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A PHENOMENOLOGY STUDY OF TEACHER BEST PRACTICES
SUPPORTING EMERGENT BILINGUAL STUDENTS
IN THE CLASSROOM

by

Sheena Colquhoun Blain, M.Ed.

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ABSTRACT

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University of Houston-Clear Lake, 2024

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The purpose of this qualitative study was to examine the lived experience of teachers' implementation and perception of strategies supporting Emergent Bilingual students in the classroom. A purposeful sample of eight high school teachers at Southeast Texas school districts were interviewed in an attempt to provide a more in-depth understanding of high school teachers' lived experiences. Qualitative data were recorded, transcribed, and analyzed into common and overarching themes: (a) teacher experience and their struggles in the classroom, (b) Emergent Bilingual students in the classroom, and (c) professional development. The qualitative analysis provided supporting evidence of the importance of the high school teacher's experience, the SIOP model as best practices, and effective professional development.

TABLE OF CONTENTS

List of Tables	ix
List of Figures	x
CHAPTER I: INTRODUCTION.....	1
Statement of the Problem.....	1
Significance of the Study	2
Research Purpose and Question.....	3
Definitions of Key Terms	3
Conclusion	5
CHAPTER II: REVIEW OF THE LITERATURE	6
Theoretical Framework.....	7
Sheltered Instruction Observation Protocol Strategies	8
Professional Development Impacting Teachers of Emergent Bilinguals	23
Teacher Self Efficacy.....	32
Teacher Attitudes, Beliefs, or Perceptions of English Language Learners.....	39
Conclusion	44
CHAPTER III: METHODOLOGY	46
Overview of the Research Problem	46
Research Purpose and Question.....	49
Context.....	49
Positionality	50
Participants.....	51
Data Collection	52
Data Analysis	53
Triangulation.....	54
Privacy and Ethical Considerations	55
Research Design Limitations	56
Conclusion	56
CHAPTER IV: RESULTS.....	57
Participants Demographics	57
Data Collection	58
Data Analysis	59
Summary of the Findings.....	61
Teacher Experience and Their Struggles in the Classroom	61

Emergent Bilingual Students in the Classroom	67
Conclusion	80
CHAPTER V: SUMMARY, IMPLICATIONS, RECOMMENDATIONS.....	82
Summary	82
Implications.....	87
Policy Makers	87
Teacher Preparation Programs	88
School District Professional Development	90
School Professional Development	92
Recommendations for Future Research	93
Conclusion	94
REFERENCES	96
APPENDIX A: INFORMED CONSENT FORM	110
APPENDIX B: INTERVIEW QUESTIONS.....	112

LIST OF TABLES

Table 4.1 : Teacher Participants Demographic Data 58

LIST OF FIGURES

Figure 4.1: Teacher Participant Transcribed Lived Experiences..... 60

CHAPTER I: INTRODUCTION

According to Gupta (2019), "There are a variety of terms that have been used for non-native English speakers, ranging from LEP (Limited English Proficient), ESL students (English as a Second Language), Bilingual students and English Language Learners (ELL)" (p. 49). Historically, most states referred to students with a home language other than English as "English Learners", "English Language Learners," or students with "limited English proficiency." HB 2066 (2021) established the official name change to Emergent Bilinguals (EB). García (2009) argued, "Calling these children Emergent Bilinguals makes reference to a positive characteristic – not one of being limited or being learners, as LEPs and ELL suggest" (p. 322). Addressing the name change would potentially ensure teachers hold higher expectations of their students and strive to provide practices to support their learning. According to Ortiz et al. (2023), "Too often, teachers are ill-prepared to meet the needs of Emergent Bilinguals because teacher education and professional development programs present cursory overviews of principles and practices in the education of these students" (P. 3). Emergent Bilingual students have teachers who need to understand how to educate students who speak languages other than English.

Statement of the Problem

According to Russell (2018), Emergent Bilinguals are populating mainstream high school classrooms, "These second language learners bring with them a set of special needs for teaching and learning (as cited by de Jong & Harper, 2005, p. 229) especially for mainstream content area teachers, who often have little or no specialized training or experience to meet these needs". Emergent Bilingual students have increased within the U.S. public schools; the National Center for Educational Statistics (NCES) Status of

Trends in Education (2018) states, that in the late 2015, U.S. public schools identified 4.9 million students as English Language Learners. Of these, more than 75% were Hispanic. With the ever-increasing need for best practices in the classroom, the researcher chose a phenomenological transcendental study, as described by Moustakas (1994), who states, "Transcendental phenomenology is a scientific study of the appearance of things, of phenomena just as we see them and as they appear to us in consciousness" (p. 49). For the phenomenological study, the researcher used semi-structured interviews, a personal journal, and inductive coding to analyze the lived experiences of high school teachers. High school teachers' experiences enabled the researcher to understand and explain the classroom situation, addressing the study's needs.

Significance of the Study

Emergent Bilingual students need to thrive, developing not only their understanding of the English language but also the content objectives in the classroom. Teachers must support this endeavor with best practices to provide Emergent Bilingual students with a learning experience that ensures academic success. López et al. (2010), asserts that the significant rise of culturally and linguistically diverse students in the last half century is well documented. Many teachers may not have been compelled to address the educational needs of their EBs, but with the dramatic growth over the past several decades, the need is relevant. Mainstream teachers should reflect on their student's language learning for linguistic competency. Lucas et al. (2008) stated that teachers need pedagogical expertise with linguistic competency. Understanding the language in the learning task that EB students are expected to showcase in class and adding skills for appropriate scaffolding ensures EBs can participate in the learning environment.

Research Purpose and Question

The purpose of the qualitative transcendental phenomenological study was to explore the lived experience of how high school teachers implement and perceive strategies to support EBs in the classroom. Merriam (2009) highlights that qualitative research is interested in understanding "the phenomenon of interest from participants' perspectives, not the researcher's" (p. 14). Feiman-Nemser (2018) wrote that teachers were unlikely to teach effectively without access to sustained learning opportunities at each stage of their careers. Preparing mainstream teachers to teach EBs is important; teachers should receive some amount of training in EB education. Guler (2018) states, "ELL education requires special knowledge in different areas and a strong pedagogical knowledge in education is not enough" (as cited by Lucas and Villegas, 2011). All teachers in the classroom must have the "knowledge, skills, and inclination" to teach EBs (Faltis & Valdés, 2016). To guide this phenomenological, qualitative study, one overarching research question was used:

1. How do high school teachers experience, implement, and perceive strategies to support Emergent Bilinguals in the classroom?

Definitions of Key Terms

Emergent Bilinguals (EB): Students who are speakers of one or more languages other than English and who are developing English literacy in school (García & Kleifgen, 2018).

English as a Foreign Language (EFL): English as taught to people whose main language is not English and who live in a country where English is not the official or main language. (Cambridge Dictionary)

English Language Learners (ELLs) Students engaged in learning English as an additional language in the context of an English-dominant school (Department of Education, 2024).

English as a Second Language (ESL): A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of the native language (Department of Education, 2024).

Epoche: The first step within a transcendental phenomenological study to clear the mind, to become an open self, ready to embrace what situations of knowledge appear (Moustakas, 1994).

Limited English Proficiency (LEP): A national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits. (Department of Education, 2024).

Professional Learning Communities: A group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. (edglossary.org)

Teacher Self-efficacy: is defined as a judgment of one's own capabilities to bring about desired outcomes of student engagement and learning, even when students are difficult or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001).

Self-efficacy: Defined as "the people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1997).

Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States (cal.org).

Conclusion

This chapter provides the context for examining how high school teachers experience, implement, and perceive strategies to support Emergent Bilinguals in the classroom. Once the impact is determined, it can be used to identify gaps in the literature and provide best practices for teachers. Teachers are pivotal for Emergent Bilingual students' success in the classroom. Chapter two will provide relevant literature on the topic, including professional development, teacher self-efficacy, attitudes, beliefs, and perceptions.

CHAPTER II: REVIEW OF THE LITERATURE

This qualitative, phenomenological study explores high school teacher's lived experiences with Emergent Bilinguals (EBs) in the classroom. According to The Condition of Education 2023 Report, there are 5 million ELLs in U.S. public schools, up from 4.5 million just one decade ago. Texas is the state with the highest number of ELLS in public schools, at 20.1% of the student population. In the fall of 2020, Texas was ranked #1 in the nation in terms of having the most EB students, with California and New Mexico completing the top three in the U.S. with an EB population (NCES). The EB population continues to increase, and teachers need to meet the needs of EB students in the classroom with fidelity.

The *No Child Left Behind Act* of 2001 ensured the implementation of programs that benefited all students with limited English proficiency. The *Every Student Succeeds Act* (ESSA) 2017 replaced the NCLB Act and established ESSA Title II, supporting effective teacher instruction for English Language Learners utilizing federal funding (US Department of Education). According to Garcia and Kleifgen (2018), "ESSA requires states to include in their reports any students who do not attain English proficiency in 5 years or more; ESSA designates those students as long-term English learners" (p. 73).

The vast majority of core content teachers in the U.S. feel underprepared to meet the needs of students who speak a language other than English (Faltis & Valdés, 2016). Teachers need strategies that will enable them to ensure their EB students are successful within the classroom. Identifying and providing professional development that positively impacts teachers and contributes to their instructional proficiency in improving outcomes for these learners must be prioritized within the educational school system. The

population of EBs is growing exponentially, and teachers are underserved and need resources to build their toolboxes for EB students.

The literature review focuses on the evaluation of the Sheltered Instruction Observation Protocol (SIOP) lesson planning and lesson delivery system as a best practice for teachers in the classroom setting (Echevarría, 2012). To effectively deliver instruction aligned to SIOP, teachers need professional development. Professional development can help foster teacher self-efficacy, which, according to Bandura (1997), plays a pivotal role in the classroom environment.

This chapter will include a description of the SIOP model and best practices for teachers as well as the impact of professional development building instructional strategies for teachers supporting EBs. The study also considers the role of teacher self-efficacy in meeting the needs of EB students in the classroom, and examines teachers' attitudes, beliefs, and perceptions towards EBs in the classroom. These play an essential aspect of the classroom environment.

Theoretical Framework

Teacher self-efficacy plays a valuable role within the classroom setting for teachers. Schunk and DiBenedetto (2019) state that Bandura's Social Cognitive Theory is "a psychological perspective on human functioning that emphasizes the critical role played by the social environment on motivation, learning, and self-regulation" (p. 1). Bandura proposes the theory and applies it to the field of education. According to Bandura (1993), "The task of creating environments conducive to learning rests heavily on the talents and self-efficacy of teachers" (p. 140).

Bandura acknowledges that perceived self-efficacy plays a pivotal role in the structure of Social Cognitive Theory. Beliefs influence motivation through goals, challenges, and outcomes. Bandura (2001) states, "Personal efficacy is valued, not

because of reverence for individualism, but because a strong sense of efficacy is vital for successful functioning regardless of whether it is achieved individually or by a group member working together" (p. 16). Teachers work individually in the classroom but also work collaboratively as an entity. Creating environments in the classroom for learning relies on teachers' talent and self-efficacy, creating atmospheres that enable the students to engage in learning. Bandura's Social Cognitive Theory addresses teacher self-efficacy and their capabilities to help students learn. Emergent Bilingual students need teachers who utilize their self-efficacy to support the learning of the students in the classroom. Social Cognitive Theory aligns with the framework of identifying the strengths teachers have within themselves to strive to provide instructional support for EBs. The study will implement the Social Cognitive Theory, developed by Albert Bandura (1997) to provide a framework used to study best practices, teacher self-efficacy, professional development, and teacher perceptions.

Sheltered Instruction Observation Protocol Strategies

Classroom teachers need strategies that will enable them to support all students in their classroom. Emergent Bilingual students struggle in the classroom due to the challenges of learning content while concurrently developing a second language. Teaching EBs in the classroom requires additional targeted strategies to ensure these students are successful. These strategies are referred to as sheltered instruction. Thomas (2019) states, "The USDE defines sheltered to be the instructional approach used to make academic instruction in English understandable to ELLs" (p. 15). Additionally, teachers "use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects" (Thomas, 2019, p. 15).

The SIOP has been identified as effective for teaching EBs, as stated by Echevarría et al. (2017). The SIOP design was developed to integrate language development within the content classrooms. The SIOP model focuses on instruction and planning and creating an effective lesson for Emergent Bilingual student success. The SIOP model focuses on teachers addressing their content requirements and language in the classroom. The teachers can identify the basic needs of their EB students, a valuable model for the improvement and success of their EB students. Teachers' integration of content and language teaching is critical for Emergent Bilinguals' success; teachers must adapt and develop the academic language required within the school setting. With the population of EB students growing exponentially, EB students need the opportunity in the classroom setting to consistently engage in oral communication practice and in written English language skills development.

The SIOP model comprises 30 features, grouped into eight components; each component builds upon the lesson plan, which builds the teacher's capacity to ensure all aspects of language learning and strategies to build the EB students' academic success. The SIOP model of instruction is introduced in the book *Making Content Comprehensible for English Learners: The SIOP Model* (Echevarría et al., 2017). The book identifies systematic strategies and resources within each chapter to build the teacher's capacity to begin to incorporate into the lesson plan, addressing each objective for content, language, and writing for each aspect of the teaching cycle. The eight components within the SIOP model include: (a) Preparation, (b) Building, (c) Background, (d) Comprehensible Input, (e) Strategies, Interaction, (f) Practice/Application, (g) Lesson Delivery, and (h) Review/Assessment.

Echevarría et al. (2017) address the need for teachers to think about their EB students and their backgrounds while creating the lesson. The SIOP addresses how

teachers are developing a lesson that is created and comprehensibly adapted for their EB students in their classrooms. One of the most important aspects of the SIOP model is inclusion, as each EB student brings all levels of academic language and skills to the classroom. Teachers need to consider what learning strategies will impact their students collectively. Scaffolding is an essential aspect of the planning process; teachers need to build the foundation, and with each lesson plan they create, the EB's growth will be evident at the end of the school year.

Interaction within the lesson and classroom is imperative to build the academic language of the EBs. Teachers need to develop a lesson plan that considers grouping students with a mix of English-speaking and EB students, which addresses language support and content objectives in the classroom. Teachers need to plan accordingly, especially when creating the groupings, strategically planning to ensure native and non-native speaker groupings are structured in a manner that builds all capacity of language but addresses the EB needs specifically. Interaction between students is essential to building a classroom climate of engaging in meaningful conversations to enhance the EB language skills academically.

With EBs in the classroom with various levels of educational backgrounds, differentiating within the classroom is vital. Teachers develop the lesson plan with ample support for practice and application, creating materials to provide the students with the wherewithal to build the latest content knowledge and provide adequate firsthand experiences to integrate learning. Assessment and review are imperative to the lesson plan components of the SIOP model, addressing the question: How will teachers address the needs of their Emergent Bilingual to highlight their level of knowledge? Data drives the instruction, informs thoughtful planning, and provides the teachers with informal opportunities to measure EBs' expertise or plan for reteaching during the lesson.

Formative assessments provide data to evaluate and reflect on the next steps in the teachers' planning.

The SIOP model is a reflective tool for classroom teachers, ensuring time to reflect on the lesson delivered and assessing the outcome of the lesson plans. During Professional Learning Communities (PLC); teachers have the opportunity to collaborate and delve into the lesson plans to enhance, dismiss, or restructure for a more effective SIOP model lesson template for Emergent Bilingual success in the classroom. With lesson delivery being the critical outcome of the SIOP model design, the teacher addresses the content objectives, language objectives, and EB students being engaged in the learning in each aspect. The lesson plan becomes a living document for the teacher to deliver to all classroom students, especially the EB students.

With this in mind, Echevarría (2012) states that they, "Developed (SIOP) as an approach for integrating language development with content teaching, the SIOP Model offers teachers a model of instruction for planning and implementing effective lessons" (p. 2). The SIOP Model has been validated as a model of instruction that improves student achievement when teachers implement the model (Echevarria et al., 2011; Short et al., 2012). In a study led by The Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), SIOP training was implemented in two school districts; instructional staff participated in SIOP Model 3-day training. All instructional staff participated; the principal considered the first year of implementation a practice year. Teachers, except first-year teachers, implemented the SIOP Model. Required content and language objectives were posted in mathematics classes, and most teachers implemented content and language in all subject areas' English language arts, science, math, and social studies. The data collected from 2010-2011 showcased an overall 26% increase in scores in reading, writing, mathematics, and science assessments.

