Liggett, T. (2014). The mapping of a framework: Critical race theory and TESOL. *The Urban Review*, 46, 112–124. <https://doi.org/10.1007/s11256-013-0254-5>
- Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice*, 52(2), 98–109. <https://doi.org/10.1080/00405841.2013.770327>
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361–373. <https://doi.org/10.1177/0022487108322110>
- Luster, J. (2012). Using state assessments for teaching English language learners. *Research in Higher Education Journal*, 18, 1–10.

- Martínez, R. A. (2018). Beyond the *English learner* label: Recognizing the richness of bi/multilingual students' linguistic repertoires. *The Reading Teacher*, 71(5), 515–522. <https://doi.org/10.1002/trtr.1679>
- Menken, K., & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism*, 13(4), 399–417. <https://doi.org/10.1080/13670050903370143>
- Menken, K., Kleyn, T., & Chae, N. (2012). Spotlight on “long-term English language learners”: Characteristics and prior schooling experiences of an invisible population. *International Multilingual Research Journal*, 6(2), 121–142. <https://doi.org/10.1080/19313152.2012.665822>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Midgley, C., Feldlaufer, H., & Eccles, J. S. (1989). Student/teacher relations and attitudes toward mathematics before and after the transition to junior high school. *Child Development*, 60(4), 981–992. <https://doi.org/10.2307/1131038>
- Moll, L. C. (2019). Elaborating funds of knowledge: Community-oriented practices in international contexts. *Literacy Research: Theory, Method, and Practice*, 68(1), 130–138. <https://doi.org/10.1177/2381336919870805>
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132–141. <https://doi.org/10.1080/00405849209543534>

- Nasir, N. S., & Hand, V. M. (2006). Exploring sociocultural perspectives on race, culture, and learning. *Review of Educational Research*, 76(4), 449–475.
<https://doi.org/10.3102/00346543076004449>
- Office of English Language Acquisition. (2017). *English learner toolkit for state and local education agencies (SEAs and LEAs)* (2nd Rev. ed.). U.S. Department of Education.
https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Californians Together.
https://web.stanford.edu/~hakuta/Courses/Ed330X%20Website/Olsen_ReparableHarm2ndedition.pdf
- Olsen, L. (2014). *Meeting the unique needs of long term English language learners: A guide for educators*. National Education Association.
https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf
- Osborne, J. W. (2017). *Regression & linear modeling: Best practices and modern methods*. SAGE Publications. <https://doi.org/10.4135/9781071802724>
- Pappamihel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English*, 36(3), 327–355.

- Prior, M. T. (2019). Elephants in the room: An “affective turn,” or just feeling our way? *The Modern Language Journal*, 103(2), 516–527.
<https://doi.org/10.1111/modl.12573>
- Protacio, M. S., Piazza, S. V., & David, V. (2021). Family engagement in the middle: Reaching out to families of English learners. *Middle School Journal*, 52(1), 30–39. <https://doi.org/10.1080/00940771.2020.1840268>
- Razfar, A., & Rumenapp, J. C. (2011). Developmental context(s): Mediating learning through language ideologies. *Human Development*, 54(4), 241–269.
<https://doi.org/10.1159/000330296>
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Corwin.
- Rocco, T. S., & Hatcher, T. (Eds.). (2011). *The handbook of scholarly writing and publishing*. Jossey-Bass.
- Roeser, R. W., & Eccles, J. S. (1998). Adolescents’ perceptions of middle school: Relation to longitudinal changes in academic and psychological adjustment. *Journal of Research on Adolescence*, 8(1), 123–158.
https://doi.org/10.1207/s15327795jra0801_6
- Rosa, J. D. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26(2), 162–183. <https://doi.org/10.1111/jola.12116>
- Roth, W.-M., & Lee, Y.-J. (2007). “Vygotsky’s neglected legacy”: Cultural-historical activity theory. *Review of Educational Research*, 77(2), 186–232.
<https://doi.org/10.3102/0034654306298273>

- Rumpf, R. (2019). *Identifying and reclassifying English learners: Guidance on Missouri's entry and exit criteria*. Missouri Department of Elementary and Secondary Education. <https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf>
- Sahakyan, N., & Ryan, S. (2018). *Exploring the long-term English learner population across 15 WIDA states* (WIDA Research Report No. RR-2018-1). Wisconsin Center for Education Research. <https://wida.wisc.edu/sites/default/files/resource/WIDA-Report-Long-Term-English-Learner-Population.pdf>
- Salazar, M. C. (2013). A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. *Review of Research in Education*, 37(1), 121–148. <https://doi.org/10.3102/0091732X12464032>
- Shapiro, E. S. (2008). From research to practice: Promoting academic competence for underserved students. *School Psychology Review*, 37(1), 46–51. <https://doi.org/10.1080/02796015.2008.12087907>
- Shim, J. M., & Shur, A. M. (2018). Learning from ELLs' perspectives: Mismatch between ELL and teacher perspectives on ELL learning experiences. *English Language Teaching*, 11(1), 21–32. <https://doi.org/10.5539/elt.v11n1p21>
- Shin, N. (2020). Stuck in the middle: Examination of long-term English learners. *International Multilingual Research Journal*, 14(3), 181–205. <https://doi.org/10.1080/19313152.2019.1681614>

- Sireci, S. G., Han, K. T., & Wells, C. S. (2008). Methods for evaluating the validity of test scores for English language learners. *Educational Assessment, 13*(2–3), 108–131. <https://doi.org/10.1080/10627190802394255>
- Slapac, A., & Kim, S. (2014). Intercultural conversations. *Kappa Delta Pi Record, 50*(1), 37–41. <https://doi.org/10.1080/00228958.2014.871748>
- Slapac, A., Kim, S., & Coppersmith, S. A. (2020). Preparing and enriching linguistically and culturally responsive educators through professional development. In A. Slapac & S. A. Coppersmith (Eds.), *Beyond language learning instruction: Transformative supports for emergent bilinguals and educators* (pp. 282–304). IGI Global. <https://doi.org/10.4018/978-1-7998-1962-2.ch012>
- Slapac, A., Song, K. H., & Chasteen, C. C. (2017). Introspections on in-service teachers' intercultural responsiveness skills for English language learners. In K. Jones & J. R. Mixon (Eds.), *Intercultural responsiveness in the second language learning classroom* (pp. 181–201). IGI Global. <https://doi.org/10.4018/978-1-5225-2069-6.ch011>
- Song, K. H. (2016). Systematic professional development training and its impact on teachers' attitudes toward ELLs: SIOP and guided coaching. *TESOL Journal, 7*(4), 767–799. <https://doi.org/10.1002/TESJ.240>
- Song, K., Kim, S., & Preston, L. R. (2021). “No difference between African American, immigrant, or White children! They are all the same.”: Working toward developing teachers' raciolinguistic attitudes towards ELs. *International Journal of Multicultural Education, 23*(1), 47–66. <https://doi.org/10.18251/ijme.v23i1.1995>