The SIOP model has also been researched in a variety of settings. A school district in Houston implemented the SIOP model; before implementing their ESL program, it was identified as unfocused, with only one ESL teacher responsible for meeting the EB student's needs. A SIOP peer facilitator was hired to assist the teachers, and 28 teachers were selected to be on the campus team. The SIOP facilitator met with the SIOP teachers every three weeks to focus on one SIOP component every 12 weeks. The site coach and assistant principal conducted formal walk-through observations with district support. The high school experienced the highest passing rate for its limited English-proficient population in the district with 65% of EBs showcasing growth.

Another school district was highlighted within the CREATE study in Renton, Washington, the district identified their EBs as underperforming in reading and mathematics. (Echevarría, 2012). Teachers participated in a three-day SIOP model training. The Principal considered the first year a practice year, with most of their teachers using content and language objectives in all subject areas. Each year new teachers receive three-day training. The principal increased the SIOP expectations. Scores significantly increased in reading, writing, mathematics, and science assessments.

Another study evaluated the SIOP model in one content area: science (Echevarría et al., 2011). The research study concentrated on academic language and science content among EB, former EB, and English-only students in middle school science classrooms. The purpose of the study was to examine the impact of the SIOP model, as delivered by classroom teachers, in middle school science classes. The study was a small cluster-randomized trial that took place over two years; the study was limited to eight schools and 12 teachers willing to participate in the study. The research question to be answered in the study was: What are the effects of the SIOP model on the acquisition of academic language and science concepts among English Learners (ELs) in middle school science

classrooms? The treatment group teachers were trained in the SIOP model and taught four science units using the lesson plans and teaching methods. The control teachers taught the same four topics and used the methods they normally use to teach. There were 27 sections of SIOP instruction, with 15 sections being the controlled site with 1,000 students in the study. The study was only eight weeks long, with a limited brief period, and the teachers were expected to develop a strong working knowledge of how the SIOP model impacted the achievement of middle school students. For EB students in the SIOP group with more exposure to the SIOP model the growth received from the short experience would produce high-quality SIOP science instruction. The findings identified improved achievement, although not to a significant degree.

Other research was performed to evaluate the SIOP model on the effects of academic literacy development of EB language learners. Short et al. (2011) stated, "Sheltered instruction in schools in the U.S. refers to a subject class such as mathematics, science, or history taught through English where many or all the students are second language learners" (p. 364). The SIOP model was developed for content teachers of students learning subject matter through second language acquisition. Three studies were completed to assess the SIOP model for content teachers to learn and experience an approach that teaches subject area curriculum to students learning English.

The first study identified was the Center for Research on Education, Diversity & Excellence (CREDE) SIOP Model development study (1996-2003); the main research question was: "Are there significant differences in achievement data for students of treatment teachers who receive SIOP training vs. students in sheltered classes whose teachers have not received SIOP training?" With EBs exempt from standardized testing in their district, the Illinois Measurement of Annual Growth in English Writing assessment was used to measure academic literacy. Reading and Writing skills were

measured with 8-year-olds and higher identified for the study. Participants were identified as sheltered EB students in the classroom with teachers trained in SIOP and ELLs with teachers without exposure to the SIOP model. Participants exposed to the SIOP model made significant gains as compared to the comparison group.

The following experiment of the SIOP model was a more significant part of the New Jersey SIOP study; the two main research questions were: Will English Language Learners in one district with teachers who received professional development in the SIOP model show significantly higher achievement in reading, writing, and oral proficiency in English on a standardized measure than ELLs in a comparable district with teachers who had no SIOP model professional development? Do teachers reach high levels of implementation of the SIOP model during a sustained professional development program after one or two years? The New Jersey SIOP study matched two districts (one treatment, one comparison); participants were sample teachers who taught in grades 6-12. The treatment cohort had 35 teachers participate for two years and Cohort 2 joined Year two and 23 teachers were trained. Treatment teachers taught mathematics, science, history, language arts, ESL, special education, and technology. The comparison district did not have cohorts. Nineteen teachers participated in both years, teaching mathematics, science, history, and ESL. The treatment group students spoke 15 languages, and the comparison group students spoke eight languages. The administration in the treatment district was interested, and the superintendent was supportive. Teacher implementation data highlighted that treatment teachers incorporated more features of sheltered instruction than comparison teachers. The ANOVA data provided evidence of SIOP implementation predicting achievement in oral language, writing, and total English proficiency.

The third experimental CREDE SIOP study in New Jersey expanded the project. The study investigated the impact of the SIOP model on middle-school science and

language learning. The study participants were a small cluster randomized trial at the school level. The study addressed the impact of student achievement in middle school science and evaluated the delivery of SIOP professional development. The research question was: What are the effects of the SIOP model on the acquisition of academic language and science concepts among English Language Learners in middle-school science classrooms? The participants were ten middle schools in one large urban district in southern California. All science teacher participants had state requirements of certifications or endorsements for teaching EBs. Eight of the treatment schools' teachers received training in the SIOP model and were provided with the SIOP science curriculum units. The participants received intensive training workshops before the school year began and participated in rating the videos of effective classroom implementation of each component. Participants practiced the SIOP model techniques and engaged in focus group discussions of each component.

The control group of teacher participants taught the same four study topics simultaneously using their teaching methods. They received no training or coaching. All students in the study were given the science language assessments as a pre-test and post-test to measure growth. The SIOP class had 649 participants, and the control group had 372 participants. Test results indicated that significant differences between the treatment and control groups did not occur in either group, as SIOP-trained teachers did not implement the model with fidelity. Some control teachers did implement many of the SIOP features, resulting in high ratings on the SIOP protocol—students whose teachers implemented the SIOP model to a high degree performed significantly better on assessments.

Ali (2021) stated, "Teachers, worldwide, are considered as one of the key elements to ensure the success of any educational reform program and provision of

quality education" (p. 910). School education in Pakistan has had an upsurge in ELLs; though resources are provided, the ELLs still need to catch up in their academic achievement. English language teachers are unequipped to fulfill their learners' linguistic and academic needs. The Effect of Sheltered Instruction Observation Protocol (SIOP) Model on Eight Grade Students' Academic Achievement in English study was a quasi-experimental pre-test post-test design. The study's purpose was to analyze the effects of the SIOP model on student academic achievement in English. All 8th-grade elementary school students participated in the study. The experimental group was 32 students taught using the SIOP model, and the 42 students in the control group received instruction with conventional methods. For pre-test and post-test, the data collection tool was the 8th-grade English achievement test. There was a significant difference in English achievement between the experimental group who received instruction with SIOP and the control group. The study's findings provided evidence of the SIOP model's positive effects on ELLs.

Additionally, Morocco is a fertile field for the implementation of the SIOP model to help ELLs achieve proficiency as ELLs. The students have difficulties learning the content in the classroom as they do not speak the language used in teaching. Boughoulid's (2020) study focused on ELL's proficiency. The study was quasi-experimental research within an urban school, and the aim was to find practical strategies to help ELLs develop their English language proficiency. The participants of the study were twenty 9th-grade students divided into two groups. The focus is on a social studies classroom with ELL's capacity to answer wh- questions. The analysis of the data showed significant progress in both classes, with the highest scores achieved by learners where the SIOP model was implemented.

A collaborative self-study of English Language teachers by Riley and Babino (2021) engaged teachers in video recording themselves in the classroom utilizing the SIOP model and teachers reflected through written reflection of their lesson demonstration video. Riley and Babino (2021) "believe in the value of the SIOP model when teachers receive sufficient training in its use and implement it with fidelity" (p. 3). The study addressed the gap in the research by examining how video recordings may serve as a reflection tool for teachers as they implement the SIOP model. The research questions that guided the collaborative study were, What are the benefits and challenges of reviewing, editing, and sharing SIOP lesson demonstrations to improve one's teaching? The three teachers who took part in the self-study were taking an online graduate course. The course required the graduate students to plan, teach, film, and reflect upon a lesson that had the SIOP model components integrated. Once the course was completed and grades posted, the three teachers were interviewed with open-ended questions addressing four primary areas: Viewing and Reflection on Video, Editing the videos, Sharing the videos, and Overall Evaluations of the Process. The participants described a positive experience and a willingness to have future lessons filmed. The study demonstrates how video can be used as a tool to examine a particular area of growth by implementing the SIOP model for best practices for teaching EBs.

Measuring teacher effectiveness is a vital piece of an administrator's daily task in the educational setting. Polat and Cepik (2016) identified a need to address the achievement gap between EB (ELLs) and English-speaking students. Polat and Cepik (2016) stated, "In addition to being a pedagogical model, SIOP is also used as an observation tool to evaluate teacher performance" (p. 819). The study examined the factorial validity of the widely used SIOP model. The study examined the achievement gap between EBs and their native-speaking peers in K-12 settings by addressing the

following research questions: "Among the 30 variables categorized under eight components (preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment), how many reliable factors does SIOP measure? How do the factor structures change when different numbers of factors with varying communality parameters are extracted? Participants in the study were 102 teachers who held teaching positions in 12 different schools within the city; their ages ranged from 25 to 54. The SIOP was the only instrument used in the study, with demographics added to the instrument. The participants watched a videotaped SIOP lesson and rated its effectiveness using the protocol. For the validity of the study, participants needed to know the model well, and the videotaped lesson taught by science teachers had to adhere to the SIOP lesson.

The SIOP is also utilized in countries where English is not the first language of origin. Kareva and Echevarría (2013) stated, "Sheltered Instruction is a way of teaching that makes lessons meaningful and understandable for second language learners" (p. 239). Learning English as a Foreign Language is vitally significant is to achieve academic success and career success, as well as access universities and companies where English is a significant requirement.

Learning English as a foreign language is critical in many countries. According to Song (2016a), "The world has become more globalized; multicultural countries like India, Malaysia, Nigeria, and the Philippines use English either as an alternative or a second language" (p. 1). Globalization of learning English has become critical. Aldakil and Alfadda (2021) conducted a study examining the SOIP Model implementation within a private school in Riyadh City, Saudi Arabia. Learning English is a requirement in Saudi schools; however, students' English proficiency level is low. Saudi Arabia has recognized that their students are not meeting the academic proficiency level of English at the

university level. The SIOP Model was introduced to the English Foreign Language (EFL) teachers to design lesson plans to deliver content to the EL students. There were seven EFL teachers; the research question was to investigate the influence of the SIOP model on the teachers' practices. Data collection consisted of observational sessions and a semi-structured interview. The COVID-19 pandemic interrupted the study, and the workshop and interviews were conducted through Zoom video communication. Observational notes from the researcher identified that most teachers covered most of the SIOP components. Reading the objectives to the students, however, was not implemented with fidelity. Another component that was hardly implemented was the connection between the lesson and the student's background. The data analysis showed that EFL teachers were willing to implement the SIOP model. Aldalki (2021) stated, "The central findings of the study revealed that the majority of the teachers have covered all SIOP components during their lessons" (p. 67).

In the same way, Solodka et al.'s (2021) study explored digital teaching as an alternative way to replace the conventional learning process with COVID changing the landscape of the classroom. The implementation of SIOP was to determine the effectiveness of instructional strategies in virtual teaching of EFL students. The participants of the study were 25 EFL teachers and 63 students at the undergraduate level at the National University of Mykolaiv, Ukraine. The purpose of the study was to determine the effectiveness of EFL teachers' virtual teaching due to COVID-19. A descriptive statistical method was used, and the results justified teachers needing to establish communication with their students. The EFL teachers struggled to find tools to make their content subject understandable to their students in digital learning. The researcher believed that the instructional strategies of SIOP can influence the teaching process, which would foster interaction and communication. The research and findings

demonstrate that when teachers implement components of the SIOP model in the classroom, they will help their students gain and retain information.

Learning English is challenging for many Turkish students who have yet to attain the expected language level for university; consequently, students need to attend a one-year English preparatory program. İnceli (2015) stated, "The challenge teachers face is providing content knowledge and language activities to limited English proficiency students" (p. 15). The study's aim was to give a set of instructional strategies to English language teachers to help their Turkish students comprehend English content. The research questions identified were: How does the SIOP model influence the perceptions of English teachers in terms of students' limited English proficiency, how does the SIOP model improve limited English proficiency, and how do teachers incorporate their experiences with sheltered instruction? The study had 10 English teachers who participated in semi-structured interviews to investigate how teachers improve their students' language performance. The research questions and interviews were designed to examine and analyze teacher perceptions and views of the participants. Three themes developed from the qualitative data: students' interest, understandable contexts, and supporting language production.

The researchers hypothesized that having students engage in the lesson helps to remove boredom from the class. Further, they speculated that students' motivation improves concentration when teachers create lessons that incorporate visual aids and firsthand experiences to assist weaker students in focusing, and teachers should consider this when lesson planning. Understanding contexts is essential for passage comprehension; students need to be familiar with the use of vocabulary words to comprehend effectively. Practice and repetition reinforce student engagement with

communication skills, and speaking strengthens students' production through engaging group activities.

South Korea is a country where academic and career success is linked to English. Nonnative English speaking teachers' oral proficiency and instructional strategies are significant factors in becoming effective language teachers where English is not the identifiable language. The main goal of this study focused on developing an EFL instructional framework with SIOP, with a backwards design teaching and learning cycle.

South Korean teachers taught five lessons utilizing the SIOP model. The research objective was to examine the effectiveness of the framework. Pre-and post-evaluation survey data, pre-and post-conference reflections, observation field notes, and five lesson plans were analyzed to see the effectiveness of the instructional framework. Two South Korean teachers in the study were English teachers in high schools in South Korea. The participants wrote lesson plans with the language and the content objectives and followed the backward teaching cycle. The coach took detailed field notes while she observed each lesson. The two participants tried to improve their language objectives and hands-on activities. The English Foreign language teachers improved their teaching strategies within the SIOP-based instructional framework. The conclusion was that English teachers in South Korea developed appropriate and meaningful resources that South Korean high school students could relate to.

Daniel and Conlin (2015) addressed the concept that sheltered instruction was very impactful within the U.S. during the 1980s and 1990s; the SIOP model addressed the needs of EB students to build their capacity of learning academic English and content knowledge. With the popularity of the SIOP model globally and in the U.S., SIOP is increasingly used as an instructional framework as it was designed. The framework helps teachers with developing lessons that support EB learning language and content

objectives to be successful in the learning environment. The SIOP tool has supported ELLs, but the tool can still be improved to enhance the teacher's learning capabilities to improve their classroom experience for EBs. The article suggested three ways to complement the current SIOP model. Daniel and Conlin (2015) stated, "Despite the intentions of the SIOP developers, the model inadvertently places the emphasis on teacher actions, rather than on student thinking" (p. 174). Teachers should start engaging in meaningful conversations with their students, enhancing the SIOP model to support student thinking, adding these ideas to the process: classroom discussion, considering responses from the students' then teachers next move to expand upon student thinking. Teachers will elicit student input, feedback, and questions, and press students for explanations. Afterward, upon reflection, teachers will address the EB student's responses and engagement utilizing the following questions: How did my students show me that I made input comprehensible? How could I have built upon students' responses further?

Video-based professional development can be insightful with teachers evaluating student thinking as it arises during instruction. Teachers can study the details and develop skills for engaging student thinking. The last concept is to help teachers evaluate their curriculum to add student-rich resources and knowledge supporting EB learners. Daniel and Conlin (2015) stated, "What we are proposing, like the rest of the SIOP, takes a lot of training and support" (p. 181). Shifting the attention back to students is imperative for the engagement of student participation, developing the skills to think critically, and teachers to support their learning by identifying areas to support the engagement. The SIOP model is a framework to establish a lesson plan addressing the needs of EB students to participate within the lesson cycle through language and content objectives. For effective implementation, professional development focusing on the SIOP model is imperative.

Professional Development Impacting Teachers of Emergent Bilinguals

Professional development (PD) is an essential component of teacher development. According to Darling-Hammond et al. (2017), "Effective professional development is needed to help teachers learn and refine the instructional strategies required to teach these skills" (p. 1). The Learning Policy Institute released the report "Effective Teacher Professional Development" (2017). The report examined 35 studies from the last decade evaluating teacher professional development, teaching practices, and student outcomes. The elements of effective professional development identified in the report include the following: content-focused, active learning, collaboration, job-embedded, model and modeling, coaching and expert support, feedback and reflection, and sustained duration.

The quality of PD and effectiveness of PD enhance teachers' practice and improve student learning. The best-designed PD may fail in terms of the desired outcome, especially if planned ineffectively. Implementations addressing the need for practice and policy can support PD policymakers in adopting standards for professional development, addressing the need for effective PD evaluation, and redesigning school districts' use of time within the school schedules with opportunities to ensure Professional Learning Communities (PLC) are implemented for teacher collaboration.

The Regional Educational Laboratory (REL) addressed the question: How does teacher professional development affect student achievement? (REL, 2007, p. 1). The REL examined more than 1,300 studies with specific standards to identify the key components for the 2007 report; only nine were deemed sufficient to be included and addressed. The studies identified the effects of in-service teacher PD; of the nine studies, only four focused on student achievement in reading and language arts. It was determined that studies with 14 hours of PD showed a positive and significant effect on student achievement. The report addressed the need for future studies of the effect of PD on both

teachers and students. Studies show PD have a direct effect on teachers and an indirect effect on students.

Bates and Morgan (2018) aligned with Darling-Hamond et al. (2017) and identified seven effective PD concepts. The seven elements contributing to designing, facilitating, and supporting professional development are as follows:

Element 1: "The content-focused design element addresses what is taught. Content anchors everything" (p. 623). Professional development grounds teachers and connects theory to practice.

Element 2: "Active learning focuses on teacher's learning within professional development sessions" (p. 623). The activity level provided within the PD addresses the agenda for active participation instead of merely listening.

Element 3: "Support for collaboration considers the nature of collaboration and the way it supports professional learning" (p. 624). Collaboration provides a nucleus of support, establishing an environment where solutions can be analyzed and perfected, and outcomes support instruction to meet the needs of the students.

Element 4: "Argues for the use of modeling or showcasing models of effective practice" (p. 624). Modeling benefits teachers, allowing them to explore materials to create lessons that achieve classroom expectations.

Element 5 addresses the need for literacy coaches and instructional leaders to create learning opportunities, specifically building teachers' capacity for growth. Supporting teachers with feedback provides opportunities to gain experience within their content area for student success.

Element 6 supports Element 5 with feedback and reflection; the teacher reflects on building time within the PD structures. Highlighting the importance of constructive, rather than critical, feedback within the community of collaboration addresses the need to

reflect to support deeper learning, (As cited by Darling-Hammond, 2010), this should not be "a one-shot, sit-and-get approach to professional learning" (p. 625).

Element 7 explains the need for professional development sustained over time; effective PD should be ongoing, allowing teachers to engage in lifelong learning.

According to Darling-Hammond and McLaughlin (1995), policies regarding PD must keep pace with new ideas. Stated that "The success of (teachers agenda to improve instruction) ultimately turns on teachers' success in accomplishing the serious and difficult tasks of learning the skills and perspectives assumed by new visions of practice and unlearning the practices and beliefs about students and instruction that have dominated their professional lives to date" (p. 81). Teaching for understanding relies on the teachers' abilities to focus on students in the classroom and address their needs. Impactful PD provides opportunities for teachers to participate in learning.

Teachers need opportunities to develop their learning by doing, reflecting on practices, and collaborating with other teachers within their field of content who have the same struggles they currently have. Darling-Hammond and Richardson(2009), states that within the last two decades, a paradigm shift in professional development has rejected drive-by workshops to a more powerful and effective PD. Professional development content can be effective, enhancing teacher knowledge with invaluable collaboration. Professional development for teachers is more effective within a whole school approach. Aligning curriculum, assessment, and PD creates an environment of inquiry and reflection.

According to Kennedy (2016), "PD is required by virtually every teaching contract in the country, and teachers participate in PD every year" (p. 945). Teachers need PD that provides opportunities for supporting the EB population in their classrooms. Considering that teachers are lifelong learners, Professional development should

empower teachers' learning environment. Providing content-rich and collegial learning opportunities for teachers makes a difference by considering teachers' beliefs, experiences, content knowledge, and opportunities for analysis and reflection.

To succeed in the 21st century, PD needs to address all aspects of skills that students, especially EBs, need to succeed. Darling-Hammond (2005) stated, "Professional development in most districts still consists primarily of one-shot workshops rather than more effective problem-based learning that is built into teachers' ongoing work with their colleagues" (p. 238). In a global era, teachers in other countries have changed their teacher education programs and established graduate levels, adding more in-depth pedagogical study to provide a vital baseline for their teachers. With the added level of support, teachers in many foreign countries are provided with more opportunities to continue supervision from their universities during the first two years to receive professional development. To emphasize, Darling-Hammond (2005) provides a detailed account of ongoing PD in Japan and China, where teachers routinely collaborate with their colleagues on designing curricula, polishing lessons, and observing one another's teaching. Japanese schools provide teachers with 20 or more hours each week for collegial work and planning. Japanese lessons are crafted systematically, and the wisdom of teaching continually provides a new generation of teachers perfecting their craft with opportunities to gain experience.

In the same way, Echevarría and Short (2011) addressed the need for PD for a comprehensive school-wide intervention. Echevarría and Short stated, "For teachers of English Language Learners, it can be challenging to teach rigorous, standard-based content to these students at the same time they are developing English language proficiency" (p. 1). The CREATE study focus was school-wide support of EBs in middle school.

The CREATE project worked with researcher and teachers on 12 weeks of lessons and instructional materials for English and Science impacting science knowledge and academic English. Teachers were shown how to scaffold learning with visuals and illustrations; teachers also learned how to engage students in rich, text-based discussions. The intervention was designed to display QuEST materials to improve students' knowledge of science concepts and vocabulary.

The CREATE science study had middle school teachers and consultants develop units comprising SIOP lessons designed to make topics comprehensible to EBs through instructional techniques to advance their academic science language skills and literacy. Teachers in the treatment group and control group were observed, and their lessons were rated using the SIOP protocol over one semester. Treatment teachers received professional development on the SIOP model, and the control teachers utilized their lesson plans with no SIOP support. Results showed that students in the treatment group outperformed the control group. The students of teachers who implemented the SIOP model with fidelity performed better on the assessments.

Another CREATE intervention designed for social studies content and expository text provided all students the opportunity to gain experience and use vocabulary, big ideas, and issues within the 7th-grade curriculum. Four teachers in two schools participated in this portion of the study. The treatment teachers implemented the lessons for twelve weeks, and control teachers covered the same curriculum without SIOP methods; the interventions showed growth for all students with academic vocabulary, content, and expository text.

Notable within the CREATE study was a project for middle school academic vocabulary program known as Word Generation. The study aimed to build the academic language of the students and develop the students' use of academic vocabulary in their

writing and reading of the text. ELLs were provided with word study activities as supplements to build their capacity of analysis and cognate use. Five treatment schools participated and conducted the interventions, pre-and post-testing, with comparison schools also participating. Findings reported positive effects for EB students development of academic language in the treatment group.

As Short (2013) stated, "Teachers must learn how to teach classes with students who do not speak, read, or write the language of instruction, English, while they are on the job" (p. 119). Teachers who are new to the profession must learn content, manage the classroom, create lessons, engage the students, and deliver effective instruction. Teachers who have not received any related coursework prior to teaching struggle to support second language acquisition and integration of language and content in the classroom. The article addressed effective teachers of sheltered instruction and highlighted the need for seven key elements. The article provides the SIOP model as the foundation for developing language and content integration into the classroom learning environment for ELLs.

Professional development should have rigor to match the ambitious standards instead of one-time workshops. "The SIOP model's professional development program has been evaluated empirically in several studies over 15 years" (p. 122). Teachers need time to learn the model, teach the model, and refine the model. With the change in practice, chunking the material is insightful for the teachers' learning of SIOP.

All aspects of addressing SIOP PD in the article incorporate the teacher's instructional environment, which will give the teachers insight into how the latest ideas can be applied to their teaching. Providing support to the teachers, instructional coaches, and PLCs, observing lessons, and conferencing with the teachers are all effective in supporting the implementation of the SIOP model. Administration needs to be committed

to the success of the implementation of the SIOP model. Short (2011) states, "Effective professional development is the key to improving teacher performance, and effective teaching improves student performance" (p. 125).

Equally important, Piazza et al. (2020) indicated there is a critical need to improve instruction in in-service teachers who serve EB students in the classroom. "Studies show that pre-service teacher education programs often fall short in preparing teacher candidates to meet the complex needs of ELLs" (as cited in Darling-Hammond, 2008). The quasi-experimental study with in-service teachers participating from seven universities over eighteen months demonstrated improving instruction for ELs. The project led to a professional certificate with participants completing seven graduate-level courses with 24 credits awarded. The PD focused on improving instructional practices encompassing sociocultural and interactive instructional approaches in order to support language learning. The PD was based on the SIOP model, with the goal of improving EBs' academic achievement. 23 in-service teachers participated with pre- and post-observations on lesson delivery. Five participants in a control group were observed twice. Participants were observed in the classroom by the researchers using the SIOP model. Within the SIOP model, results revealed participants statistically increased performance in seven of the eight areas of instruction. The control group showed no significant increases.

Academic language is used by all students in all classrooms in the public school system. According to Echevarría, Richards-Tutor, Chinn & Rattleff (2011), "Literacy instruction for English learners is a topic of critical importance because these students are the fastest growing segment of the population in the U.S. schools" (p. 425). Research-based practices are only as good as they are implemented, impacting student achievement. Echevarría et al. (2011): "In education research, fidelity is defined as the

degree to which an intervention or model of instruction is implemented as it was originally designed to be implemented" (as cited by Gershon et al., 2000). Fidelity determines the effects interventions will have on student achievement; when teachers adhered to the instructional program, EBs improved. The case study over 17 different sites across the U.S. implementing the SIOP model identified the following characteristics collected from observations and interviews:

Multiple opportunities for teachers and administrators to learn about and see demonstrations of each component in the model (e.g., analysis of videotaped lessons and discussions of readings).

Lesson plans incorporating the target component and teacher practice of each new feature of the component with a peer coach.

Some form of Professional Learning Community for teachers to co-plan lessons, observe lessons, discuss student data, and support one another in meeting students' learning needs (learning communities flourished in situations where time to meet was made a priority).

A single focus for a sustained period of time (i.e., the whole district committed to SIOP training and implementation for two years) rather than having competing initiatives.

A supportive culture in which teachers and school administration value continuous professional learning and shared leadership (Sanders, et al., 2009).

Another CREATE research study enhanced previous studies by examining how much effect teacher implementation levels (i.e., fidelity) have on student achievement. The study was to test the SIOP model on content area literacy and language development in science. The first part of the study focused on 7th-grade science classes with specialized instruction identifying student growth in content area literacy. Within the

study, the participants chosen were eight middle schools with a high number of ELLs; schools were randomly assigned to treatment or control conditions. In the treatment group, there were eight teachers and 649 students; the control group had 12 teachers and 1,021 students participating. Teachers in the treatment group received professional development in using the SIOP model of instruction.

Treatment teachers taught SIOP lessons, while control teachers taught the same units with their own lesson plans. Coaching was provided to the treatment teachers in delivering the SIOP lesson. A fidelity check was included in the lesson plan to ensure content and language objectives were in the lesson cycle. Both groups received the pacing guides to ensure they were teaching the same content. The findings of the study identified there is a direct relationship between the level of SIOP implementation and student achievement.

McIntyre et al. (2010) details a study on teacher learning and ELL reading and achievement in sheltered instruction classrooms. The study aimed to examine the reading achievement of EBs in classrooms with teachers implementing SIOP compared to teachers who did not. The study was over eighteen months, with professional development provided for teachers implementing the SIOP model in the classrooms. The mixed methods study linked PD, teacher learning, and student achievement. Professional development consisted of teachers with three full Saturday sessions, then eight 3-hour sessions for a combined total of 50 hours of PD. Each PD was designed to build the teacher's capacity in one of the eight components within the SIOP model, with content and language objectives always included in each session. Twenty-three teachers who participated in the study engaged in learning the SIOP model and created a plan for implementing the eight components over the coming school year. Pre- and post-observations were conducted in the classroom with the evaluation of the implementation

of the SIOP model. There were significant achievement differences in classrooms where the model was fully implemented. All the teachers scored higher in their SIOP observation tool and post-observations. The research reported that students who were introduced to the SIOP model in the classroom benefited significantly versus students who were not.

The SIOP model is essential for teachers in the classroom. Currently, the strategies addressed within the SIOP model include scaffolding instruction, teachers modeling essential learning strategies in the classroom, and asking critical thinking questions requiring Emergent Bilingual students to use new language skills to develop an understanding of the content objectives. Addressing the need for professional development and enhancing teachers' collaboration, strategies, support, and design provides teachers with a structure that is impactful to their EB students in the classroom.

Teacher Self Efficacy

Bandura's (1997) Social Cognitive Theory defines the construct of self-efficacy as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Self-efficacy and self-esteem are not the same; self-efficacy is the individual's belief to succeed in a specific task, while self-esteem is the perception of self-worth to others. Teachers' self-efficacy plays a role in the classroom setting; teachers' elevated expectations lead to accomplishing their goals and the approach to instructional challenges, with their self-efficacy giving the teachers the capacity to succeed.

Specifically, Bandura (1997) identified four self-efficacy sources: "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (p. 195). Performance accomplishments are the most influential source of efficacy; if one successfully attains personal mastery, this reinforces self-efficacy. Vicarious experience

occurs when observing others performing tasks, learn from such observations. Having the opportunity to observe facilitates developing strategies and techniques that result in the desired outcome. Verbal persuasion attempts to influence human behavior, and teachers utilize this in the classroom to build their student's capacity for knowledge and learning. Verbal persuasion is not as strong a factor in self-efficacy as performance accomplishments. Physiological states, anxiety, stress, worry, and fear of failure also influence self-efficacy. Teacher effectiveness depends on their self-efficacy, teachers if they have a high sense of belief; their success in the classroom will be higher.

Teacher efficacy has been defined as "the extent to which the teacher believes he or she can affect student performance" (Tschannen-Moran, et al., 1998, p. 202). Teachers with elevated levels of efficacy can strongly influence student achievement. Tschannen-Moran et al. (1998) stated, "The studies of efficacy reviewed here tend to focus on the knowledge and beliefs of teachers and not on the cultural meaning of efficacy in terms of the roles, expectations, and social relations that are important in the construction of those teacher beliefs" (p. 203). Self-efficacy is human control; they can control the outcome of the capabilities with performance accomplishment. According to Ross (1998), "Conceptualization of teacher efficacy suggests that, with experience, teachers develop a relatively stable set of core beliefs about their abilities" (p. 243).

Correspondingly, the performance of teachers is considered to be the center of the teaching-learning process. Paschal and Srivastava (2021) stated, "Teacher effectiveness largely depends on individual agency, or how teachers define tasks, employ strategies, see the potential for success, and ultimately the problems and challenges they face" (p. 1). The paper "self-efficacy and teacher effectiveness of secondary school teachers" examined the relationship between self-efficacy and teacher effectiveness. The researcher utilized the survey method, the Self-efficacy Inventory, and the Teacher Effectiveness

Scale to obtain the data. The participants in the study were 258 teachers in secondary schools in Patna, Bihar India. The results of the study indicated that teachers' self-efficacy is influenced by gender and institution are independent and interdependent.

Shahzad and Naureen (2017) addressed teacher self-efficacy; this study examined teacher self-efficacy's impact on secondary school students' academic performance. Sixty elementary teachers and 100 secondary school teachers in Quetta City, Pakistan, were randomly selected. The teachers were provided with the teacher self-efficacy questionnaire, and the student's academic achievement test was developed. Data were analyzed through Pearson Correlations and multiple regressions. The findings identified a significant positive relationship between teacher self-efficacy and student achievement.

Changes in teacher efficacy between student teaching and their first year of teaching impact their beliefs about their own abilities. Hoy and Spero (2005) stated, "Some of the most powerful influences on the development of teachers' sense of efficacy are experiences during student teaching and the induction year" (p. 343). Teachers' efficacy appears to affect the effort new teachers place into their teaching and the level of aspiration with setting goals; their beliefs influence persistence when things do not go well. Bandura's theory of self-efficacy "suggests that efficacy may be most malleable early in learning; thus, the first years of teaching could be critical to the long-term development of teacher efficacy" (p. 343). The study reported changes in teacher efficacy from entry into a teacher preparation program through the induction year. Three measures of efficacy were assessed to evaluate the new teachers; 53 participants were selected and completed questionnaires after their first year of teaching. They then completed three instruments that yielded four measures of efficacy: Gibson and Dembo Short Form, Teacher Efficacy Scale, and Bandura Teacher Self-Efficacy Scale. Results indicated significant increases in efficacy during student teaching but significant declines during

the first year of teaching. Changes in efficacy were related to the level of support received.