- Stake, R. E. (1995). *The art of case study research*. SAGE Publications.
- Stetsenko, A. (2005). Activity as object-related: Resolving the dichotomy of individual and collective planes of activity. *Mind, Culture, and Activity*, 12(1), 70–88.
https://doi.org/10.1207/s15327884mca1201_6
- Swain, M., Kinnear, P., & Steinman, L. (2011). *Sociocultural theory in second language education: An introduction through narratives*. Multilingual Matters.
- Thompson, K. D. (2015). Questioning the long-term English learner label: How categorization can blind us to students' abilities. *Teachers College Record*, 117(12), 1–50. <https://doi.org/10.1177/016146811511701203>
- Unluer, S. (2012). Being an insider researcher while conducting case study research. *The Qualitative Report*, 17(29), 1–14. <https://doi.org/10.46743/2160-3715/2012.1752>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
- WIDA. (n.d.-a). *Can do descriptors*. <https://wida.wisc.edu/teach/can-do/descriptors>
- WIDA. (n.d.-b). *Mission and history*. <https://wida.wisc.edu/about/mission-history>
- WIDA. (2020). *Suggested sample item script: ACCESS for ELLs Online*.
<https://wida.wisc.edu/sites/default/files/resource/ACCESS-Online-Sample-Item-Scripting.pdf>
- WIDA. (2022a). *ACCESS for ELLs interpretive guide for score reports: Grades K-12*.
<https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf>
- WIDA. (2022b). *WIDA writing rubric: Grades 1–12*.
<https://wida.wisc.edu/sites/default/files/resource/WIDA-Writing-Rubric-Gr-1-12.pdf>

Appendix A

Student Assent Letter, Parental Consent Letter, and Translations



College of Education

One University Blvd.
 St. Louis, Missouri 63121-4499
 Telephone: 314-652-9282
 E-mail: Barbara.Doerfler@slps.org

Assent to Participate in Research Activities (Minors)

Title: Exploring the Educational Experience of the Long-Term English Learner in Middle School: Perspectives on Growth in Language Acquisition and Academic Learning

1. My name is Ms. Doerfler, and I am an UMSL student and your ESOL teacher at Compton-Drew ILC Middle School. I will be conducting a research study in my role as a doctoral candidate UMSL.
2. I am asking you to participate in this study to help me learn about your experiences and instructional needs as an English learner in middle school. We are conducting this study to understand how students perceive their school experience and language learning.
3. If you agree to be in this study, you will be asked to do one or two interviews that will be audio-recorded and may last up to one hour each, and I will observe you in two of your classes. I will also look at some of your school records, such as ACCESS test scores. The study will include up to 19 participants. During the interviews, I will ask you to tell me about yourself and family, your language strengths and resources, learning strategies and classroom support, academic achievement, school experiences with teachers and peers, and thoughts about the annual ACCESS test.
4. There is a loss of confidentiality risk from being in this study, but it will be minimized by keeping all your information in a locked cabinet and secure laptop, and I will not use your real names on any of your data or in my writing.
5. You will not receive any direct benefits from participating in this study; but the findings from this study may increase our understanding, based on your perceptions, to improve teaching and learning experiences for English learners.
6. If you don't want to be in this study, you don't have to participate. Remember, being in this study is up to you, and no one will be upset if you don't want to participate or if you change your mind later and want to stop.
7. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can let me know at the beginning of our next class.
8. Signing your name at the bottom means that you agree to be in this study.

 Participant's Signature

 Participant's Printed Name

 Participant's Grade Level

 Date

**College of Education**

One University Blvd.
 St. Louis, Missouri 63121-4499
 Telephone: 314-652-9282
 E-mail: Barbara.Doerfler@slps.org

Consent for Child Participation in Research Activities

Title: Exploring the Educational Experience of the Long-Term English Learner in Middle School: Perspectives on Growth in Language Acquisition and Academic Learning

Participant _____ HSC Approval Number _____

Principal Investigator Ms. Barbara Doerfler PI's Phone Number (314) 652-9282

1. Your child is invited to participate in a research study conducted by Ms. Barbara Doerfler (UMSL student and Compton-Drew ESOL teacher), in her role as an UMSL graduate student under the supervision of Dr. Kim Song (UMSL faculty advisor). The purpose of this study is to gain insight on the experiences and instructional needs of English learners in middle school, and understand how they perceive their school experience and language learning.
2. Your child's participation will involve:
 - a) Two interviews, each lasting no longer than one hour.
 - b) Two classroom observations, in which information will be collected on your child's classroom behaviors and actions, and interactions within the classroom community.
 - c) Access to school records, such as ACCESS scores.

During the interviews, I will ask your child to tell me about his or her self and family, and to answer questions on the topics of language strengths and resources, learning strategies and classroom support, academic achievement, school experiences with teachers and peers, and thoughts about the annual ACCESS test. The interviews will be audio-recorded and then transcribed into text. The recordings and text will be kept confidential on a secure laptop and in a locked file cabinet.

3. Nineteen students will be invited to participate in this research. This study will be conducted at school during the regular school day and may continue through May, 2022.
4. There is a loss of confidentiality risk associated with this research, but this will be minimized by securing documents and files in a locked cabinet and on a password-protected laptop, and by using pseudonyms instead of real names for all participants. There are no other anticipated risks to your child associated with this research.
5. Your child will receive no direct benefits from participating in this study; however, the findings from this study may increase understanding of the academic and instructional needs

of English learners based on the perceptions of the students, that may be used to improve their teaching and learning experiences.

6. Your child's participation is voluntary and you may choose not to let your child participate in this research study or to withdraw your consent for your child's participation at any time. Your child may choose not to answer any questions that he or she does not want to answer. You and your child will NOT be penalized in any way should you choose not to let your child participate or to withdraw your child.
7. We will do everything we can to protect your child's privacy. Your child's identity will not be revealed in any publication or presentation that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your child's data.
8. Parents please be aware that under the Protection of Pupil Rights Act, 20 U.S.C. Section 1232(c) (1) (A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, or have any questions or concerns regarding this study, you should contact the Investigator, Ms. Barbara Doerfler (314-652-9282) or the Faculty Advisor, Dr. Kim Song (314-516-5924) to obtain a copy of the questions or materials. You may also ask questions or state concerns regarding your child's rights as a research participant to the Office of Research Administration, at 314-516-5897.

If you give your consent to allow your child to participate in this study, you may fill out the section below and return this form.

Participation Consent:

By returning this form, I *give permission* for my child to be included in this study.

My child's name is: _____ Grade: _____

Signature of Parent: _____ Date: _____

Signature of Investigator: _____ Date: _____

Arabic Translation



College of Education

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-652-9282
E-mail: Barbara.Doerfler@sps.org

الموافقة على مشاركة الطفل في أنشطة بحثية

العنوان: استكشاف التجربة التعليمية لمتعلم اللغة الإنجليزية على المدى الطويل في المدرسة الإعدادية: وجهات نظر حول النمو في اكتساب اللغة والتعلم الأكاديمي

المشارك

رقم موافقة HSC

المحقة الرئيسية السيدة باربرا دورفلر رقم هاتف PI's 652-9282 (314)

1. تمت دعوة طفلك للمشاركة في دراسة بحثية أجرتها السيدة باربرا دورفلر (طالبة في UMSL ومعلمة ESOL في Compton-Drew) ، بصفتها طالبة دراسات عليا في UMSL تحت إشراف الدكتور (كيم سونج مستشار هيئة التدريس في UMSL) الغرض من هذه الدراسة هو اكتساب نظرة ثاقبة على الخبرات والاحتياجات التعليمية لمتعلمي اللغة الإنجليزية في المدرسة الإعدادية ، وفهم كيفية إدراكهم لتجربة مدرستهم وتعلم اللغة.

2. ستشمل مشاركة طفلك.

- مقابلتان لا تزيد مدة كل منهما عن ساعة واحدة.
- ملاحظتان في الفصل الدراسي ، حيث سيتم جمع المعلومات حول سلوكيات وتفاعل طفلك في الفصل الدراسي ، والتفاعلات داخل مجتمع الفصل الدراسي.
- الوصول إلى السجلات المدرسية ، مثل درجات ACCESS أكسيس

أثناء المقابلات ، سأطلب من طفلك أن يخبرني عن نفسه وعائلته ، والإجابة على أسئلة حول مواضيع نقاط القوة والموارد اللغوية ، واستراتيجيات التعلم ودعم الفصل ، والإنجاز الأكاديمي ، والتجارب المدرسية مع المعلمين والأقران ، و أفكار حول اختبار ACCESS أكسيس المنوي. سيتم تسجيل المقابلات بالصوت ثم تحويلها إلى نص. سيتم الاحتفاظ بالتسجيلات والنصوص بسرية على جهاز كمبيوتر محمول آمن وفي خزانة ملفات مغلقة.

3. سيتم دعوة تسعة عشر طالبًا للمشاركة في هذا البحث. سيتم إجراء هذه الدراسة في المدرسة خلال اليوم الدراسي العادي وقد تستمر حتى مايو 2022.

4. هناك خطر فقدان السرية المرتبط بهذا البحث ، ولكن سيتم تقليل ذلك من خلال تأمين المستندات والملفات في خزانة مغلقة وعلى جهاز كمبيوتر محمول محمي بكلمة مرور ، وباستخدام أسماء مستعارة بدلاً من الأسماء الحقيقية لجميع المشاركين. لا توجد مخاطر أخرى متوقعة لطفلك مرتبطة بهذا البحث.

5. لن يتلقى طفلك أي مزايا مباشرة من المشاركة في هذه الدراسة ؛ ومع ذلك ، فإن نتائج هذه الدراسة قد تزيد من فهم الاحتياجات الأكاديمية والتعليمية لمتعلمي اللغة الإنجليزية بناءً على تصورات الطلاب ، والتي يمكن استخدامها لتحسين خبراتهم التعليمية والتعليمية.

6. مشاركة طفلك طوعية ويمكنك اختيار عدم السماح لطفلك بالمشاركة في هذه الدراسة البحثية أو سحب موافقتك على مشاركة طفلك في أي وقت. قد يختار طفلك عدم الإجابة على أي أسئلة لا يريد الإجابة عليها. لن يتم معاقبتك أنت وطفلك بأي شكل من الأشكال إذا اخترت عدم السماح لطفلك بالمشاركة أو سحب طفلك.

7. سنبدل قصارى جهدنا لحماية خصوصية طفلك. لن يتم الكشف عن هوية طفلك في أي منشور أو عرض تقديمي قد ينتج عن هذه الدراسة. في حالات نادرة ، يجب أن تخضع دراسة الباحث للتدقيق أو تقييم البرنامج من قبل وكالة رقابة (مثل مكتب حماية البحوث البشرية). سيطلب من هذه الوكالة الحفاظ على سرية بيانات طفلك.

8. الأباء يرجى العلم أنه بموجب قانون حماية حقوق التلميذ رقم 20 جامعة جنوب كاليفورنيا. القسم 1232 (ج) (1) (أ) ، يحق لك مراجعة نسخة من الأسئلة المطروحة أو المواد التي سيتم استخدامها مع طلابك. إذا كنت ترغب في القيام بذلك ، أو لديك أي أسئلة أو مخاوف بشأن هذه الدراسة ، يجب عليك الاتصال بالمحقق ، السيدة باربرا دورفلر (9282-652-314) أو مستشار الكلية ، الدكتور كيم سونج (314-516-5924) للحصول على نسخة من الأسئلة أو المواد. يمكنك أيضاً طرح أسئلة أو ذكر مخاوف بشأن حقوق طفلك كمشارك في البحث إلى مكتب إدارة الأبحاث ، على 314-516-5897.

إذا أعطيت موافقتك على السماح لطفلك بالمشاركة في هذه الدراسة ، فيمكنك ملء القسم أنناه وإعادة هذا النموذج.

الموافقة على المشاركة:

من خلال إعادة هذا النموذج ، أعطي الإذن لمفلي ليتم تضمينه في هذه الدراسة.

اسم طفلي هو: _____ المرحلة الدراسية: _____

توقيع ولي الأمر: _____ التاريخ: _____

توقيع المحقق: _____ التاريخ: _____

Kinyarwanda Translation

**Kaminuza y'uburezi**

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-652-9282
Imeli: Barbara.Doerfler@slps.org

Kwemera ko umwana yitabira ibikorwa by'ubushakashatsi

Umutwe: Gucukumbura imiterere y'uburezi bw'igihe kirekire ku biga icyongereza mu mashuri yisumbuye: Ibitekerezo byo guteza imbere mu Kwiga Ururimi no Kwiga Amasomo

Uwitabiriye _____ Inomero ya HSC _____

Umuyobozi ushinze Ubushakashatsi: Madame. Barbara Doerfler
Numero ye ya telefone (314) 652-9282

1. Umwana wawe atumiwe kwitabira ubushakashatsi bwakozwe na Madame Barbara Doerfler (Umunyeshuri muri UMSL n' umwarimu muri Compton-Drew ESOL), mu ruhare rwe nk'umunyeshuri urangije UMSL ayobowe na Dr. Kim Song (Umujyanama w'ishami rya UMSL). Intego y'ubu bushakashatsi ni ukunguka ubunaribonye hamwe n'ibyifuzo bikenerwa n'abiga icyongereza mu mashuri yisumbuye, kandi no gusobanukirwa uko bakira ibyo bahura nabyo ku ishuri ryabo no kwiga ururimi.
2. Kwitabira k'umwana wawe bizaba bigizwe:
 - a) Azabazwa inshuro ebyiri, buri bazwa ntago rizarenza isaha imwe.
 - b) Kumwitegereza mu ishuri inshuro ebyiri, aho amakuru azakusanyirizwa ku myitwarire n'ibikorwa by'umwana wawe mu ishuri, hamwe n'imikoranire n'abandi mw'ishuri.
 - c) Kureba inyandiko z'ishuri, urugero nk'amanota abona mu kumva no kuvuga icyongereza (ACCESS).

Mu bibazo, nzabaza umwana wawe kumbwira ibye n'ibyerekeye umuryango we, no gusubiza ibibazo byerekeye ubuhanga mu rurimi naho arwigira, ingamba zo kwiga hamwe n'inkunga yo mw'ishuri, ibyagezweho mu ishuri, uko amerewe mu ishuri hamwe n'abarimu n'abandi bigana, n'ibitekerezo by'ikizamini cy'icyongereza ACCESS ngarukamwaka. Ibibazo bizafatwa amajwi hanyuma byandikirwe inyandiko. Amajwi n'inyandiko bizabikwa mu ibanga kuri mudasobwa igendanwa itekanye kandi muri dosiye ifunze.

3. Abanyeshuri 19 bazatumirwa kwitabira ubu bushakashatsi. Ubu bushakashatsi buzakorerwa ku ishuri ku muni w'ishuri usanzwe kandi bushobora gukomeza kugeza muri Gicurasi 2022.
4. Hariho ibyago byuko ibanga ryamenywa ryerekeye ubu bushakashatsi, ariko ibi bizagabanywa no kubika inyandiko na dosiye muri kabati gafunze n'urufunguzo no kuri mudasobwa igendanwa irinzwe n'ijambo ry'ibanga, no gukoresha amazina y'amahimbano mu mwanya w'amazina y'ukuri y'abazitabira. Nta bindi byago bigaragara byaba ku mwana wawe byerekeye ubu bushakashatsi.
5. Umwana wawe nta nyungu yako kanya azabona yo kwitabira ubu bushakashatsi; icyakora, ibyavuye muri ubu bushakashatsi bishobora kongera gusobanukirwa ibyifuzo by'amasomo

n'inyigisho by'abiga icyongereza hashingiwe ku myumvire y'abanyeshuri, bishobora gukoreshwa mu kunoza imyigire yabo n'inyigishirize.