It is important to realize that teacher efficacy in working with different populations is also a factor for EB student success. According to Fu and Wang (2021), "To provide equitable educational opportunities to all children, nurturing future teachers' efficacy in working with diverse student groups is essential" (p. 154). The study was providing evidence of validity for the *ELL Education Self-Efficacy Scale* created and developed by Fu and Wang (2021) in response to the increasing diversity in student populations. The study encompassed five stages to develop and establish the validity of the scale. The study had 278 participants from six public universities located in the Northeast U.S. . Two stipulations were added to the criteria: (a) They were at least 18 years old, and (b) they would not be licensed in ESOL and/or bilingual education. The vast majority of the participants were white; a background questionnaire was employed to collect demographic information. The participants then received the *ELL Education Self-Efficacy Scale*, which consisted of 52 questions. The survey data were analyzed by SPSS software using Cronbach's alpha to examine the internal consistency of the scale. The study provided educators insight into improving teacher education to prepare teachers to work with ELLs.

Teacher self-efficacy also impacts students' motivation and achievement. According to Mojavezi & Tamiz (2012), "Teachers with a high level of self-efficacy try to change the student's attitude towards learning English and consider English as a favorite subject to students" (p. 488). In Iran, where the study was conducted, getting good scores in English rewards the students with desirable jobs and ensures success in the University Entrance Examination. The study addressed two main questions: Is there any relationship between teacher self-efficacy and students' motivation? What is the impact of

teacher self-efficacy on students' academic achievement? Eighty senior high school teachers in four different cities in Iran and 150 senior high school students participated in the study. Two instruments were employed within the study: *Teacher Self-Efficacy* and Student Motivation questionnaires. Data were analyzed through Pearson product-moment correlations and ANOVA. The results of the study analysis include a positive correlation between teacher self-efficacy and students' motivation. Results of the one-way ANOVA post hoc test indicated that the students who had teachers with higher levels of self-efficacy received better scores than the groups who did not.

Equally important, Klassen et al. (2008) introduced a study addressing the validity of teachers' self-efficacy in five countries. Within the international communities of Canada, Cyprus, Korea, Singapore, and the U.S., the study aimed to establish teacher self-efficacy's importance across diverse teaching conditions. The participants were 1,212 teachers from these five countries, teaching elementary/middle school and secondary schools. *The Teachers' Sense of Self-Efficacy Scale* (TSES), a multi-group analysis, showed evidence of reliability across the five countries. The results indicated teacher self-efficacy is a valid construct within culturally diverse settings, and specific evidence that teacher self-efficacy showed similar relationships to teachers' job satisfaction in the five countries.

Furthermore, Koura and Zahran (2017) evaluated the impact of SIOP on student teachers' instructional skills and self-efficacy. Koura and Zahran stated that improving the quality of teacher education is essential in teaching methodology, especially for EFL teachers who meet the standards of International English. As stated within, the article "found that the strongest theme to emerge during professional development interviews was teachers' desire to learn more about effective instructional practices for EBs" (as cited in Crawford et al., 2008, p. 335).

The main purpose of the impact of SIOP study was to determine the impact of SIOP on student teachers' teaching skills and self-efficacy. Three questions were identified for the study: (a) What are the teaching skills necessary for EFL student teachers? (b) What is the effect of using the SIOP model on developing EFL student teachers' teaching skills? and (c) What is the effect of using the SIOP model in developing EFL student teachers' self-efficacy? For the sample of the study, 22 EFL student teachers participated, and two instruments were designed by the researcher. The experimental group received SIOP training for twelve weeks and the control group did not receive SIOP training. The researchers looked at the experimental groups ability to master the eight components of the SIOP model. The study found that the effects of the SIOP model on the student teachers' skills and self-efficacy were significant.

The results also indicated the experimental group outperformed the control group in EFL teaching utilizing the post-observation checklist Wilcoxon Signed Ranks test compared the mean scores. Student teachers teaching skill utilizing the SIOP model and Self-efficacy was profoundly better. The implementation of the SIOP model gave the student teachers a structure to be creative when designing their lessons for their students. Research shows that sheltered instruction and professional development should be considered as crucial strategies for addressing the challenges of working with ELL students.

In addition, Shi et al. (2020) stated that classroom teachers receive little or no preparation in assisting EB students to address their need for academic skills and developing their student's academic vocabulary especially with the English language. As a result, teacher candidates' self-efficacy as related to teaching English Language Learners is impacted. Shi et al. (2020) stated, "It is critical for teacher preparation programs to enhance teacher candidates' (TC) beliefs in their self-efficacy for teaching

ELLs, since these beliefs are malleable at the start, but somewhat resistant to change once they have been established" (as cited by Bandura, 1997). Teachers with higher self-efficacy will use students' cultural experience, as prior knowledge can engage students in learning. Bandura stated, "planning for instruction, teachers first act on their thoughts and later, analyze how well their thoughts served them in managing their teaching" (cited in Shi et al., 2020, p. 2).

The SIOP model is a way to enhance students' academic performance and teachers' instructional quality. A study conducted by addressing SIOP Model: An Effective Way of Promoting Teacher Candidates the study examined four sources of self-efficacy of ESL teacher candidates (TCs) in implementing SIOP the following questions addressed: (a) To what extent do TCs improved their self-efficacy to effectively teach ELLs using SIOP model? and (b) How do TCs improve their sources of self-efficacy in teaching ELLs with SIOP model? The participants in the study were English as a Second Language ESL teacher candidates (TC). The study was qualitative, with TC responding through peer and self-evaluation reports and reflective writing with instructor feedback. The results indicated implementing the SIOP model improved the TC sources of self-efficacy, performance achievement, verbal persuasion, and physiological state.

Teacher self-efficacy plays a vital part in creating and developing classroom environments where EB student's needs are identified. Self-efficacy is essential to teacher development of lesson plans created with instructional supports that build the language and content objectives for EB students. Self-efficacy develops over the course of a teacher's experience. According to Social Cognitive Theory, individuals "possess self-beliefs that allow them to control their thoughts, feelings, and actions" (Bandura, 1986).

Teacher Attitudes, Beliefs, or Perceptions of English Language Learners

Secondary teachers may or may not be adequately trained to provide instructional support for EB students. According to August and Shanahan (2006) “Most school programs designed to scaffold the linguistic and academic needs of EBs.... are found at elementary grade levels” (p. 2) It appears that elementary teachers are more prepared to support EBs than secondary teachers to meet the needs of their students.

It is crucial to understanding teachers' beliefs, especially when addressing the need for classroom instruction to bring students into the 21st century. Song and Kohs's (2010) study examined teachers' beliefs about student learning and formative assessment practices. The research questions were: (a) What are teachers' beliefs about student learning? (b) What are teachers' formative assessment practices? Furthermore, (c) How do teachers' beliefs about student learning relate to their formative assessment practices? The mixed methods study examined teachers' beliefs about student learning and formative assessment practices. Ninety-eight teachers were part of the study, and two self-reported questionnaires were provided to the teachers. A semi-structured interview was conducted with one teacher; the interview was transcribed, coded, and analyzed. The findings of the quantitative study identified teachers who believe that their students are actively participating in learning and identified their students' need to monitor and evaluate their learning.

A literature review by Rubinstein-Avila and Lee (2014) addressed two questions: (a) What are secondary teachers' attitudes towards English Language Learners (ELLs)? and (b) To what extent are secondary teachers being prepared to teach content effectively to this student population? The literature review identified keywords for research, secondary teachers, ELLs, teacher attitudes, and teacher preparation. The literature review addressed both questions. Firstly, teachers' attitudes towards their EBs identified a

wide range of attitudes; teachers were welcoming to their EB students. Secondly, teachers need support in the classroom and lack the preparation to teach EB students effectively. Future implications addressed within the literature review identified the following: university teacher-preparation programs and local school districts need to collaborate to support new teachers effectively.

In addition, Hansen-Thomas and Cavagnetto (2010) identified what mainstream middle school teachers think about their English Language Learners; the case study was in three different states; Texas, New York, and Pennsylvania, and addressed teacher attitudes toward EB students. The survey results indicated that many teachers expect math to be easy for EBs, and that motivation is critical to student success. All three states mainstream teachers were unified in their overwhelming understanding why ELLs fail their EB students have problems with reading and writing, and comprehension of oral language. Appropriate training and understanding of EB issues were teachers are provided with in-service PD provided by trained ESL professionals.

Huerta et al. (2022) stated, "A large body of research in the United States has demonstrated the importance of teaching students to use academic language in content areas to maximize their conceptual understanding and language development" (p. 1). The mixed methods study was designed to measure pre- and in-service teachers' attitudes towards EB content-area instruction. The participants were 136 pre-service and 59 in-service teachers enrolled in undergraduate and graduate master-level university coursework. The two research questions were identified: (a) To what extent do pre- and in-service teachers' attitudes toward linguistic diversity predict their attitudes towards EL content-area instruction? and (b) What are the attitudes expressed by pre-and in-service teachers regarding EL content-area instruction, and how do they compare? The quantitative findings indicated attitudes toward linguistic diversity were a significant

predictor of attitudes toward EL content area instruction. Qualitative analysis indicated pre-service and in-service teachers differed in attitudes towards working with ELs in the content areas, viewing EL students as positive assets in the classroom.

Additionally, Eticha et al. (2022) stated, "There is a consensus that teaching is mostly influenced by its practitioners, and they will put their beliefs into practice" (p. 2). Their study investigated English Foreign Language (EFL) teachers and first-year students' beliefs in teaching and learning English speaking skills. The study was a descriptive survey. The participants in the study consisted of 39 teachers and 251 students. The participants in the study were selected randomly. The qualitative data revealed teachers believe teaching English speaking skills is possible in multilingual classrooms with appropriate pedagogy.

Comparatively, Wright et al. (2020) wrote a literature review focused on how teachers' beliefs and perceptions impact the classroom environment and classroom culture. Throughout the lit review, the articles provided insight into teacher perceptions addressing how educators feel inadequate to teach EB students. The researchers studied the articles in the literature review and confirmed the need for professional development to improve how content is learned for EB students—teachers' beliefs and perceptions addressing centered instruction for EBs to overcome language barriers. Educators need continuous professional, cultural, linguistic, and instructional PD.

Similarly, Pusparini et al. (2021) wrote a literature review focused on pre-service teachers' beliefs and practices concerning teaching and learning English as a Foreign Language. The research question addressed in the study: How are the current studies of per-service teacher's beliefs about English language teaching and learning toward EFL classroom teaching practice? The literature review articles were published between 2011 and 2020 and focused on the context of English language teaching and learning and EFL.

A total of 22 articles were included in the literature review. The results indicate teachers' beliefs are acquired over time during their learning experiences, and teachers believe teaching and the learning process should be integrated into their teacher education to formulate their beliefs.

With the current trends in the education system, demographic changes are impacting teachers' perceptions in the classroom. Byfield (2019) stated, "Few studies have investigated mainstream teachers' perceptions regarding bilingualism and language minority students, and the impact of those perceptions on English language pedagogy" (as cited by Greenfield, 2013). Studies are scarce, and studies the majority are quantitative. A clear gap exists in the literature on how teachers' perceptions of linguistic diversity may impact the teaching of EBs.

Traditionally, white mainstream values and discourse are promoted in the classrooms. It is critical for teachers to understand that their students come from diverse cultural and linguistic backgrounds. The study labeled "EL: Teachers' perceptions and implications" (Bayfield, 2019) had the following questions to be addressed: (a) What are teachers' perceptions of bilingualism and bidialectalism? (b) How do teachers' practices address the needs of bilinguals and bidialectals in language arts pedagogy? and (c) How do social, cultural, and political factors influence teacher's perceptions and practices? The data were collected from a small Midwestern town in Winifred with Winifred Elementary School as the participant; the school had a growing number of Emergent Bilinguals (EB). 430 students were enrolled in the K-6 school and 36 teachers, including Title 1, bilingual, and ESL teachers, were on the staff. Nine teachers and the principal completed the surveys; the survey had nine open-ended questions. Within the demographics, Amish students were not identified as EB students. Data revealed teachers identified Latinos/Hispanics as EB students. Amish students were sidelined as language minority

students who did not need accommodations. The assumption is that whites (Amish students) automatically fell within the purview of English-speaking and non-English-speaking Latinos. Teachers associated EBs with Spanish-speaking students; the data shared provided insight to the extent to which perceptions may affect classroom experiences.

Additionally, there was a case study of elementary teachers' perceptions of preparedness to teach ELLs. Wissink and Starks (2019) stated, "Research has shown that specialized knowledge is required to effectively teach EB students. Such specialized knowledge includes the teacher understanding the language experience of the English Language Learner" (p. 350). As native English-speaking teachers, there is a communication barrier in which teachers need linguistic knowledge to provide the teaching of the content academic language for student learning. The elementary teacher's perceptions study took place at Christian Academy Haiti; the five participants were North American elementary teachers, and the Christian Academy was pre-K through second grade. The participants completed a questionnaire, interacted in two on-site interviews, and engaged in one observation. The findings from the questionnaire, interviews, and classroom observations were teachers' perceptions of their college teacher programs and teaching in a unique setting. The participants' teacher themes throughout identified specific coursework on how to teach ELLs and reading coursework should be more focused on how to teach emergent readers, and placement of teachers should include more time teaching reading and working with ELLs.

Similarly, Turgut et al. (2016) stated, "There are several factors such as education, cultural and social backgrounds, effective instruction, and socio-economic status of EBs families that might influence academic achievement" (p. 292). These factors play a significant role in academic success for EB students. Most teachers in the classroom are

monolingual; they do not have the experience or knowledge to be proficient in a language other than English. The qualitative investigates changes in preservice teachers' perceptions of preparedness to teach ELLs in mainstream classrooms, which was the impact of a semester-long course on teaching EBs at the senior level, preparing preservice teachers (PSTs) to teach EBs in mainstream classrooms. Eighteen participants who were identified as Seniors from a public university were selected; all the participants were White and preparing to work in elementary or special education. Data were collected with written reflections pre- and post-course. The six questions for the reflections were as follows: (a) the participant's perceptions of teaching challenges they might face in their first year as novice teachers, (b) the participant's perceptions of teaching challenges they might face when teaching EBs in mainstream classrooms, (c) their definition of the term "EBs," (d) the participant's confidence to teach ELLs before participating in a semester-long course on teaching EBs, (e) the participants confidence to teach ELLs after participating in a semester-long course on teaching EBs, and (f) their perceptions of the course components that played a role in improving their teaching skills to teach EBs in mainstream classrooms. Four main themes were identified after coding: (a) knowledge, (b) language, (c) experience, and (d) personal traits. The results indicated that general education preservice teachers' confidence and perceptions of preparedness to teach EBs in mainstream classrooms increased after completing a semester of coursework focused on teaching EBs.

Conclusion

Teachers are dealing with major demographic shifts in the classroom and often feel unprepared to support their EB students. Evidence within the literature provided the SIOP model as the most valuable tool teachers in the classroom need to apply the SIOP framework for creating lesson plans that identify language and content objectives to

support EB students. The SIOP model has been implemented within foreign countries with fidelity. A clear gap exists in the literature on how teachers' perceptions of linguistic diversity may impact the teaching of EBs. The following chapter will include an overview of the research problem, research purpose, and question, positionality, data collection, data analysis, triangulation, privacy and ethics considerations, and research design limitations.

CHAPTER III: METHODOLOGY

The purpose of the qualitative transcendental phenomenological study was to explore the lived experience of how high school teachers experience, implement, and perceive strategies to support EBs in the classroom. The researcher chose a phenomenological transcendental study design, as described by Moustakas (1994), who states, "Transcendental phenomenology is a scientific study of the appearance of things, of phenomena just as we see them and as they appear to us in consciousness" (p. 49). The researcher needed a critical, trustworthy analysis of high school teachers currently in the classroom with EB students and the impact they can share on whether they are implementing strategies in the classroom for success. For the phenomenological study, the researcher used semi-structured interviews, a personal journal, and inductive coding to analyze the lived experiences of high school teachers in an urban school district.