6. Ubwitabire bw'umwana wawe ni ubushake kandi ushobora guhitamo kutemerera umwana wawe kwitabira ubu bushakashatsi cyangwa kvanaho uruhushya rwo kwitabira k'umwana wawe igihe icyo aricyo cyose. Umwana wawe ashobora guhitamo kudasubiza ikibazo icyo ari cyo cyose adashaka gusubiza. Wowe n'umwana wawe ntimuzahanwa mu buryo ubwo aribwo bwose mu gihe uhisemo kutemerera umwana wawe kwitabira cyangwa gukuramo umwana wawe.
7. Tuzakora ibishoboka byose kugirango turinde ubuzima bwite bw'umwana wawe. Amazina y'umwana wawe ntazagaragazwa mu bizamurikwa cyangwa mu nyandiko bizaturuka kuri ubu bushakashatsi. Mu bihe bidasanze, ubushakashatsi bwakozwe bugomba gukorera igenzura cyangwa isuzuma rya porogaramu n'ikigo gishinzwe kugenzura (nk'ikigo gishinzwe kurengera ubushakatsi ku bantu). Icyo kigo gisabwa kurinda mu ibanga amakuru yerekeye umwana wawe.
8. Babyeyi nyamuneka mumenye ko mu kurinda uburenganzira bw'abanyeshuri. Ingingo ya 20 U.S.C. Igice cya 1232 (c) (1) (A), ufite uburenganzira bwo gusuzuma kopi y'ibibazo byabajijwe cyangwa ibikoresho bizakoreshwa n'abanyeshuri bawe. Niba ushaka kubikora, cyangwa ufite ikibazo cyangwa impungenge zijyanye n'ubu bushakashatsi, ushobora guhamagara ushinze ubushakashatsi, Madamu Barbara Doerfler (314-652-9282) cyangwa Umujyanama w'ishami, Dr. Kim Song (314-516-5924) ukabona kopi y'ibibazo cyangwa ibindi byifashishijwe. Ushobora kandi kubaza ibibazo cyangwa ibindi bijyanye n'uburenganzira bw'umwana wawe nkumwe mu bazitabira ubushakashatsi mu biro bishinzwe ubushakashatsi, kuri 314-516-5897.

Niba utanze uburenganzira bwawe bwo kwemerera umwana wawe kwitabira ubu bushakashatsi, ushobora kuzuza igice gikurikira hasi hanyuma ukatugarurira iyi fomu.

Kwemeza kwitabira:

Mu gusubiza iyi fomu, ntanze uruhushya kugirango umwana wanjye ashyirwe muri ubu bushakashatsi.

Amazina y'umwana wanjye ni : _____ Yiga mu wa: _____

Umukono w'umubyeyi: _____ Italiki: _____

Umukono w'umushakashatsi: _____ Italiki: _____

Kunama Translation

**Kosasa colleja**

One University Blvd.
St. Louis, Missouri 63121-4499
Tele: 314-652-9282
Imel: Barbara.Doerfler@slps.org

Deda damade kotafa gomata bulada sanela

Aniboda: kosasa kososona ingliša kosasala fanaka gerasi sebudada agastanela:
lilikiya ñela tawdalana akadami kosasalana.

Akotafa _____ HSC bu kobinkokama numurata _____

Bulada mara Ms. Barbara Doerfler Telefona numurata (314) 652-9282

1. Ekka inna bulada kosasa Barbara Deyorfler (UMSL akosasana ide Compton-Drew ESOL asasana), bu kogasunowalle akotafa kišanasi kokidake, unu hesumowa arbowa UMSL kosasa kimalama kişaki Dr.Kim Song (UMSL kosasa ita laweta sasa) bu kanadina. Inna kosasena lilikiya kososona ninanasina ide ingliša ñela kosasa kogoşa gata sebudada agastanelana ide kosasa kososona ñela kosasana ikedab kibininibessa
2. Ekka kotafenowa inna şuttala derñasumanale deya:
 - a) Kokele kaside bare ellasi satellakin arta mikamme.
 - b) Kosasa ita dame bare ellowale ekka adabana suñadiyana ide abarmowalle damiya dinette ikedab gomatosunibessa dilabowa kokanasi.
 - c) Kosasa ita kotada kokalasi, ojiya kotada.

Kokele kasidenalle ekkasi uliyañabuna ide itiyadine eñabuna kasasanasi nakelaña ide okodoka kokele kasa ñela gudurtalana ide ayibelana, kosasa ondobelana, kosasa uta dama kodadalana, akademi kosasa batafalalana, kosasa kososona asasettena ide malaytettena ide jaraba kotada lawetalana. Kokele kasowa menabu waski ide woynakin latata kofegedana. Woyna menowana latowana laptobala kodorki ide fayilowa kodab kosena.
3. inna buladenalle akosase şebnaseldawde okotafenasi kokkidake. Inna kosasena inna kosasena akosase kosasala kokosima fanakokala kogasuna kişaki aşik tera akusuma 2022 ta kogasunasina şosuna.
4. Inna buladenalle amanata dogolada şoski kontinasuna išaditta dokumentowayena fayilowayena kodab laptobala passwordab kokesena ide okodoka akotafowaye kidiya şadiyabu dittiya kokala kidab nafonkokana. Inna buladenakin ekka la kona ajala añada kosimme.
5. Ekka inna buladenale kotafemabu itena nafa inamme, išaditta inna buladenakin koytemowabu akademi takiya kitafenasina ide ingliša ñela gata kogoşowaye akosasowa bina kalmala kokotinkişaki sasana ide kosasa kokosasanalana kitafenasi şosuna.

6. Ekka niyatibu deya kotafena ide ekkasi inna buladenale kotafennimasi šonki nokolana aw ekkaña kokele kasidowa ena henumma kišaya nolafanunasi šonuna. Ekka unu hesumma kokele kikišinnimasi šoski etawana. Inna buludenale ekkasi kotafennimasina ide kokele kasidowa nolafanumowabuna meytana akura košimme.
7. Ekka darinmasonasi šomama data ubiyya maminina. Inna buladana famanabu ekkasi adagata kišani wageletta kišano šomaki oratomanni. Ellidela bulada kosasa kotada kogasuna sana itebu kogasuna dada (kokalasi, kwa kiša bulada darida tikileda). Woyna sana itowa ekka dilabasi dariskišona dada.
8. Aše akosasa maja daridala atargade keša Act 20 U.S.C sebudada 1232(c) (1) (A), akosasesi nokelama kokelwayena sulubowayena kosanki nitakenasi maja ninake. Inna kosadena nimina henuya okodoka kokela aw laweta inna buladenañabu ninamale kišaya buladana mara Barbara Doerfler (314-652-9282) aw kosasa ita laweta sasa Dr. Kim Song (314-516-5924) kokelwayena sulubowayena ninitenasi buladowa akotafella kallabu ekka majañab kokela aw laweta šonki bulada digoda sana itasi nokelana (314-516-5897).

Ekkasi inna buladenalle kotafenasi yeda sa nišoya inna šuttala kokosima waga awbiyowaye wadaki ikaskaso.

Akotafa gomata:

Inna orgotena *nikisimowabu akkasi* buladenalle kotafenasi yeda sa nasoke.

Akka kida: _____

Sebudada: _____

Ferma aše eña: _____

Tela uya: _____

Ferma bulada maraña: _____

Tela uya: _____

Nepali Translation



अन्वेषण गतिविधिहरूमा थाल सहभागिताको लागि सहमति

शिक्षाको कलेज

One University Blvd.
St. Louis, Missouri 63121-4499

टेलिफोन: 314-652-9282

ईमेल: Barbara.Doerfler@slps.org

शिर्षक: मध्य विद्यालयमा लामो-अवधि अङ्ग्रेजी शिक्षार्थीको शैक्षिक अनुभव अन्वेषण गर्दै: भाषा अधिग्रहण र अकादमिक शिक्षा मा वृद्धि मा दृष्टिकोण

सहभागी _____ HSC स्वीकृति नम्बर _____

प्रिन्सिपल अन्वेषक Ms. Barbara Doerfler PI's फोन नम्बर (314) 652-9282

1. तपाईंको बच्चालाई सुश्री Barbara Doerfler (UMSL विद्यार्थी र कम्पटन-ड्रा ESOL शिक्षक) द्वारा डा. Kim Song (UMSL संकाय सल्लाहकार) को रेखदेखमा UMSL स्नातक विद्यार्थीको रूपमा उनको भूमिकामा गरिएको अनुसन्धान अध्ययनमा भाग लिन आमन्त्रित गरिएको छ। यस अध्ययनको उद्देश्य माध्यमिक विद्यालयमा अङ्ग्रेजी शिक्षार्थीहरूको अनुभव र निर्देशनात्मक आवश्यकताहरूको बारेमा अन्तर्दृष्टि प्राप्त गर्नु हो, र उनीहरूले आफ्नो विद्यालयको अनुभव र भाषा सिकाइलाई कसरी बुझ्छन् भन्ने कुरा बुझ्नु हो।

2. तपाईं बच्चा सहभागी हुनेछ:

- दुई अन्तर्वार्ता, प्रत्येक एक घण्टा भन्दा लामो समय सम्म रहँदैन।
- दुई कक्षाकोठा अवलोकनहरू, जसमा तपाईंको बच्चाको कक्षाकोठाको व्यवहार र कार्यहरू, र कक्षाकोठा समुदाय भित्रको अन्तरक्रियाहरूमा जानकारी सङ्कलन गरिनेछ।
- विद्यालय रेकर्डहरूमा पहुँच, जस्तै ACCESS स्कोरहरू हो।

अन्तर्वार्ताको अवधिमा, म तपाईंको बच्चालाई उसको वा आफ्नो र परिवारको बारेमा बताउन र भाषाको शक्ति र स्रोतहरू, सिकाउने रणनीतिहरू र कक्षाकोठा समर्थन, शैक्षिक उपलब्धि, शिक्षकहरू र साथीहरूसँग स्कूलका अनुभवहरू, र वार्षिक ACCESS परिक्षण बारेमा विचारहरू बारे प्रश्नहरूको जवाफ दिन सोध्नेछु। अन्तर्वार्ताहरू अडियो-रेकर्ड गरिनेछ र त्यसपछि पाठमा ट्रान्सक्रिप्ट गरिनेछ। रेकर्डिङ र पाठ सुरक्षित ल्यापटपमा र लक गरिएको फाइल क्याबिनेटमा गोप्य राखिनेछ।

3. अनुसन्धानमा भाग लिन उनाइस विद्यार्थीहरूलाई आमन्त्रित गरिनेछ। यो अध्ययन विद्यालयमा नियमित विद्यालय दिनमा सञ्चालन हुनेछ र मे 2022 सम्म जारी रहन सक्छ।

4. यस अनुसन्धानसँग सम्बन्धित गोपनीयता जोखिमको हानि छ, तर यसलाई लक गरिएको क्याबिनेटमा र पासवर्ड-सुरक्षित ल्यापटपमा कागजातहरू र फाइलहरू सुरक्षित गरेर, र सबै सहभागीहरूको लागि वास्तविक नामको सट्टा छद्म नाम प्रयोग गरेर यसलाई न्यून गरिनेछ। यस अनुसन्धानसँग सम्बन्धित तपाईंको बच्चाको लागि कुनै अन्य अपेक्षित जोखिमहरू छैनन्।
5. तपाईंको बच्चाले यस अध्ययनमा भाग लिएर कुनै प्रत्यक्ष लाभ प्राप्त गर्ने छैन; यद्यपि, यस अध्ययनका निष्कर्षहरूले विद्यार्थीहरूको धारणामा आधारित अंग्रेजी सिक्नेहरूको शैक्षिक र शिक्षण आवश्यकताहरूको बुझाइ बढाउन सक्छ, जुन उनीहरूको शिक्षण र सिकाइ अनुभवहरू सुधार गर्न प्रयोग गर्न सकिन्छ।
6. तपाईंको बच्चाको सहभागिता स्वैच्छिक हो र तपाईंले आफ्नो बच्चालाई यस अनुसन्धान अध्ययनमा सहभागी हुन नदिने वा कुनै पनि समयमा आफ्नो बच्चाको सहभागिताको लागि आफ्नो सहमति फिर्ता लिन नदिने छनौट गर्न सक्नुहुन्छ। तपाईंको बच्चाले कुनै पनि प्रश्नको जवाफ नदिने छनौट गर्न सक्छ जुन उसले वा उनी जवाफ दिन चाहँदैनन्। तपाईंले आफ्नो बच्चालाई सहभागी हुन नदिने वा आफ्नो बच्चालाई फिर्ता लिन नदिने छनौट गर्दा तपाईं र तपाईंको बच्चालाई कुनै पनि हिसाबले दण्डित गरिने छैन।
7. हामी तपाईंको बच्चाको गोपनीयताको रक्षा गर्न सक्दो प्रयास गर्नेछौं। यस अध्ययनको परिणाम हुन सक्ने कुनै पनि प्रकाशन वा प्रस्तुतिमा तपाईंको बच्चाको पहिचान प्रकट गरिने छैन। दुर्लभ अवस्थामा, एक अनुसन्धानकर्ताको अध्ययनले एक निरीक्षण एजेन्सी (जस्तै मानव अनुसन्धान संरक्षणको लागि कार्यालय) द्वारा लेखा परीक्षा वा कार्यक्रम मूल्याङ्कनबाट गुञ्जनुपर्छ। त्यो एजेन्सीले तपाईंको बच्चाको डेटाको गोपनीयता कायम राख्न आवश्यक हुनेछ।
8. अभिभावकहरू, कृपया ध्यान दिनुहोस् कि विद्यार्थी अधिकार संरक्षण ऐन अन्तर्गत 20 U.S.C. खण्ड 1232(c)(1)(A), तपाईंसँग सोधिएका प्रश्नहरूको प्रतिलिपि वा तपाईंका विद्यार्थीहरूसँग प्रयोग गरिने सामग्रीहरूको समीक्षा गर्ने अधिकार छ। यदि तपाईं त्यसो गर्न चाहनुहुन्छ वा यस अध्ययनको बारेमा कुनै प्रश्न वा चिन्ताहरू छन् भने, तपाईंले अन्वेषक, सुश्री Barbara Doerfler (314-652-9282), वा संकाय सल्लाहकार, डा. Kim Song (314-516-5924) लाई सम्पर्क गर्नुपर्छ।) प्रश्न वा सामग्रीको प्रतिलिपि प्राप्त गर्न। तपाईंले अनुसन्धान सहभागीको रूपमा आफ्नो बालबालिकाको अधिकारसम्बन्धी प्रश्न वा राज्यका सरोकारहरू अनुसन्धान प्रशासनको कार्यालयमा 314-516-5897 मा सोध्न सक्नुहुन्छ।

यदि तपाईंले आफ्नो बच्चालाई यस अध्ययनमा भाग लिन अनुमति दिन आफ्नो सहमति दिनुभयो भने, तपाईंले तलको खण्ड भरेर यो फारम फिर्ता गर्न सक्नुहुन्छ।