Overview of the Research Problem

Edmund Husserl (1859-1938) was one of the founders of transcendental phenomenology, leading to the path of self-knowledge to see what is emerging. Phenomenology is the first method of knowledge because it begins with "things themselves." It is also the final court of appeal. Phenomenology, step by step, attempts to eliminate everything that represents a prejudgment, setting aside presuppositions and reaching a transcendental state of freshness and openness, a readiness to see in an unfettered way, not threatened by the customs, beliefs, and prejudices of normal science, by the habits of the natural world or by knowledge based on unreflected everyday experience" (Moustakas, 1994, p. 41). Moustakas identified Husserl as a standalone philosopher pioneering new realms of philosophy and science. Within a phenomenon, the beginnings of an investigation will bring to light the discovery of facts and the essence of

the participants within the study. The transcendental phenomenological study researcher delved into teachers' lived experiences in the classroom to seek a fresh perspective on the research problem question identified. As an active participant within the educational school system, the researcher evaluated the teacher's experience supporting current EB students.

As the researcher, setting aside any assumptions is vital to the development of the study. According to Moustakas (1994), "Epoche requires the elimination of suppositions and the raising of knowledge above every possible doubt" (p. 26). Epoche is the first step within a transcendental phenomenological study to clear the mind, to become an open self, ready to embrace what situations of knowledge appear. The researcher identified the need to unravel themselves from their experiences, to step aside from the lived experience they know about and create a safe space to ensure bias has not appeared. The researcher acknowledged being receptive to the participants, to listening intently, to letting the participants describe their thoughts without interruption, and to not guiding the participants to say what the researcher needed to hear. The researcher's bias will be set aside to ensure the lived experiences are seen freshly for the first time.

The researcher had experience with the topic being researched in the study and looking at the study with a fresh lens is imperative for the true meaning of the phenomenon to be safely recorded with fidelity. Developing and creating semi-structured interview questions with a fresh outlook of no preconceived thoughts ensures the validity of the questions. The researcher's goal was to effectively engage in creating interview questions to facilitate semi-structured interviews with no predetermined ideas and thoughts, ensuring the researcher did not lead the interviews to guide the participants to arrive at the answers the researcher felt they should.

The next step is reduction; "each experience is considered in its singularity, in and for itself" (Moustakas, 1994, p. 34). Each participant's lived experience was evaluated in and of itself to evaluate the meaning and essence of the phenomenon. Within reduction, steps include bracketing, "Bracketing, in which the focus of the research is placed in brackets, everything else is set aside so that the entire research process is rooted solely on the topic and question" (Moustakas, 1994, p.97). Bracketing ensured that every statement is treated individually and has equal value within the research. The researcher acknowledges that during this critical experience within the study, the researcher needs to ensure bias has been removed during this imperative stage of the research. It is necessary to step away from oneself, concentrating solely on coding the participant's responses with a fresh critical eye to identify themes and codes with no prearranged thoughts and ideas.

Moustakas (1994), addressed noesis and noema, identified by Husserl (1931); "Noesis constitutes the mind and spirit and awakens us to the meaning and sense of whatever is in the perception, memory, judgment, thinking, and feeling" (p. 249). The study brought forth the meanings embedded within the plethora of spoken vernacular for the researcher to ascertain the knowledge. Noema aligns with the noesis: "The noema, in perception, is its perceptual meaning or the perceived as such; in recollection, the remembered as such; in judging, the judges as such" (Husserl, 1962, p. 248). The researcher, during the collection of the embedded experience of the participants, ensured she is correctly disseminating the lived experiences with an analytical process and describing the participants' truth and judgment they have experienced, detailing their lived experiences effectively. Moustakas (1994), stated "In the noema-noesis relationship there is a shift to internal consciousness where ideas and judgments are more fully the focus of our attention" (p. 80). The researcher will address the experience during the

bracketing stage while reducing the transcripts to a fully developed text with descriptions that emerge.

During the collection of the participants experiences, the researcher kept a personal journal to write their personal thoughts before and after the interviews to record their biases to ensure the validity of the study. This supported the researcher in acknowledging the phenomenon and allowing themes to come forth as it is presented within the lived experience of the participants.

Research Purpose and Question

The purpose of the qualitative transcendental phenomenological study was to explore the lived experience of how high school teachers experience, implement, and perceive strategies to support EBs in the classroom. The study addressed the following research question:

1. How do high school teachers experience, implement, and perceive strategies to support Emergent Bilinguals in the classroom?

Context

The phenomenological study occurred in Southeast Texas. High school teachers currently serving Hispanic students in the classroom were recruited to participate in the phenomenological study. Hispanic students are the fastest-growing ethnic group in the United States, with a projected 25% growth in public schools. With the Hispanic population in the public school system, teachers struggle to provide effective instructional strategies for Emergent Bilingual success. Currently, Emergent Bilinguals are underserved within the educational school system.

The researcher conducted semi-structured interviews with identified high school teachers who agreed to participate in the phenomenological study. The semi-structured interviews were conducted at the convenience of high school teachers during the fall

semester of 2023. The location for semi-structured interviews was conducted at convenient locations for high school teachers, and video recording was used to transcribe the semi-structured interviews.

Positionality

The researcher has 17 years of experience in the educational field, including experience as a teacher, administrator, and district administrator. From my experience over the last seventeen years, I have realized how unprepared teachers are in the classroom to support EB students effectively. With the Hispanic population in the classrooms imploding, teachers struggle to provide strategies to build the learning environment.

During my classroom experience, I always sought strategic creative support to engage my EB students. After I received my Master's in Educational Leadership, I became an administrator over Social Studies Departments within the school districts currently serving EBs. I aim to explore the question of supporting EB students in the classroom, highlighting high school teachers' lived experiences to help add to the literature that can support PD for EBs. The researcher's experience showcased the need for teachers to provide strategies in the classroom for EB students. As a professional who entered the field via the alternative certification teacher route, I did not have the opportunity to engage in PD addressing strategies to support me in the classroom meeting the needs of my EBs. I moved into administration and social studies teachers needed support to help their EBs. In my new role, I provided instructional guidance along with my collaborative team.

Leading the departments in this area, we experienced struggles serving the Emergent Bilingual population. As a departmental team, we collectively strived to create

a thriving learning environment for our EB students. Strategies were always at the forefront of the weekly PLC meetings.

Professional development and strategies have become a passion of mine regarding study. I am an informed researcher who understands the impact of PD. During my tenure in administration, the need for providing strategies for underprepared high school teachers in the classroom continues to be prevalent. In 17 years of service, I have found that within the educational structure, strategies created and developed need to be provided to significantly impact the teacher's capacity to be successful for their EB students in the classroom.

The researcher acknowledges the importance of addressing the need for the study, identifying teachers' perceptions and lived experiences in the classroom, and implementing strategies to support EB students. Emergent Bilingual students have teachers who need strategies to build their language and content knowledge in the classroom. The study will provide insight into what is happening in the classroom and provide supporting evidence to clarify and enhance the need for the study.

Participants

A purposeful sample for the study was solicited from public high school teachers who instruct EB students in the classroom; teachers represented a selection of content areas who are not required by the State to have ESL certification. Current research indicates that high school teachers feel underprepared to teach EBs. High school teachers were chosen because of the lived experiences while working closely with EB students in the classroom. Teachers provide insight into best instructional strategies for classrooms and the impact upon EB students.

The researcher, upon CPHS approval, had consent to recruit participants using a flyer with pertinent details inviting high school teachers to be part of the study. High

school teachers who elected to participate in the study provided their personal emails. The researcher identified participants for the study, who received an informed consent form for their signature to participate in the study voluntarily. The participants shared valuable lived experience information in the classroom setting, especially regarding strategies supporting EB students. The researcher was not a participant; with her experience as a teacher, administrator, and district administrator, the researcher needs to bracket her own bias and set aside their preconceived notions. The researcher triangulated and ensured the trustworthiness of the data collection and analysis.

Data Collection

Prior to data collection, the researcher gained approval from the University of Houston-Clear Lake's (UHCL's) Committee for the Protection of Human Subjects (CPHS) before collecting data. Once permission was granted, participants were selected and contacted via email with instructions detailing the next step in the study. Informed consent forms were collected from participants by electronic signature through DocuSign and scanned by personal email. The researcher telephoned each participant individually with interview times and dates, prioritizing availability for the scheduled semi-structured interviews. Semi-structured questions were used in the interviews of the participants; the researcher wanted the participants to share their experience with Emergent Bilinguals in the classroom. The researcher provided opportunities in the questions to build supporting evidence from the teachers addressing the deficits they might currently be experiencing. The probing questions guide the research. A research journal during the study captured researcher thoughts before and after each interview and was also used to conduct reflexivity surrounding assumptions and researcher bias of research questions and data analysis. Each semi-structured interview was in-person and video and audio recorded using Google Meets. Participants were interviewed on their experiences of EBs in their

classrooms with implementation of strategies for the learning environment. The interview questions began with high school teachers sharing their experiences over their teaching careers. During the interview, questions lead the participants to reflect on lived experiences in the classroom with the influx of EB students. The researcher acknowledges the need for the participants' identities to be protected and assigned a pseudonym to the transcript of the interviews.

Data Analysis

After the semi-structured interviews were completed, the researcher downloaded the transcribed interviews from Google Meets and began coding, looking for themes within the transcription. Saldaña (2015 states, "Coding is a heuristic (from the Greek, meaning "to discover") – an exploratory problem-solving technique without specific formulas to follow" (p. 8). Code is often a word or a short phrase that captures a small portion of language-based data. Coding increases your critical thinking skills and challenges the researcher to delve deeper into the transcripts to align with the theory within the study. Coding is analytical and cyclical. Coding is a process of developing and creating the first cycle, then re-coding till saturation of the data has been completed. The researcher coded the data, looking for codes, themes, and categories until saturation had been completed. During the first coding session, the researcher evaluated to establish themes, looking for short phrases to have a beginning point of reference. It is imperative to keep the bias out of the coding to ensure the freshness of the knowledge being shared and that it is collected impartially. The researcher during the coding process continued to write in her personal journal to ensure her thoughts have been written down to clear her mind to ensure the bias has been removed before beginning the coding process. The researcher, while beginning coding, had the opportunity to evaluate her personal journal to align her thoughts prior to the interviews and after the first coding of the interviews

had been completed. During the first coding session, the researcher brought forth the start of themes and codes.

Saldaña (2016) states, "During the second cycle, researchers may change codes, add new codes, or drop codes altogether in the pursuit of developing the themes for the study" (p. 234). The primary goal of coding was to develop insight into the language-rich interviews to bring the study to life. Once common themes were identified, the researcher re-coded the transcripts and reanalyzed the codes to refine overarching themes in the semi-structured interviews. Once themes were established, the researcher began collecting codes and categories from the semi-structured interviews to support the themes of the lived experience of the participants. The goal of the coding was to bring alive the teachers' lived experiences in the classroom, addressing strategies for EB success. The researcher's goal is to provide an accurate account of high school teachers' lived experiences in the classroom setting with the support of strategies impacting EB students in the classroom.

Triangulation

To ensure reliability in the qualitative phenomenology study, examining trustworthiness is crucial. Trustworthiness for the researcher is when the reader interprets the researcher's study and has confidence; it is the establishing of credibility. With triangulation, the researcher can explore the results from multiple angles. After each semi-structured interview was transcribed, the transcripts were subject to member checking, where participants were provided a transcript of their semi-structured interview to ensure the validity of the dialogue gathered. Data triangulation from the journal and semi-structured interviews were compared to validate trustworthiness. The researcher acknowledges trustworthiness is imperative for the study. According to Stahl and King (2020, "The degree of trust one has in the person telling the tale has much to do with the

degree of trust attributed to the telling" (p. 26). Credibility towards trustworthiness was demonstrated in the researcher's ability to report data with fidelity of the participant's lived experience to ensure the reliability of the study. The researcher created a codebook during the beginning of coding and continued throughout the process of coding till saturation had been completed for the reliability of the data to be trustworthy. With the codebook, the reliability of the reader is identified with credible reporting. Researchers need to be aware of how their prior experiences and beliefs may affect the ability to remain objective during the different phases of research. Researcher bias in this study may exist as a result of prior experience as a district administrator and former administrator on campus with experience in the classroom engaging with EBs and classroom teachers.

Privacy and Ethical Considerations

Prior to the collection of any data, the researcher gained approval from the UHCL's CPHS. Added to data collection, informed consent forms were provided to the participants via personal emails with signed informed consent forms collected from participants prior to semi-structured interviews. The names of the participants were not mentioned in the study. For the confidentiality of the participants, it was imperative that a pseudonym was assigned to each participant within the study. The data collected remain securely locked in a cabinet in the researcher's office. The researcher's laptop is secured with password protection. The researcher will maintain the data for five years as required by the CPHS. After the deadline has passed, the researcher will destroy all data files associated with the study.

Research Design Limitations

The research design will consist of five limitations. First, the researcher is dependent on the teacher's responsibility to communicate the lived experiences truthfully. Second, the participants may or may not communicate effectively or share what the researcher wants to hear during the semi-structured interviews. Thirdly, externally the researcher has established protocols for confidentiality purposes to ensure the privacy of the participants limiting access to the data. Fourth, internally, the small sample size of participants impedes the variety of research results of the lived experiences.

Conclusion

This chapter includes the analysis of how the researcher facilitated the participants throughout the study for the lived experience of high school teachers. All participants' responses are their own words and experiences. The analysis is the researcher's non-biased recording pertinent to the study. Coding continued till saturation was established for complete transcription analysis. In Chapter IV, interview data were analyzed and discussed in further detail.

CHAPTER IV:

RESULTS

The purpose of the qualitative transcendental phenomenological study was to explore the lived experience of how high school teachers experience, implement, and perceive strategies to support EBs in the classroom. The researcher conducted individual semi-structured interviews with high school teachers. The purpose of the interviews was to gain teachers' experience with the implementation of strategies supporting Emergent Bilinguals in the classroom. This chapter represents the findings regarding the research question. The interviews were transcribed using inductive coding, developing code, themes, and categories. This chapter begins with the participants' demographics, data collection, data analysis, summary of findings, and conclusion.

Participants Demographics

A purposeful sample of eight participants was identified as high school teachers with EB students in their classrooms. Participants were divided into three groups by years of experience teaching EB students. In order to protect participants' confidentiality and ensure participants participation, pseudonyms were assigned to each participant. The pseudonyms selected for each participant were Aileen, Claire, Enya, Fiona, Iona, Kathryn, Lesley, and Morag. Table 4.1 provides a breakdown of all the participating teachers by demographic categories.

Table 4.1 :
Teacher Participants Demographic Data

Participant	Teaching Years	Content Area	Certified	Gender	Race
Fiona	1-5	Social Studies	Yes	Female	White
Lesley	1-5	Social Studies	Yes	Female	AA
Enya	1-5	CTE	Yes	Female	AA
Clare	1-5	Social Studies	Yes	Female	White
Morag	6-10	Social Studies	Yes	Female	White
Iona	6-10	Social Studies	Yes	Female	AA
Kathryn	11-24	CTE	Yes	Female	AA
Aileen	11-24	CTE	Yes	Female	AA

Data Collection

The researcher received UHCL CPHS approval. Qualitative data were collected through semi-structured interviews conducted via Google Meet, a video conferencing tool that records and transcribes interviews. The researcher sent requests for participants through flyers addressing the need for participants in the study to 20 different sources, teachers, and administrators within different school districts around the researcher's area. A snowballing effect became impactful within the study to recruit high school teachers to participate in the semi-structured interviews. The researcher telephoned participants to establish a relationship. The researcher conducted the interviews with the participants based on their convenience. The participant and researcher confirmed a day and time which was convenient for the teacher. A Google Meet link, with a Google Calendar invite, was sent to the participant. The informed consent was attached to the Google Calendar invite. In addition, the researcher emailed the Informed Consent through DocuSign, a software that can legally and securely collect signatures.

After receiving the Informed Consent forms, the semi-structured interviews were conducted with the interview questions (see Appendix B). Interviews were recorded and transcribed during the interview then shared to the researchers personal Google Drive then moved to a dissertation document folder. One interview malfunctioned during the interviewing process, and the link disconnected; the researcher texted the participant to inform the participant a new Google Meets link would be sent within five minutes so the interview could be resumed. Another interview malfunctioned, and the interviewee could not utilize her computer for the interview. The participant called into the interview via her cell phone, and the interview was recorded and transcribed. No video was provided for this interview. Participants received a transcribed copy of their interview attached to their personal emails for validity. All participants were interviewed, and transcripts of interviews and informed consent documents were secured to protect the participants. All documents are stored on a personal computer and secured in a locked area.