सहभागी सहमति:

यस फारम फिर्ता गरेर, मैले मेरो बच्चालाई यस अध्ययनमा सहभागी हुन अनुमति दिन्छु।

मेरो बच्चाको नाम _____ कक्षा: _____

आमाबुवाको हस्ताक्षर: _____ मिति: _____

अन्वेषकको हस्ताक्षर: _____ मिति: _____

Somali Translation

**Machadka Waxbarashada**

One University Blvd.
 St. Louis, Missouri 63121-4499
 Taleefanka: 314-652-9282
 Iiimeelka: Barbara.Doerfler@slps.org

Ogolaanshaha Ka qaybgalka Ilmaha ee Hawlaha Cilmi Baarista

Ciwaanka: Xog Aruurin ku aadan Khibrada Waxbarashada ee ee Ardayda Muddada deer Barta Luuqada Ingiriiska ee Dugsiga Dhexe: Fikradaha la xariira Kobaca laga sameeyo Barashada Luuqada iyo Tacliinta

Ka qeybgalaha _____ Lambar Ay Ogolaatay HSC _____

Baaraha Guud Ms. Barbara Doerfler Lambarka Taleefanka Baaraha Guud (314) 652-9282

1. Cunugaaga waxaa lagu casuumay inuu ka qaybgalo daraasad cilmi baaris ah oo uu samaynaayo Ms. Barbara Doerfler (Arday dhigta UMSEL ahna macalin dhiga Compton-Drew ESOL), ayadoo ku shaqaynaysa doorkeeda ah arday ka qalin jabisay UMSEL uuna kormeerayo Dr. Kim Song (Lataliyaha kuliyaada ee UMSEL). Ujeedada daraasadaan waa in xog laga helo khibradaha iyo baahiyaha casharada ee ardayda barta Ingiriiska ee ku jira dugsiga dhexe, loona fahmo fikirka ay ka haystaan waayo aragnimada dugsigooda iyo barashada luuqada.
2. Ka qaybgalka cunugaaga ayaa la xariirta:
 - a) Lab waraysi, oo mid kasta soconaa ugu badnaan hal saac.
 - b) Labo kormeer oo fasalka lagu samaynaayo, kaasoo xog looga aruurin doono dabecadaha iyo ficilada cunugaaga fasalka ku jira, iyo isdhexgallada uu la samaynaayo dadka fasalka kula jira.
 - c) Akhrinta diiwaannada dugsiga, sida buundooyinka uu ka keenay imtaxaanka ACCESS.

Inta lagu jiro waraysiyada, waxaan ka codsan doonaa cunugaaga inuu xog iga siiyo naftiisa iyo qoyskiisa, iyo inuu ka jawaabo su'aalo la xariira mawduucyada awoodaha luuqada iyo xogta, xeeladaha waxbarashada iyo taageerada fasalka, guusha waxbarashada, khibradaha dugsiga ee uu ka helay macalimiinta iyo ardayda faciiis ah, iyo fikradaha uu ka qabo imtaxaanka sanadlaha ah ee ACCESS. Waraysiyadu waxay noqon doonaan kuwo cod lagu duubo kadibna loo badalo qoraal. Codadka la duubo iyo qoraalka ayaa si qarsoodi ah loogu hayn doonaa laabtoob amaan ah waxaana lagu qufuli donaa qaanad.
3. Sagaal iyo toban arday ayaa lagu casuumi doonaa inay ka qaybgalaan cilmi baaristaan. Daraasadaan waxaa lagu qaban doonaa dugsiga inta lagu jiro maalinta caadiga ah ee dugsiga waxayna socon kartaa ilaa Maayo, 2022.
4. Waxaa jirta khatar dhanka luminta sirta ah oo ka imaan karta cilmi baaristaan, laakiin arintaan waxaa lagu yarayn karaa in faylalka iyo dukumiintiyada lagu xiro qaanad quful leh lana gasho laabtoob baasweer leh, iyo in la adeegsado magacyo matal ah halkii laga adeegsan lahaa magacyada dhabta ah ee dhammaan ka qaybgaleyaasha. Ma jiraan khataro kale oo la filaayo inay ka dhashaan ka qaybgalka cunugaaga ee daraasadaan.

5. Cunugaagu faa'iidooyin gaar ah kama heli doono ka qaybgalka daraasadaan; hase yeeshee, natiijooyinka lagu ogaado daraasadaan ayaa kordhinaaya fahanka laga haysto baahiyaha waxbarashada iyo casharka ee ardayda Ingiriiska barta ayadoo lagu salaynaayo fikradaha ardayda, kuwaasoo loo adeegsan karo in hormarin lagu sameeyo khibradahooda wax barista iyo waxbarashada.
6. Ka qaybgalka cunugaagu waa ikhtiyaari waxaadna dooran kartaa inaad ogolaan in cunugaagu ka qaybgalo cilmi baaristaan ama aad ka laabato ogolaanshahaaga ka qaybgalka ee cunugaaga markaad doonto. Cunugaaga ayaa dooran kara inuusan ka jawaabi su'aashu doono taasoo uusan doonayn inuu ka jawaabo. Adigga iyo cunugaaga LAGUMA ganaaxi doono sinaba haddii aad doorataan inaad u ogolaan cunugaaga inuu ka qaybgalo ama aad ka laabato ogolaanshaha cunugaaga.
7. Waxaan samayn doonaa waxkasta oon awoodno si aan u ilaalino sirta cunugaaga. Aqoonsiga cunugaaga laguma sheegi doono daabacaad kasta ama bandhig ka imaan kara daraasadaan. Marar dhif ah, cilmi baaraha daraasada ayaa la marsiin karaa isla xisaabtan ama qiimaynta barnaamijka ayna samaynayso wakaalad kor-joogtaynta qaabilsan (sida Xafiiska Difaaca Cilmi Baarista Dadka lagu sameeyo). Wakaaladaas ayaa u baahan doonta inay ilaaliso sirta xogta cunugaaga.
8. Waalidiintu fadlan ha ogaadaan in sida ku cad Sharciga Difaaca Xaquuqda Ardayda. 20 U.S.C. farqadiisa 1232(c) (1) (A), aad xaq u leedihiin inaad akhridaan aadna nuqul kala baxdaan su'aalaha la iswaydiiyay ama xogta loo adeegsan doono ardaydiina. Haddii aad rabto inaad sidaas samayso, ama aad qabto wax su'aalo ah ama walaacyo ah oo la xariira daraasadaan, waxaad la xariiri kartaa baaraha, Ms. Barbara Doerfler (314-652-9282) ama Lataliyaha Kuliyada, Dr. Kim Song (314-516-5924) si aad u hesho nuqulka su'aalaha ama xogta. Waxaad sidoo kale su'aalo waydiin kartaa ama u sheegi kartaa walaacyada aad ka qabto xaquuqda cunugaaga ka qaybgalaaya daraasada Maamulka Xafiiska Cilmi Baarista, ood ka wacayso 314-516-5897.

Haddii aad ogolaato inaad cunugaaga u fasaxdo ka qaybgalka daraasadaan, waxaad buuxin kartaa qaybta hoose waxaadna nagusoo celin kartaa foomkaan.

Ogolaanshaha Ka qaybgalka:

Markaan soo cesho foomkaan, *waxaan u fasaxayaa* cunugayga inuu ka qaybgalo daraasadaan.