Data Analysis

Transcripts of the interviews were sent to the participants for member checking with no further communication received from the participants. The researcher kept a journal throughout the process to ensure bias was not part of the in vivo coding. The researcher took notes during the interviews for reflection. During the first round of coding the researcher identified codes and transcribed them into a codebook. The thematic analysis was prioritized, employing inductive methods to allow themes to emerge naturally. The analysis took approximately a week for the coding of the interview data. The second round of coding produced more codes. The researcher jotted down key concepts and relevant notes near the participant's responses. An example of the coding conducted by the researcher is in Figure 4.2

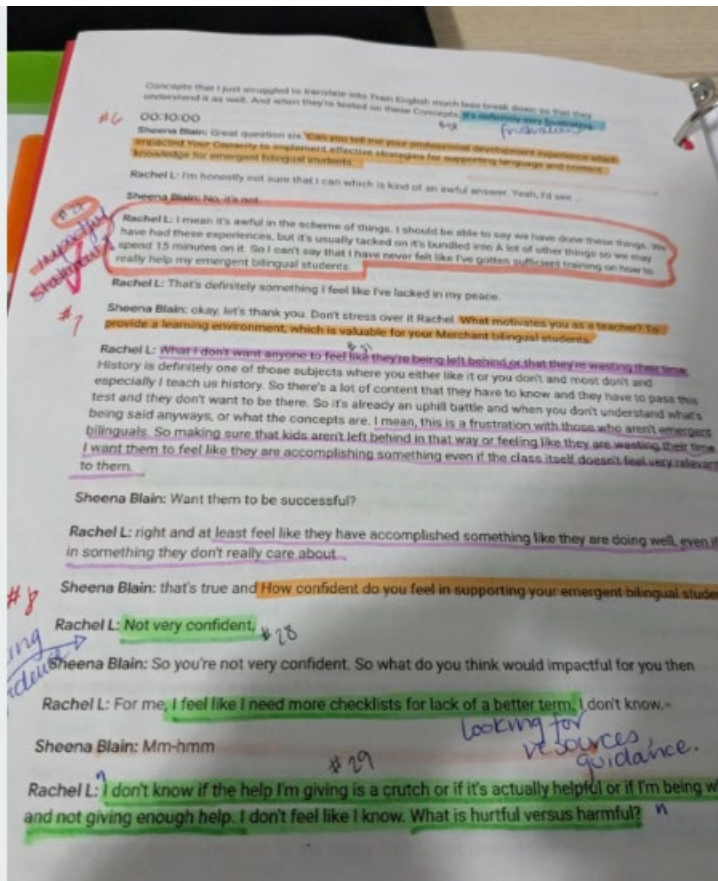


Figure 4.1:
Teacher Participant Transcribed Lived Experiences

Note: Sample of participant transcript from coding, colors signify different emerging categories which led to themes for Chapter IV. Adapted from semi-structured interview transcripts.

All codes were transcribed to a Microsoft Word document and then printed for the researcher to highlight into categories. The researcher then identified three themes and created Microsoft Word documents with all codes attached for each theme. All Microsoft Word documents were attached to the codebook for validity. The researcher created another Microsoft document with impactful statements and quotes that were identified during the coding process. These were included in the codebook.

Summary of the Findings

This phenomenological study focused on the lived experiences of high school teachers' experiences implementing and perceiving strategies to support EBs in the classroom. Each participant interviewed provided their lived experiences in the classroom supporting EB students. Each participant was interviewed with nine open-ended questions addressing the implementation of strategies, struggles of Emergent Bilinguals, classroom experiences, professional development, motivation, and teacher confidence. The research question focused on the lived experiences of high school teachers experience, implementing and perceiving strategies to support Emergent Bilingual students in the classroom. The themes emerging throughout the study were (a) teacher experience and their struggles, (b) Emergent Bilingual students in the classroom, and (c) professional development.

Teacher Experience and Their Struggles in the Classroom

The first theme identified from the data analysis was the participants' experience and their struggles in the classroom. The participants each identified their experiences and struggles with language barriers, confidence levels, an inclusive classroom environment, implementing effective teaching strategies, and navigating academic vocabulary. One of the participants, Fiona, shared the most impactful statement addressing her concern:

Not knowing the language, I'm monolingual, and my class is a regular class, and it's just me in the classroom. I don't speak any of the language, so there are concepts that I just struggle to translate into English, much less break down so that they understand it as well. It's definitely very frustrating.

Other participants shared their concerns about not speaking Spanish. Enya stated, "I'm not confident because I don't know how to speak it. So, I feel like I can't connect

with them. How they can with students that speak the same language.” Enya expressed her struggles to effectively communicate in the classroom, mentioning that language barriers she faces daily impact her relationships with her students. Enya also elaborated on her frustration; she stated, “Probably the most difficult time for me and I don’t want to say frustrating but yeah frustrating because I don’t know how to speak Spanish.”

Language plays a fundamental role in the classroom; the majority of the participants addressed their concern, realizing that regrettably, the language barrier impedes the participant's effectiveness to teach. The participants shared their EB students were smart, but the language barrier was impeding their learning.

Kathryn, who had more experience in the classroom, reflected, “If they are Spanish-speaking students because over the years, even myself, I have learned enough Spanish to aid them a little bit.” Kathryn had the most positive experience in the classroom of all the participants. Kathryn shared that over time, she developed language skills to aid with communication with her EB students.

Participants emphasized the importance of providing a safe, supported classroom environment. The participants expressed that having a safe space to develop relationships with their students was imperative.

Lesley passionately expressed her views about her Emergent Bilingual students in the classroom:

I want an inclusive classroom; I want everyone to be able to understand the content. I don’t want anyone left behind. There is not any subcategory that I have that I value more than the others; I want everyone to be successful. So that’s kind of where it comes from for me is to be able to make sure that everyone has the opportunity to be able to be successful.

Lesley insisted fervently that a safe space was imperative for Lesley herself and to ensure student success. Iona shared,

I want them to be able to learn like everyone else and honestly, I think it's fascinating that they're so resilient and brave to still kind of be part of the environment. I don't want to say intentionally excluding them but nothing is being done yet still for them to be able to understand the work so they can be successful just like everyone else.

Participants acknowledged they want their EB students to feel the classroom is inviting for learning but readily admitted content was a priority. Fiona provided insight:

What I don't want is anyone to feel like they're being left behind or that they're wasting time. I want them to feel like they are accomplishing something even if the class itself doesn't feel very relevant to them. At least feel like they have accomplished something like they are doing well, even if it's something they don't really care about.

Fiona realized her EB students were not interested in the content and it was not relevant to them. Fiona explained content was a priority, sharing the requirements to pass the End of Course (EOC) exam in the spring. Fiona spoke of the struggles in the classroom and the accountability as a teacher of record. Additionally, the participants expressed the need to provide a supportive classroom but identified an unsupportive learning environment that required support from the administration or district.

The participants acknowledged the struggles they experienced every day in the classroom and identified the need for support to be more effective in supporting their EB students. Providing an effective learning environment encompasses all learners in the classroom, especially their EB students.

When participants were asked about implementing strategies in the classroom, they articulated the difficulties and provided details of strategies they had utilized. The following strategies participants identified during their interviews were extra time, integrating more definitions, definition matching, repetition with work and definitions, EB students creating flashcards in their own words, providing translations, images, gallery walks, software creating visual notes for the school year, closed captions, trial and error, and PowerPoint presentations.

Clare implied needing guidance with strategies to support EB students in the classroom:

I am a new teacher, this is my second year of teaching, and this is my second semester to have Emergent Bilinguals. I am still learning a lot; it is trial and error. I try one thing and realize it does not work, and I compare my Emergent Bilingual population to my sections that are solely English speakers and see where there's a gap.

Clare struggled to problem-solve and tackled the need on how to support her EB students. Clare reflected on being a new teacher with the difficulties of teaching EB students. Morag shared. "So, my first-time teaching, it was a struggle for me to teach Emergent Bilinguals."

With this in mind, Iona shared her first few years' experiences, stating, The first two years were definitely probably the most challenging, trying to figure out, how can I help? What strategies can I use? So yeah, the first couple of years of teaching that was probably definitely the most challenging for me on top of the fact I had more general education students but also the fact that I'm just learning everything.

Clare, Morag, and Iona confirmed the learning curve and their efforts to gain knowledge as new teachers. Participants identified the need for support with strategies during their teaching careers.

Participants detailed curriculum strategies they had implemented in the classroom; Clare expressed that her peers gave suggestions for the classroom and stated, One of the things that were recommended to me was making sure I have a picture of everything and that images will really help the students. But I teach economics, and a lot of the concepts are very unfamiliar to them. So, the picture does not really seem to be helping at all, and sometime students will actually get the wrong idea from the images.

Clare specifically felt she questioned herself while developing strategies after seeking advice from colleagues.

Every participant spoke about one strategy they had implemented in the classroom, such as an EB student paired with another EB student to translate the lesson. Kathryn identified this strategy being constantly applied in her classroom and stated,

One student in particular, with ELLs that are Spanish speaking, you usually find within your course those who are dual language can aid you in assisting students if there's no translatable text or with directions for clarity, so I could always pair seat a student who was accommodating and did not mind translating and being helpful with the student who needed a little extra assistance.

Enya supported Kathryn's statement; Enya, "I will have them sit with someone that speaks the same language, and they can kind of explain to them as of right now." The participants reflected on the successful strategy in the classroom to pair Emergent Bilingual students together and acknowledged it as a failsafe measure.

All participants agreed with academic vocabulary being the missing link in the learning for EB students. Fiona stated,

Extra time has been the thing that has not been as successful as I had hoped because the student doesn't have the repetition on the vocabulary or the content. The extra time just hasn't been enough. So, I need to find more ways than just extra added time to help understand they may recognize the word, but I still don't know what that is.

Aileen implied vocabulary was a struggle to implement into her classroom. "When it gets to be a lot of vocabulary, it gets to not be as effective, and we're dealing with large quantities of vocabulary. I guess if it was a smaller set."

Iona agreed on the same vocabulary challenge in the classroom; last year, she implemented more writing within the curriculum, building their vocabulary so EB students could write in the classroom. Iona spoke of the need for the students to understand and develop the vocabulary to be successful. The participants acknowledged vocabulary as important but failed to provide an effective strategy which was successful in the classroom.

Participants also shared their confidence level in the classroom with EB students. Morag shared her confidence level in the interview and stated, "No, I'm not confident at all. I try, but I just don't know that I do enough, and I think it's because I don't know enough, so that's where I'm at." Aileen shared she ranked herself at about an eight in confidence; she stated, "There's always room for improvement, and I don't know all the techniques and one technique may work on one student, and it's not gonna work on another. So, I'm still a work in progress." All participants spoke about their levels of confidence, and participants rated themselves on the lower end of the spectrum.

One of the participants shared her frustration in identifying the need for a structure. Fiona stated,

Not very confident; I feel like I need more checklists, for lack of a better term; I don't know if the help I'm giving is a crutch or if it's actually helpful or if I'm being too cautious and not giving enough help. I don't feel like I know what is hurtful versus harmful?

Fiona shares that she was actively seeking knowledge about a curriculum strategy she identified as being her mission this year.

The participants revealed impactful insights into their lived experiences in the classroom. Importantly, the most powerful similarity participants identified was being monolingual and not being able to communicate effectively with their EB students. The difference one participant noted was being able to communicate over time by learning Spanish to engage her students, but she stated that she was not fully proficient. Similarly, all participants agreed vocabulary was crucial in the classroom and struggled to develop a strategy for effectiveness. On the other hand, one participant implemented writing every day to build the EB student's vocabulary and shared that she saw growth over time.

Consequently, one participant shared seeking a structure to provide support with the implementation of curriculum and strategies. All the participants needed support for increasing their knowledge and capacity to support their EB students in the classroom.

Emergent Bilingual Students in the Classroom

The second theme identified from the data analysis was the impact of Emergent Bilingual students in the classroom, such as concerns regarding EB experience, lack of support systems, difficulties with language acquisition, accountability, and professional development.

Participants shared their thoughts and observations with their Emergent Bilingual students in the classroom. Iona made a statement that resonated with the researcher during her interview, “I know that in the country, even though we don’t have an official language, everything is still English-centered, so imagine the students who come here speaking a different language [and] they want to thrive here.” Participants acknowledged their ambition for EB students, describing providing them with knowledge, and wanting EBs to be excited to learn the language and successfully continue beyond their content classes.

A few of the participants shared an inclusive strategy for EB students' success in the classroom. Kathryn shared, “I always gave the EBs whatever level they were, mostly beginners sometimes if they wanted to write something in Spanish if they didn’t want to translate in their head.” Participants described very similar experiences, but the participants with more educational teaching experience provided more insight into the development of their classroom. Iona deemed English as the predominant language, and Kathryn provided the opportunity to write in their native language.

Fiona described an example of support on campus for her EB students in the classroom:

So, from what I can tell, they do pull out; we’re supposed to send writing samples to the coordinator who reviews them with EB students. The students get extra time to help work on assignments. She’s better equipped and better prepared to handle them.

Fiona made a statement with her response but instantly elaborated on her concerns. The campus has an ESL liaison but explained the liaison had not engaged to collaborate with Fiona regarding the EB students; Fiona expressed uneasiness with the lack of support.

Fiona also shared she was unsure how to approach the ESL liaison and readily recognized she was unsure of her next steps.

Participants shared that when EBs from other countries entered their classrooms, they identified EB students who did not receive services, and they were left to create a solution. Lesley's response to the school not having professional support shared her experience when the student entered her classroom:

I would say three weeks ago, I got a student that just transferred here from Cuba with no English and [it] was a roller coaster for me because I know it's frustrating and we don't have a bilingual program here. To where he had the whole Spanish classes, we don't have no services here.

The frustration was expressed when Lesley's tone of voice changed while she was responding to the question. One of the participants shared another experience of an EB who arrived late after the school year started:

I do have one particular student who is an exchange student from Japan, and he registered too late for services. So, I'm kind of my own with the student and I am finding that he does definitely need more than just extra time. He does need tools to help him with translation, so giving him extra time to use those tools.

Participants addressed their concerns with newcomers to the school who, sadly, were not provided EB instructional support services in the classroom by the schools.

All of the participants shared their experiences within their first years of teaching and the struggles they faced supporting EB students. Enya's experience solidified what participants were sharing:

The second year it was very difficult, my teaching a student that really didn't know how to speak English at all. We were doing a lot of read-aloud because she can't speak it, so it was very challenging for me.

Participants addressed their concerns, and Morag validated their concerns regarding Emergent Bilingual students,

They struggled a lot because their reading level is lower in English than in their home language, and so before I started putting it into their home language, they struggled a lot just to understand the questions to even answer the questions or to participate in class discussions.

Kathryn solidified participants' reflections on EB's engagement in the classroom. She recalled, "I think one of the major (problems) hinges they don't want to practice English is because they know it's not correct." Specifically, most participants described their experiences with their EB students in the classroom and acknowledged that the language barrier hindered both the participants and EB students.

Another revealing statement was made by Clare. She spoke about an eye-opening realization when she reflected, "It was a language difference and also a cultural difference, and that was the first time I realized that I had to be more aware of that as well." Most participants recognized the cultural and language differences in the classroom and were aware of the responsibility of sustaining EB students' learning. The participants also spoke about their unfortunate struggles to successfully engage the EB students in the classroom.

All participants addressed their experiences with newly entered EB students in the country and the struggles they encountered on a daily basis. Clare shared an unfortunate situation with a newcomer arriving in the United States,

I had a student who was so overwhelmed, he was a very recent arrival to the United States and, after being placed in senior-level classes, with Emergent Bilinguals who were further along, he just shut down and didn't want to translate the documents, he didn't want to watch the videos with the Spanish subtitles. I felt

a little helpless because I didn't know how to reach him. I know it's hard, and I can't even imagine being in his shoes, and we really made no progress.

Clare explained that unfortunately, the EB student dropped out of school. She spoke of her inability to support her EB student and addressed the unsettling feeling she still has to this day; she still wonders about him.

The majority of participants addressed the concerns of (other) teachers who are not providing support for EB students. Kathryn specifically mentioned,

I think a lot of English Language Learners (ELLs) did not get an adequate education in all courses. You have teachers that care, and we're going to work with you. Or others, we don't care what you got going on, but there's a lot of teachers who, since there's no support, and they don't know what to do and just giving these kids grades and the kids aren't actually learning anything.

A majority of the participants markedly reflected on observing other teachers passing EB students for convenience. The participants shared the negative side, the reality of teachers creating a culture of no accountability. Participants addressed their frustration, needing the school to provide support to struggling teachers or the district.

Clare shared her experiences aligning with Kathryn's. She stated,

Some of them got passed because they tried really hard, but they don't have the same skill set as some of the others, and there's no way to really differentiate that I'm going to fail a kid who tried his absolute best while only understanding 10% of the words.

Participants shared about the motivation EBs brought to the classroom, attending school with difficulties they encountered every day. Enya shared,

I got into teaching because I want all the kids to see themselves in a classroom.

And I think for the Emergent Bilinguals, it's even more critical because these kids

are starting three steps behind, and just to be sitting in the school trying to learn in their second language, it's freaking amazing.

Lesley expressed awe at the determination of EB students but acknowledged they are behind but still strive to learn a second language.

One of the participants, over time, had built her classroom environment with high expectations, and EB students were given the opportunity to participate in the classroom. Kathryn shared about developing systems to create an environment where engaging in speaking in class was a requirement. Kathryn stated,

What we were trying to accomplish was accomplished, and oftentimes, just the way my class was structured would force students to talk to somebody, it might be your neighbor. It might be to me, but students showed a marked growth in willingness to speak by the end of the course. That translated for ELLs and students who were kind of shy just the structure of the class. I think that's one of the [major] hindrance, [is] they don't want to practice the English because they know it's not correct, but it was an environment where it felt comfortable and so they kind of progressed throughout the school year.

Kathryn addressed the expectations she implemented in the classroom that impacted her EB student's motivation, showcasing growth.

In addition, Kathryn emphasized the positive outcome of a new Emergent Bilingual student in her classroom,

I got a student from Vietnam; she was the only student in my school from Vietnam, and there were no classmates that I could pair her with. I used the same strategy partnered with her even though the student was a bilingual Spanish English speaker. Her personality was a helpful person, and the student herself was self-motivated so everything I gave her she put into Google Translate. There were

no systems in place to support her; much of her success was due to her internal motivation to acquire the language.

Kathryn acknowledged that EB students could learn: “Just because it’s not your native language doesn’t mean you don’t have the same mental capabilities as a student next to you in English.” Kathryn identified and acknowledged all her students’ capabilities and her motivation to hold her students to a higher expectation regardless of whether they are native or non-native speakers of the English language. Kathryn shared that her years of experience and knowledge built over time had given her insight into the capabilities of Emergent Bilinguals’ motivation to succeed.

All of the participants acknowledged the struggles of the EB students in the classroom. Participants also realized their EB students could achieve success. The participants readily acknowledged they had no support and were struggling to accomplish the expectations required by the administration.

Fiona also shared her frustration with her school. They have an ESL Liaison who is the campus coordinator. She explained, “We do have a coordinator on campus who is open to helping us adopt resources, for the purpose of supporting Emergent Bilingual students. My concern is [that] I am not 100% sure how to collaborate with the ESL liaison and what I should be doing in the classroom.”

Consequently, Fiona specifically expressed the confusion she felt as she did not have a reference to compare with. Fiona also stated that the ESL liaison has never been to their professional learning community (PLC) during their planning period but also shared that they do not have sheltered instruction or any of the other support implemented within their school. Despite this, Fiona identified the ESL liaison not attending their planning period and not being able to collaborate with the liaison; Fiona acknowledged teachers

within the department wanted opportunities to engage in meaningful conversations and the ESL liaison providing strategies and support where appropriate.

The majority of the participants identified the struggles they faced in the classroom with their EB students. The similarities participants identified included English as the predominant expectation of the classroom, especially with the curriculum. One participant shared a difference in letting her EB students write in their native language to provide the EB students with confidence. The participants addressed their first years of teaching experience. Each participant had the same experience, readily acknowledging no support provided by the school or district. Another similarity they shared was the language barrier. Participants addressed being ineffective in providing support in the classroom for their EB students, and consequently EB students are struggling with their language capacity. One of the participants shared the ineffectiveness of the ESL liaison for the school, who never engaged with the participant or attended PLC to support the teachers. Participants are struggling to readily identify non-existent support provided by the school district or schools.

Professional Development

The third theme identified from the data analysis was professional development (PD). Participants all expressed their concerns with the PD support, describing the different experiences they encountered. Participants shared their frustration with the lack of strategic and impactful PD needed currently to support the EB students in the classroom. Addressing the need for PD was valuable to the participants to support their EBs in the classrooms.

First-year teachers have a learning curve when they step into the classroom, and Kathryn shared when she first started her teaching experience. She stated,

So, at first, when I first became a teacher, I didn't have any Emergent Bilingual professional development at all. It was talked about that was when they were calling them ELLs, and so it was talked about, but there was no training.

Kathryn has completed twenty years of educational service and vividly remembers her first encounter with PD; the impact this left on her teaching experience is still prominent when she speaks.

Morag is moving through her educational journey and shared her experience during her first teaching years. "My first two years I didn't have any training. I think I benefit a lot from training; I benefit from actual good professional development training." Morag shared that PD needs to be impactful. Additionally, participants expressed with their reflections the importance of PD to support them in developing and implementing strategies with fidelity to engage their EB students.

The majority of the participants agreed regarding PD, especially with Fiona adding more insight regarding her experience with PD:

I'm honestly not sure that I can, which is kind of an awful answer. I mean, it's awful in the scheme of things; I should be able to say we have done these things. It's usually tacked on and bundled into a lot of other things, so we may spend 15 minutes on it.

Enya also shared her experience with PD:

If I did, I can't recall having PD. I mean, I'm sure it might be there, but whatever it was, it didn't stick for me. My goodness, that's something you should implement every semester. Just to make sure that the teacher is knowledgeable or aware of how to navigate through difficult situations like that.

Enya also added to her statement, "How are you supposed to navigate and help students who speak a different language? I mean, what other ways that you can guess

strategies, professional development, and what happens when your district isn't doing it, [isn't] really providing it." Enya is very frustrated and needs PD which is specifically created to build her capacity to provide her EB students a learning environment for their success.

All participants shared similar experiences with their PD during in-service days. Morag shared her sentiments, "We just had a PD where you get to PD, and you have 45-minute sections, and we had it all day, and I didn't see anything about even ELLs or Emergent Bilinguals."

Clare shared her experience with her school's in-service PD for EBs:

The school talked about the language objectives to have the language objectives in the class and to make sure that you're using all four of the areas, speaking, writing, and listening. We are pretty much on our own, so I haven't had a lot of professional development geared toward this population, which is unfortunate. It's a lot of me trying to figure it out and talk to some of the other teachers.

Clare spoke about her disappointment with the school not meeting her needs and still struggling to support her EB students. The experiences participants shared did not include instances of professional support or expertise being provided. Participants shared similar experiences. All the participants work in other school districts and are currently in similar situations.

Iona shared that learning languages is impactful in building her capacity as a teacher of EB students while aligning with her passion. She shared her experience with PD, seeking valuable insight.

"Whenever we go to PDs, pre-service, the ones I always look out for are going to be the ones for Emergent Bilingual students because I'm always learning new languages.

And I know that in the country, even though we don't have an official language in this country, English is the prominent language.”

Iona spoke forthrightly, acknowledging the importance of constantly seeking PD which builds upon her knowledge of EB students; she also acknowledged they are not as prevalent as she would like.

Morag shared her annoyance with the PLCs currently in her content area:

Our PLC that we have right now, the instructional coordinator, she kind of talks a lot, and I'm not learning anything in them, was not modeling anything. It is not fun at all, and I haven't learned anything in the PLC, and we meet every Wednesday and it's just a waste of time right now because I'm not learning anything.

Morag spoke about another school district in which she worked and shared that the other school district had created PLCs where they collaborated on a weekly basis, teachers modeled, and feedback was given to build the teacher's capacity for their EB students.

Career Technical Education (CTE) classes are not core classes, and Aileen spoke positively of the PD she received in her school district. Aileen stated,

I got to sit in a PD that was actually geared towards CTE teachers and how to incorporate and actually just know to tailor your lessons to our students that were Emergent Bilinguals, and the practices were all the same. It was more interesting because I felt seen as a CTE teacher because sometimes [it] isn't always [the case]. It's geared towards the core, and so it was interesting for me as a student of that class, and so to build those practices and incorporate those, but the practices were pretty much the same as I've seen in other PD.”

Aileen's experience she described was impactful. She identified alignment with CTE, and core content can use the same strategies for EBs; she was pleased when she related her experience. She shared that CTE is not always supported as they are electives, and most electives do not have the exact expectations of writing and reading as the core content. Lesley shared her eye-opening moment during a pre-service PD:

I will say we actually had additional training this school year that we didn't have last year specific for EB students; they showed a video about the student where certain words that we use in the U.S. and other countries can mean different things.

Lesley shared during the interview that the video impacted her as vocabulary words in other countries have multiple identities placed upon them. Lesley shared that her PD experience at pre-service opened her eyes to the importance of this group of students and the challenges they face daily in the classroom. The CTE and social studies participants also spoke of PD, which made an impression on their learning; they indicated that if PD is developed and created effectively, teachers will be able to support their EB students in the classroom.

All the participants during the interview identified it would be impactful if their PD needs were met and strategically relatable to EB students. PD should focus on strategies and PLC effective implementation for EB support. Morag shared that she wants PD, which causes her to think,

I own it; I'm not one of those. I have to have the class or some type of training on it, and then I can research, but I have to have that class first, and then I'll be like, I know what to look for now.

Morag shared her expectations of PD, having the opportunity to have a baseline of learning and then taking the knowledge and research to build her knowledge base to

support her Emergent Bilinguals in the classroom. Participants understand their weaknesses but shared that the school administration is not listening to them to support their EBs in the classroom.

During the interviews, participants shared their observations regarding other teachers that brought forth these statements. Kathryn stated, “Good teacher training, I don’t think all these teachers are bad teachers. I just think they don’t know what to do.” Clare’s thoughts mirrored Kathryn’s statement and shared, “I think, in general, teachers need more experience and more training to help this type of population.” Clare recognized training as valuable to provide support in the classroom. Clare also shared, “I don’t think we are setting all of these children up for success as a system.” Enya also had similar sentiments: “The district should bring someone in, I don’t think that should be really the school or the teacher’s problem. I think that should be a top thing.” Enya spoke about her district providing training from outside the district and making it a priority; she wants PD specifically identified to support her EB students. Participants agreed PD was more imperative and specific to EB students than ever before.

During their interviews, participants shared thoughts regarding systems. Fiona especially, as demonstrated by her comments in her interview, has been thinking about how to serve her EB students better; she shared these thoughts:

I almost feel like it would be nice if there was more of a, standardized rubric is the wrong term, but I guess with SPED and 504 you have a laundry list of accommodations and I feel like I understand those a lot more than I do for Emergent Bilingual students and I feel like there should be some way to formulate something similar and if there is then we should receive more training on it and should be more universally used because if it’s there I don’t know about and I wish I did.

Fiona shared her need for best practices to support the teachers in the classroom. Fiona also identified the requirements for the structure: “I feel like I need more checklists, for lack of a better term.” Fiona proceeded to add more insight with another statement, “The language comprehension or written and reading language comprehension, I don’t know what I should be doing.” Fiona stated that she is searching for “universally used” tools to support her in the classroom “because if it’s there, I don’t know about it, and I wish I did.” Fiona acknowledged that over her time in the classroom, she realized there must be best practices and she continues to research.

The participants' insightfulness serves as inspiration for professional development identified as the need by the teachers for school districts to provide impactful PD that supports EB growth in the classroom. A few of the participants could not remember having PD or acknowledged having in-service PD with only a 15-minute allotment of EB support. Another similarity a few participants shared is the frustration they face with PLCs not effectively following a structure to include collaboration, modeling, and support of the teachers. A significant difference in identified success came when the CTE participant acknowledged she participated in PD, which aligned with core content and CTE, providing strategies both core content and an elective can utilize efficiently. Another difference was that one of the participants identified a need for a structure addressing supporting her EB students; she is still researching to find the answer.

Conclusion

The findings of the study focused on the lived experiences of high school teachers who implement and perceive strategies to support EBs in the classroom. The participants shared their frustration and experiences with strategies in the classroom supporting their EB students. The participants are motivated to provide an inclusive classroom for their

students. Language played an essential role in the participants' reflections, and their confidence was not secure. The participants were struggling to implement strategies in the classroom. The participants recognized strategies, but the prominent strategy was pairing EB students together. Support for the participants and their students was vital for success but was not commonly cited among participants; PD was a source of frustration, nonexistent by administration or district, and participants required support. Chapter V will include a discussion of the findings detailed in this chapter, including the findings stated in Chapter II, implications of findings derived from this study, and the recommendations for future research studies.

CHAPTER V:
SUMMARY, IMPLICATIONS, RECOMMENDATIONS

The purpose of the qualitative transcendental phenomenological study was to explore the lived experience of how high school teachers experience, implement, and perceive strategies to support EBs in the classroom. A phenomenological approach was chosen for the reporting of detailed descriptions of the participant's experience in order to understand the phenomenon. This chapter will provide insight into the experiences of the participants currently in the classroom. This chapter represents a detailed summary of the findings, implications, recommendations for future research, and conclusion.

Summary

Research Question One addressed overall high school teachers' experiences implementing and perceiving strategies to support EBs in the classroom and was analyzed using an inductive thematic coding process of eight semi-structured interviews of high school teachers. From the interviews, responses were assigned to three themes: (a) teacher experience and struggles in the classroom, (b) Emergent Bilingual students in the classroom, and (c) professional development.

Teacher experience and struggles in the classroom.

Qualitative data analysis from this study indicated that high school content teachers who have EBs are filled with frustration and struggles. Teachers underlined their inability to identify effective teaching strategies correctly. The reality of their inability was that teachers felt unprepared to develop a sustainable, cohesive implementation of successful strategies. Once Validated, the findings from this study supported the SIOP model as an effective tool for teachers to build their EB student's capacity for learning in the classroom. The SIOP model was developed and created by Echevarría et al. (2017). The SIOP model was designed to integrate content and language development within the

content classrooms. Koura and Zaharan (2017) stated that student teachers' teaching skills utilizing the SIOP model and self-efficacy were profound and significant. Student teachers viewed teaching skills as dealing with grammar and vocabulary and asking questions to elicit student knowledge. The SIOP model changed the teaching skills of student teachers. Student teachers realize the SIOP model is a systematic process that follows a logical and rational procedure. Koura and Zaharan's findings validated prior alignment with other studies; the SIOP model has been identified as effective for teaching EBs, as stated by Echevarría et al. (2017). Teachers shared experiences addressing difficulty managing EB student support; the SIOP design integrates language development and content, focusing on effective lesson planning for EB students. Previous studies identified teachers with shared classroom experiences regarding language barriers, academic language, and implementation (Echevarría et al., 2017; Echevarría, 2012).

Learning a language is challenging for many students within the U.S. at the same time Learning English is critical for academic success in the classroom. The teachers readily identified their frustrations with the EB students' potential language ability ranges. The teachers needed support to provide the ability for EB students success in the classroom. Inceli (2015) stated, "The challenge teachers face is providing content knowledge and language activities to limited English proficiency students" (p. 15). Overall, the teachers desire to improve and make a difference to engage their EB students effectively in the classroom. Research shows that sheltered instruction and professional development are crucial strategies for addressing teacher challenges currently in the classroom.

Teacher motivation indicates the reason teachers desire to seek change. Bandura (1997) defined teacher efficacy as the extent to which the teacher believes he or she can

affect student performance. Self-efficacy is human control; they can control the outcomes of the capabilities with performance accomplishment. (Tschannen-Moran et al., 1998). All the teachers in this study described their challenges, acknowledging their inadequacies in the classroom environment. The teacher's self-efficacy was prevalent in the classroom; they were motivated to provide instructional support to their EB students. The teachers were frustrated as differentiated instructional capacity was lacking to meet the needs of their EB students in their classrooms.

Emergent Bilingual students in the classroom.

The qualitative data analysis from this study further described the teachers' perception of their EB classroom experience. Teachers acknowledged language and cultural differences and were aware of their responsibility to engage EB students in the classroom learning environment. The accountability of learning falls heavily upon the teachers, and teachers' frustrations stress the complexity of the problem.