Magaca cunugaygu waa: _____

Fasalka: _____

Saxiixa Waalidka: _____

Taariikhda: _____

Saxiixa Baaraha: _____

Taariikhda: _____

Spanish Translation

**Facultad de Educación**

One University Blvd.
 St. Louis, Missouri 63121-4499
 Teléfono: 314-652-9282
 Correo electrónico: Barbara.Doerfler@slps.org

Consentimiento para participación de niños en actividades de investigación

Título: Explorando la experiencia educativa del estudiante de inglés de larga duración en la escuela secundaria: Perspectivas de crecimiento en la adquisición de la lengua y el aprendizaje académico

Participante _____ Número de aprobación del HSC _____

Investigadora principal Sra. Barbara Doerfler Número de teléfono del IP (314) 652-9282

1. Se invita a su hijo/a a participar en un estudio de investigación llevado a cabo por la Sra. Barbara Doerfler (estudiante de la UMSL y profesora de ESOL de Compton-Drew), en su calidad de estudiante de posgrado de la UMSL bajo la supervisión de la Dra. Kim Song (asesora de la facultad de la UMSL). El objetivo de este estudio es conocer las experiencias y las necesidades de instrucción de los alumnos de inglés en la escuela secundaria, y comprender cómo perciben su experiencia escolar y el aprendizaje de la lengua.
2. La participación de su hijo/a implicará:
 - a) Dos entrevistas, cada una de ellas de no más de una hora de duración.
 - b) Dos observaciones en el aula, en las que se recogerá información sobre los comportamientos y acciones de su hijo/a en el aula, y las interacciones dentro de la comunidad del aula.
 - c) Acceso a los registros escolares, como los resultados del ACCESS.

Durante las entrevistas, pediré a su hijo/a que me hable de sí mismo/a y de su familia, y que responda a preguntas sobre los temas de los puntos fuertes y los recursos lingüísticos, las estrategias de aprendizaje y el apoyo en el aula, el rendimiento académico, las experiencias escolares con los profesores y los compañeros, y las opiniones sobre el examen anual ACCESS. Las entrevistas se grabarán en audio y luego se transcribirán en texto. Las grabaciones y el texto se mantendrán confidenciales en un ordenador portátil seguro y en un archivador cerrado.

3. Se invitará a diecinueve estudiantes a participar en esta investigación. Este estudio se llevará a cabo en la escuela durante la jornada escolar normal y podrá continuar hasta mayo de 2022.
4. Existe un riesgo de pérdida de confidencialidad asociado a esta investigación, pero se minimizará asegurando los documentos y archivos en un armario cerrado y en un ordenador portátil protegido con contraseña, y utilizando seudónimos en lugar de nombres reales para todos los participantes. No hay otros riesgos previstos para su hijo/a asociados a esta investigación.

5. Su hijo/a no recibirá ningún beneficio directo por participar en este estudio; sin embargo, los resultados de este estudio pueden aumentar la comprensión de las necesidades académicas y de instrucción de los alumnos de inglés, basándose en las percepciones de los alumnos, que pueden utilizarse para mejorar sus experiencias de enseñanza y aprendizaje.
6. La participación de su hijo/a es voluntaria y usted puede optar por no dejar que participe en este estudio de investigación o retirar tu consentimiento para la participación de su hijo/a en cualquier momento. Su hijo/a puede elegir no responder a las preguntas que no quiera contestar. Usted y su hijo/a NO serán penalizados de ninguna manera si usted decidiera no dejar participar a su hijo/a o retirarlo/a.
7. Haremos todo lo posible para proteger la privacidad de su hijo/a. La identidad de su hijo/a no se revelará en ninguna publicación o presentación que pueda resultar de este estudio. En raras ocasiones, el estudio de un investigador debe someterse a una auditoría o evaluación del programa por parte de un organismo de supervisión (como la Oficina para la Protección de la Investigación en Seres Humanos). Esa agencia estaría obligada a mantener la confidencialidad de los datos de su hijo/a.
8. Los padres deben saber que, según la Ley de Protección de los Derechos de los Alumnos, 20 U.S.C. Sección 1232(c) (1) (A), usted tiene derecho a revisar una copia de las preguntas o materiales que se utilizarán con sus alumnos. Si quiere hacerlo, o tiene alguna pregunta o duda sobre este estudio, usted debe ponerse en contacto con la investigadora, la Sra. Barbara Doerfler (314-652-9282) o con la asesora de la facultad, la Dra. Kim Song (314-516-5924) para obtener una copia de las preguntas o los materiales. Usted también puede hacer preguntas o exponer sus dudas sobre los derechos de su hijo/a como participante en la investigación a la Oficina de Administración de la Investigación, llamando al 314-516-5897.

Si usted da su consentimiento para que su hijo/a participe en este estudio, puede rellenar el apartado siguiente y devolver este formulario.

Consentimiento de participación:

Al devolver este formulario, *doy permiso* para que mi hijo/a sea incluido en este estudio.

Mi hijo/a se llama _____ Grado: _____

Firma de padre/madre: _____ Fecha: _____

Firma del investigador: _____ Fecha: _____

Appendix B

Interview Protocol

1. Identity and Critical Consciousness

Tell me about yourself and your family. Tell me a story about a time you were really proud of yourself. What would you like your teachers and classmates to know about you? What are some ways other people are like you and some ways they are different?

2. Student Narrative – Coming to the U.S.

In which country were you born? What do you remember about living in another country or another place and how old were you? Tell me a story about your life when you were younger. How do these stories make you feel? What language do you speak besides English? Do you read and write in this language, and if so, how? What language do you use at home with your family members and friends? When do your parents and family speak in this language? Tell me about when you see printed materials and hear [name of first language] spoken in your home and community. What reading materials and documents do you see in [first language]? How might you explain to someone why it is special to speak in more than one language? What do you wish your teachers knew about being able to speak, read, and write in two or more languages?

3. Resources and Prior Knowledge

In what ways are you strong in your life, and how did you learn to be that way? How do those strengths help you in school? What do you remember about learning English? How do you use your first language during the school day?

What are some things you have learned in your home or culture that you use at school?

4. Content & Learning Strategies

In what ways do your teachers recognize your ability to speak more than one language? What are some ways you would like your teacher to use your first language? In your opinion, what were the best supports you received in school or elsewhere to learn English? What helped you to grow? What supports did teachers try to give that were not helpful? What are some strategies you use to learn new material in class? What are some connections you can make between your life at home and learning at school?

5. Achievement and Mainstream Knowledge

Do you feel your teachers have high expectations for you and what do they expect? How do you feel about your academic learning and performance here in middle school? How do you feel about your academic learning from elementary school? How do you feel about your learning in the English language? How did you feel about learning English when you were in elementary school? What would make these learning experiences better? What three things would you ask your teachers to do when they are teaching? What is your best subject? What does the teacher do differently in his/her class? How do you feel about your virtual learning experiences?

6. Student/Teacher Relationships and Classroom Culture

How much do you feel that your teachers care about you? What do they do to show this? How safe or comfortable do you feel in class? How do you

participate? What is uncomfortable or scary? What are some ways you or your friends are oppressed, or treated unfairly, in class? How do you, your friends, and your teachers correct this? Tell me a story about a day at school you didn't like very much and why it was a bad day? Tell me a story about your best day at school.

7. Wrap-up: *(Present participants with a copy of their current Individual Student Report for ACCESS and ask them to read it critically, or to read for understanding.)*

After reading your ACCESS score report, tell me, what is this test? When do you take this test? What do the results mean?

(At this point, pause questioning and explain the different aspects of the report to the student. Share that the test assesses growth in the four language domains of listening, speaking, reading, and writing, and gives an overall score.)

Do you think your English proficiency was measured properly by the ACCESS test? Do you agree with these scores, or do you think they should be higher or lower? What do these scores mean to you? In which areas do you feel you grew the most and why: listening, speaking, reading, writing? What do you wish your teachers knew about you that is not shown in this test result? What do you think about your language learning during middle school? Do you feel it is different from your language learning in elementary school? What is one more thing you would like to tell me about your experiences at school?