Wissink and Starks (2019) acknowledge that specialized knowledge is required to teach EB students effectively. Specialized knowledge includes teachers understanding the language experience of ELLs and specialized linguistic knowledge for teachers' ability to teach the content academic language. The interview participants in the study are native-speaking English teachers who understand a communication barrier exists, preventing the teachers from learning about their students or supporting them in the classroom.

Turgut et al. (2016) indicated that most teachers in the classroom are monolingual; they do not have the experience and knowledge to be proficient in a language other than English. The students the teachers serve come from homes where English is not the primary language. The teachers felt they needed to be more adequately trained to instruct in their classrooms effectively. Providing pre-service teachers, the opportunity to learn how to effectively teach EB students in mainstream classroom is

paramount. Herta et al. (2022) indicated that a large body of research in the U.S. has demonstrated the importance of teaching students to use academic language in content areas to maximize their conceptual understanding of the language. Teacher pre- and in-service attitudes toward EL content area instruction indicated that they view EL students as positive assets in their classroom. “Herta et al. (2022) stated,

Emergent Bilinguals are a great source of cultural wealth in our classroom. There are endless opportunities for their fellow peers and teachers to gain knowledge from ELs. We just have to make an effort and try. We have to change our mentality about ELs (p. 6).

Teachers' experiences aligned with the research precisely, despite their trepidation about the classroom challenges, they were still motivated to provide an all-inclusive classroom for their EB students. Addressing the need for further support in the school setting and opportunities to grow pedagogically, they indicated their EB students were competent, but the language barrier impeded their learning.

Professional development.

Qualitative data from the analysis of the study teachers indicated that they require but do not receive PD, impacting their capabilities to support EB students in the classroom. Teachers stressed the importance of insightful PD and reported the non-existence of PD. Teachers acknowledged the desire PD specifically designed by experts to provide teachers with pedagogical knowledge. With little or no support, teachers adjust to becoming self-sufficient. Without support in the classroom harsh realities frustrated teachers immensely. According to Darling-Hammond et al. (2017), "Effective professional development is needed to help teachers learn and refine the instructional strategies required to teach these skills" (p. 1). Bates and Morgan (2018) aligned with Darling-Hammond et al. (2017), identifying seven characteristics of effective PD:

content-focused, active learning, collaboration, modeling, instructional leaders, feedback and reflection, and professional development sustained over time. Professional development effectively supports the roles of teachers in the classroom.

In reflection, Kennedy (2016) indicated that PD is required in every teaching contract in the country, with teachers participating in PD every year. Teachers are lifelong learners; empowering teachers should be enabled by providing effective PD. Darling-Hammond (2005) indicated that PD in most districts still consists primarily of one-shot workshops rather than more effective problem-based learning, building teachers' ability to work with their colleagues collaboratively.

Professional development would be advantageous if PD is pedagogically aligned, supporting EB students in the classroom. Continually, scaffolding upon PD in the schools directly impacts the teachers. Teachers described their experience with PLCs as unproductive, with no direct leadership with knowledge; the teachers further expressed their frustrations by addressing previous experience within another school district aligned with desired PLC characteristics of effective management of an established learning environment. Ortiz (2021) stated,

Because few educators have the depth of knowledge and skills from an intersectional lens, it is challenging to serve the needs of an increasingly diverse student population. As a result, educators must learn from models of consultation and collaboration so they can serve effectively as members of professional learning communities (PLCs) (p. 358).

The teachers identified PLCs as inefficiently facilitated and expressed their frustration with campus leaders for not supporting the PLC environment. Instructional specialists lack of attendance at PLCs ensures there are no learning opportunities for differentiated learning, collaboration, and modeling relevant and applicable to their

current cultural differences in the classroom. The teachers established the validity of nonexistent PD by describing their experiences, which included the experience teachers described indicates a lack of alignment between the districts and schools providing effective PD. The teachers reflected on PLCs and the ineffectiveness of the teacher leaders in providing the much-needed capacity for focusing on EB students' learning, collaboration, and ongoing.

Implications

The study's findings show the need for policymakers, teachers' preparation programs, districts, and schools to support EB students effectively. Policymakers should provide measures of accountability for teacher preparation programs to equip educators with pedagogical strategies tailored to meet the cultural and language needs of the students in the classroom currently. School districts must evaluate and implement professional development initiatives that build teachers' capacity to support EB students effectively. In contrast, schools should adhere to district initiatives with fidelity to address the needs of their diverse student population.

Policy Makers

Policymakers must make informed decisions as the governing body tasked with public education; states are central players in envisioning, structuring, and overseeing education. State policymakers are called upon to make policy decisions arguably impacting teacher and student outcomes. States play a primary role in all aspects of education, including policy. According to Leider et al. (2021), "Specifically, State Education Agencies (SEAs) assume responsibility for ensuring that public school teachers receive training that at least minimally complies with federal law" (p. 3). Teacher preparedness is one facet contributing to state policymakers addressing accountability. This requires the elevation of teacher preparation programs (TPP) to meet

the diversity of needs currently. Furthermore, with linguistically and culturally diverse students, an increasingly strong presence in the U.S. Teacher Preparation Program (TPP) is pushing for accountability with policy ensuring pedagogical knowledge impacting teachers' self-efficacy and student achievement.

According to Bland et al. (2023),

The evidence suggests that the less comprehensive the preparation is that candidates received in the form of student teaching integrated with several essential kinds of coursework, the more likely they are to struggle in the classroom and the less likely they are to stay in education (p. 7). Policymakers should task teacher preparation programs to adequately prepare teachers for the classroom.

Teacher Preparation Programs

Teacher preparation programs must aim to prepare all teachers by supporting student learning and language development. According to Feinman-Nemser (2018), "Many teachers and candidates consider teaching EBs as someone else's responsibility" (p. 229). Teacher preparation programs must interrupt this division and prepare all teachers to support all students' learning. Emergent Bilingual students bring a rich cultural and linguistic background to the classroom. The article stated, "This becomes especially problematic when considering the White, monolingual English-speaking population that constitutes a majority of teachers in the United States" (As cited by Howard, 2016, p. 173). Most monolingual teachers identify with U.S. culture, often having little exposure to other languages.

With the demographic shift towards students learning English as an additional language (EBs), TPPs must effectively support pre-service teachers implementing research-based practices. According to Villegas et al. (2018), "Support for EBs in

mainstream classes continues to be minimal or non-existent, as teachers have little or no preparation to teach linguistically diverse students" (As cited by Dwomoh et al., 2023, p. 37). With the complexity teachers currently face in the classroom, TPPs must prepare candidates to have confidence in their ability to teach EBs successfully. Teacher efficacy plays a vital role, especially during their pre-service experience.

TPPs designing and expanding coursework should focus on second language acquisition and align with field-based experience. They must also evaluate the current educational courses and systematically develop a cohesive and effective educational program that future teacher candidates need. One of the study participants shared her experience with an alternative certification program. The only instruction she received for EB students was a module of academic vocabulary that the participant could not remember. The participant could not identify specific strategies within the module for use in the classroom to support her students.

TPP fieldwork should develop pre-service teachers to engage in service learning within the surrounding community. Adding this critical component to the fieldwork enhances future teachers' opportunities to engage in meaningful experiences outside the classroom. Some examples could include:

- providing after-school tutoring for EBs;
- reading partners for EBs within the K-12 classroom setting;
- on-campus support for EB students currently attending university;

TPP can provide new teachers with the opportunity to develop a more robust understanding of cultural and language awareness.

Accordingly, Grant et al. (2021) stated, "For decades, scholars have recognized that the preparation of most classroom teachers does not adequately prepare them to support students who are learning English as a Second Language" (p. 63). The

passing of Every Student Succeeds Act (ESSA, 2015) provides success for all students and schools under the federal commitment to equal opportunity and equity.

TPPs need a more intentional program to increase the competency of future teachers connecting theory to practice and cohesively aligning content courses through teachers' educational journey. Future teachers successfully prepared by TPP to experience their first-year teaching with a diverse collection of instructional strategies supporting EB students.

School District Professional Development

School districts impact the ability of teachers struggling to meet the needs of EB in their classrooms. Batt (2010) stated that school districts must acknowledge pre-service education and current teacher gaps currently in the classrooms. School districts must provide continuing education in order to help train mainstream teachers to be effective in the classroom supporting their EB students. School districts must undertake providing effective PD with urgency, providing opportunities to equip teachers with the necessary language and cultural capabilities to ensure EB students' success in the learning environment.

Accordingly, ESSA (n.d.) requires no additional preparation for general education teachers to meet the academic standards, linguistics, and cultural needs of EB students in the classroom. Educational equality for EB students is a priority, and teachers' self-efficacy impacts their motivation for professional development.

Professional growth is valuable to teachers. As educational professionals, school districts must support their teachers' individualized growth. School districts need to evaluate the current demographics in their classrooms and support the teachers with valuable PD to enhance their learning and ensures EB students learn effectively.

School districts should provide:

effective PD aligned with teachers' needs

ensuring the goals are met and providing content that supports teachers' abilities to address EB students' content

language development

academic achievement

Self-directed learning, collaboration, embeddedness, and rigor should impact teachers' professional growth. Job-embedded PD, which reflects the school district's student body, needs to be strategically planned and impactful for teachers' capacity to succeed in the classroom environment.

With the implementation of the SIOP model, school districts ensure they are committed to the instructional focus, providing all administrators, teachers, and support staff with effective and supportive training for the EB population continuously. The SIOP model is imperative for school districts to implement with fidelity. According to Echevarría et al. (2017), "SIOP is known as a comprehensive framework for PD that is widely used with K-12 teachers" (as cited by Piazza et al., 2020, p. 385). The SIOP model is a lesson delivery framework that supports cultural and language instruction. The protocol rubric includes eight components to make content and language more meaningful for EB students: (1) lesson preparation, (2) building background, (3) comprehensible input, (4) strategies, (5) interactions, (6) practice, (7) lesson delivery, and (8) review. The eight components build upon each other to create a lesson that meets the needs of the EB students. School districts that provide the SIOP model as the instructional focus maintain a cohesive alignment throughout the district for all teachers within the schools and provide a valuable collaboration community.

School Professional Development

In-service PD needs to be strategic, with effective PD designed to support teachers with their current population on the campus. From He and Bagwell (2021) stated, "Professional development is a general term that typically refers to any formalized learning or training opportunities in-service teachers have to enhance their professional knowledge and skills" (p. 2). Teachers' knowledge of EBs must be developed with pedagogical expertise integrating content and language instruction; collaborating with other teachers provides the opportunity for teachers to engage in meaningful professional development in the school. With the implementation of the school district's instructional focus, the SIOP model supports teachers' professional growth and directly creates a school culture of learning. Instruction improves, the school climate improves, and the staff meets the needs of diverse students. Feinman-Nemser (2018) stated,

In the case of preparing teachers to teach ELLs, the notion of a professional learning continuum is the objective. Thus, helping mainstream teachers embrace their professional responsibility to ELLs and gain the requisite knowledge and skills to teach in linguistically diverse classrooms must become a shared responsibility at every career stage (p. 229).

Effective Professional Learning Communities (PLCs) must focus on teacher collaboration and modeling, as well as developing high-functioning collective goals with a focused outcome for student learning. According to Carter Andrews and Richmond (2019, "The most effective PLCs are those in which the work is responsive to and incorporates elements of content and the identity of the practitioner participants" (p. 409). PLCs provide a collaborative space for the SIOP model, with teachers receiving adequate coaching from knowledgeable instructional specialists trained in the SIOP model. The

collaborative structure promotes ongoing professional development for teachers' professional growth.

Schools that implement PLCs into the master schedule ensure the building of teachers' best practices, readily providing growth for EB students. The effectiveness of PLCs depends not ~~only~~ on the schools alone but also on the educators and how well they participate in the experience.

Recommendations for Future Research

The study yielded insight into the lived experiences of high school teachers currently in the classroom. The researcher replicating this study addressing the lived experiences of middle school teachers implementing, and perceptions of strategies to support their EB students in the classroom. The middle school study would align both studies to look for gaps in teachers' learning in the classrooms. The study would contribute to the SIOP middle school studies over 10 years old. Valuable insight into the learning experiences of high school teachers and middle school teachers would enable additional analysis to develop further contributions supporting the Sheltered Instruction Observation Protocol (SIOP).

Another recommendation is to expand the research to include EBs lived experience of high school with teacher implementation of strategies supporting EB students in the classroom. The participants identified for the study would have graduated within the last five years, gaining insight into supporting the current study. EB high school graduates' perceptions of teachers' effective strategies supporting them in the classroom would provide beneficial awareness of the current classroom experience for EB students.

The final recommendation would be to explore the lived experiences of high school teachers in a school district that implements the SIOP model with fidelity and a

second school district that does not have an identified instructional focus with high school teachers' lived experiences comparing the shared experiences impacting EB students in the classroom environment. The study would provide constructive awareness of the difficulties high school teachers are experiencing with no identifiable instructional model. The study could validate the SIOP model's importance in addressing the relationship between high school teachers and an effective model-building scaffolding supporting Emergent Bilingual students' academic success.

Conclusion

High school teachers are frustrated and consistently struggle to support their EB students in the classroom. The high school teacher's self-efficacy was evident in their passion for EB students. They are motivated but exasperated and conveyed that they want to be better prepared to support their EB students in the classroom learning environment. This study identified high school teachers feeling unprepared to support their EB students effectively in the classroom learning environment. Using the analytical data from the semi-structured interviews, a plethora of knowledge arose and provided valuable insight into the classrooms of schools and districts. Teachers require an effective structure to build upon and create effective lessons to support and scaffold their EB students. The SIOP model is the foundation teachers can use in the classroom with fidelity and scaffolding within the lesson plan. The SIOP model provides opportunities to advance the content knowledge and academic language of the EB students if implemented with fidelity.

Incorporating the SIOP model in the school district's PD should be professionally supported with effective implementation by certified SIOP trainers. School districts must continue their support involving trainers and instructional coaches to ensure the model is implemented with fidelity. Ensuring school administrators collaborate in PLCs with the

SIOP model and have the opportunity to continue building the PD during the school year will establish a continuous learning environment that enables the teachers to be effective in the classroom. The high school teachers in the study are passionate about teaching. Their love for learning is evident in their responses. They want a structure to build upon PD that is impactful, knowledgeable, and pedagogical and will impact their EB students' academic success.

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APPENDIX A:

INFORMED CONSENT FORM

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Please read the consent form carefully before taking part in this study. Please ask questions about anything you don't understand before deciding whether or not to participate.

Title: A Phenomenology Study of High School Teachers Lived Experience of Effective Strategies in the Classroom setting for Emergent Bilingual Students.

Student Investigator: Sheena Blain
Faculty Sponsor: Michelle Peters Ed.D.

PURPOSE OF THE STUDY

The purpose of this study is to examine the lived experiences of high school teachers with effective strategies in the classroom setting for Emergent Bilingual students.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project. Participants will remain anonymous.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will assist the researcher whether or not effective strategies in the high school classroom support Emergent Bilingual students learning.

CONFIDENTIALITY OF RECORDS

The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the student researcher for a minimum of five years after completion of the study. After that time, the participants documentation may be destroyed.

INVESTIGATORS RIGHT TO WITHDRAW PARTICIPANT

The researcher has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

If you have any additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Sheena Blain, at phone number (409-673-6244) or by email at Blains4056@uhcl.edu. The Faculty Sponsor Michelle Peters Ed. D. may be contacted by email at PetersM@uhcl.edu.

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

<p>The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.</p>	
Subject's printed name:	_____
Signature of Subject:	_____
Date:	_____
<p>Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.</p>	
Printed name and title:	_____
Signature of Person Obtaining Consent:	_____
Date:	_____

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS HAS REVIEWD AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA000040.

APPENDIX B:

INTERVIEW QUESTIONS

1. How do you develop and implement strategies for your Emergent Bilingual students in the classroom?
2. Can you describe strategies you have implemented into the learning environment that were not as successful as you had envisioned in the planning stage?
3. Please describe a time during your classroom experience where Emergent Bilingual students struggled with the strategies created?
4. Describe one of your most defining experiences as a teacher of Emergent Bilingual students?
5. Can you share one of the most difficult times you had working with Emergent Bilingual students?
6. Can you tell me about your professional development experience which impacted your capacity to implement effective strategies for supporting language and content knowledge for Emergent Bilingual students?
7. What motivates you as a teacher to provide a learning environment which is valuable for your Emergent Bilingual students?
8. How confident do you feel in supporting your Emergent Bilingual students?
9. Is there anything else that you would like to share that I may not have asked?