Appendix C

Classroom Observation Protocol

Observer: _____ Date of Observation: _____

Name of School: _____

Time/Period: _____

Grade (Circle): 7 8

LTELs Observed: _____

Teacher Observed: _____

Subject: _____ # of Students: _____ # of LTELs: _____

LTELs' English proficiency Levels (ACCESS scores) & their L1s: _____

1. **Classroom Setting** both in narrative and images (diagram/photos) is in the box below. A description and drawing of the classroom setting with a special focus on who the LTELs are, and where they are seated is included. Additional information to record: LTELs' backgrounds (nationality, first language, home language).

2. Observation Notes

- Record of what I see and hear from the LTELs, and their interactions with the classroom community in this particular setting.
- Description of LTELs’ behaviors and actions:
 - Notations of physical movements or facial expressions (nodding, looking at teachers and peers)
 - Notations of what LTELs say, and who they look at and react to.
 - Notations of how many times and in what way LTELs volunteer to answer a question, participate in discussion, and ask or do not ask questions.
 - Notations of other behaviors I have noticed.

Time	Low-Inference Observational Field Notes	
	LTELs’ Actions	Interactions with Classroom Community

3. Feedback (High-Inference Coding – interpretations & ideas)

Based on my classroom observation: What strengths in LTEL’s classroom interactions and performance can I highlight? What aspects of LTEL’s classroom interactions and performance show a need for growth?	
<u>Priority Areas of LTEL’s Strength:</u>	<u>Priority Areas for LTEL’s Growth:</u>
Interactions with classroom community:	Interactions with classroom community:
Performance during instruction:	Performance during instruction:
Evidence:	Evidence:

Appendix D

Sample – Excerpt from Codebook

Code Book - Interview Data				
Line #	Keycodes	Question topics	LTEL	Interview Responses from Transcripts
m22	Pronouncing words	to know about me	maria	I want my teachers to know that, um I'm not good at pronouncing words. And I want my friends to know that I was. I always will be with you. And I'm not like a fake friend or anything like that.
s171	pronouncing words	English language learning MS	samir	It's kind of good, kind of not. It's medium. I've seen the words a lot and I don't know how to really say it well. And sometimes I just don't know that I can't pronounce them right.
a226	strategies	helped to grow	aaden	Take a picture of it. I don't remember what I did in 6th grade, cause we didn't have no iPads and stuff. This year I take a picture of this, so like if the teacher remind me that I can go to my iPad and see if I have it. Yeah, that's a strategy I use.
c104	strategies	Best supports to learn English	carlos	Reading books or hearing other people speak English. So I would pick up some words in English. Hearing other people speak English, so if there was a word that I didn't know about then I would know what that word meant and stuff.
c114	strategies	helped to grow	carlos	By the teacher telling me information about what I'm gonna learn. And then let me using that information to, so trying to get an idea of what I have to.
m175	strategies	helped to grow	maria	Sometimes on the Internet now that we have iPads. I look them up on the Internet or I go up to somebody to a teacher or a friend and say "can you help me with this."
s182	strategies	making learning better	samir	Repeating words. I'm just learning how to say them.
s137	strategies	Best supports to learn	samir	Hearing what the other kids said. Like other kids saying something and just got into my head.
m152	strategies	Best supports received to learn English	maria	ESL, it helped me very much. Sometimes when you go over words. Or when reading cause there's so much stuff I don't know in books and it's easier to pick up. Sometimes my teacher and sometimes one of my friends, that I went up to. I go up to a lot of people, and then I would "what does this mean"? And they sometimes they help me to know more. And they describe it in their way. And then people describe their stuff, the stuff in their way. And then, when they describe it to me what it is, I know it, straight to that I know what it means.

Appendix E

Sample – Partial List of Initial Codes

3 things to ask teachers to do when they're teaching	anxiety
academic learning & performance in elem. school	asking for help-teacher and peers
academic learning & performance in middle school	asking questions
Bad Day	avoidance
Benefits of being bilingual	bilingual family & friends
Best Day	binugals advanced
Best subject & what teacher does differently	binugals-speak/translate
Best supports in English	born US/US at age 2
Connections between home and school	bullied
Country of birth	different from others
Different treatment by others	different in a good way
English language learning MS	different-viewed as deficit
English language learning-Elem	difficulty finding/speaking words in L2
English proficiency measured by ACCESS	disruptions
ESOL Instruction	elementary easy/middle school hard
Feel safe in class?	embarassment
high expectations of teachers	English only
How strengths help in school	ESOL support; going over words
L1 literacy	ESOL-fun, get out of class
L1 use during school day	expectations
Languages spoken at home	fear speaking in front of class
Learned in home or culture that's used at school	fears in elem
Learning in L1	fight back
Life when younger	fight, high alert
Memories of another country or place	friend expelled
Memory of learning English	friends- alike, most important
One more thing about school experiences	goals-better life
Oppression/Unfair treatment	good grades
Participation in class	grew up speaking English
People alike & different	hard to understand some of work
Religion	home country
Respect	homework
Social skills	humor
Strategies used to learn new material in class	internalized feeling of being wrong
Stress	L1-English is first memory
Struggle	L1-better in elem

Appendix F

Sample – Axial Coding from Qualitative Data

Axial Coding from Interview and Observation Data Analysis

Emerging Themes - Interviews	Concepts	Codes from Interviews	Emerging Themes - Observations	Concepts	Codes from Observations
LTEls Strengths & Assets for Content and Language Learning	Multi-language Use	Bilingual Special to speak in two languages Translanguaging L1 use at school Lost L1 Different ways to express words in L1 L1 in home and community More opportunities to speak Support from mother	LTEls Engaged in the Learning Process	Writing	Taking notes Writing answers Writing essays
	Bilingual & Biliterate Learning	Feelings about English learning Recognition of bilingual abilities by teachers L1 use at school Print materials in L1 L1 literacy Thoughts about teacher using L1 Communicating in L1 Biliterate Difficulty finding words L1 in home & community Mix L1 & L2 in instruction Want to learn more in L1		Listening	Listening to teachers Listening to media Active listening Listening strategies
	Skills	Academic Social Athletic		Speaking	Verbal response Calling out answers Discussing One-on-one conversations Ask for help
				Reading	Reading text Reading notes Reading prompts Reading Assignments Reading Directions Reading strategy Read aloud

Appendix G

IRB Approval Certificate



December 13, 2021

Principal Investigator: Barbara A. Doerfler (UMSL-Student)
 Department: Education PhD

Your IRB Application to project entitled Exploring the Educational Experience of the Long-Term English Learner in Middle School: Perspectives on Growth in Language Acquisition and Academic Learning was reviewed and approved by the UMSL Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2075822
IRB Review Number	346997
Initial Application Approval Date	December 13, 2021
IRB Expiration Date	December 13, 2022
Level of Review	Expedited
Application Status	Approved
Project Status	Active - Open to Enrollment
Expedited Categories	45 CFR 46.110.a(f)(6) 45 CFR 46.110.a(f)(7)
Risk Level	Minimal Risk
Child Category	46.404/50.51
Type of Consent	Child Assent Parental Consent (One Parent) Revised Assent to Participate in Research Activities (Minors) Revised Consent for Child Participation in Research Activities Approval letter from St. Louis Public Schools Research Review Committee
Approved Documents	Interview Protocol for student participants Classroom Observation Protocol Letter of Support from building principal to complete dissertation research study at school Social/Behavioral/Educational Protocol