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**TEACHERS' BELIEFS ABOUT THE FACTORS THAT SUPPORT SUCCESSFUL
SECOND LANGUAGE ACQUISITION OF ELEMENTARY SCHOOL STUDENTS**

by

Joann M. McDonald

A Dissertation Submitted to the Faculty of
San Diego State University and the University of San Diego
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Dissertation Committee:

Diane Lapp, Ed.D., San Diego State University
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May 2008

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Joann M. McDonald

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DEDICATION

This is dedicated to all teachers and their students.

The role of the teacher remains the highest calling of a free people. To the teacher, America entrusts her most precious resource, her children; and asks that they be prepared. . .to face the rigors of individual participation in a democratic society.

--Shirley Mount Hufstedler

ABSTRACT OF THE DISSERTATION

Teachers' Beliefs about the Factors that Support Successful
Second Language Acquisition of Elementary School Students

by

Joann M. McDonald

Doctor of Education

San Diego State University and the University of San Diego, 2008

Second language acquisition has increased in importance in elementary schools throughout the United States due, in part, to the growing numbers of English Language Learners (ELLs) as well as an economic and social demand for native English speakers to learn world languages. The purpose of this study was to investigate elementary teachers' beliefs regarding the factors that contribute to successfully learning a second language, whether students are ELLs learning English as a new language or English speakers learning a new language. More specifically, this study compared the opinions of elementary teachers of successful ELLs with teachers of English speakers successfully learning a new language.

This study employed a mixed methods approach to identify and elucidate the factors teachers of second language learners believe influence successful second language acquisition. Data collection included two web-based surveys; one for teachers of English Language Learners and one for teachers of English speakers learning a second language. The web-based surveys included questions about teachers' demographics, Likert Scale items, and open-ended items. Descriptive statistics and analysis of variance were used to analyze and report the results of the survey items. To further clarify and substantiate the survey findings, personal interviews were conducted. Qualitative methods were used to analyze this data. The findings from each group of teachers were compared for similarities and differences.

The results of the Likert Scale items showed more consistencies than differences among the beliefs of teachers of both ELLs and English speakers learning a second language. Mean responses for both groups of teachers indicated that teachers of both groups believed factors such as parent encouragement, second language instruction at school, attendance, student interest in many topics, students' desire to be bilingual, and students' pride in their native culture influenced the success of their second language learning. Significant differences in teacher beliefs regarding factors that support successful language acquisition were shown in four areas: socio economic status of successful second language learners, practice in the second language, aptitude for second language learning, and first language proficiency. The results of the open-ended survey items indicated that teachers of both groups believed that second language learners' home and family life and intrinsic motivation were factors that supported successful second language learning. Teachers who participated in the personal interviews stressed the role of the teacher in supporting successful second language learners, the students' intrinsic motivation, and parents' values regarding second language learning.

These findings suggested that teachers of ELLs and teachers of English speakers learning a second language had very similar beliefs regarding the factors that supported

successful second language learning, whether students were ELLs learning English as a new language or English speakers learning a new language.

TABLE OF CONTENTS

	PAGE
ABSTRACT	vi
LIST OF TABLES	xiii
ACKNOWLEDGEMENTS.....	xvi
CHAPTER	
1 INTRODUCTION.....	1
Background	1
The Significance of the Teacher.....	5
Problem Statement.....	6
Purpose of the Study	6
Research Questions.....	6
Explanation of Terms.....	6
2 LITERATURE REVIEW	8
Assessing Second Language Proficiency.....	8
Assessing Proficiency for ELLs	8
Assessing Proficiency for English Speakers Learning a Second Language	11
Common Proficiency Measurements for ELLs and English Speakers Learning a Second Language.....	13
Characteristics of Successful Second Language Learners.....	13
Characteristics of Successful ELLs.....	14
Successful ELLs and SES.....	14
Successful English Language Learners--Attitudes and Motivation.....	17
Successful ELLs and Social/Academic Engagement.....	19
Successful ELLs and Cultural Identity/Proficiency in First Language.....	23
Characteristics of English Speakers Successful Learning a Second Language	24
English Speakers Successfully Learning a Second Language/SES.....	25

English Speakers Successfully Learning a Second Language/Attitudes and Motivation.....	26
English Speakers Successfully Learning a Second Language/Social and Academic Engagement	27
English Speakers Successfully Learning a Second Language/Cultural Identity and First Language Proficiency.....	28
English Speakers Successfully Learning a Second Language/Time.....	29
Common Characteristics of Successful ELLs and English Speakers Successfully Learning a Second Language	29
Teacher Beliefs	30
Beliefs of Teachers Who Teach ELLs	30
Beliefs of Teachers Who Teach English Speakers Learning a Second Language	32
Chapter Summary	35
3 METHODOLOGY.....	41
Statement of Purpose	41
Study Design	42
Description of the Sample	42
Data Collection	43
Data Analysis.....	44
4 FINDINGS OF THE STUDY	45
Demographics.....	46
Elementary Teachers' Beliefs about the Factors that Support Successful Second Language Acquisition.....	49
Teachers' Beliefs about Successful Second Language Learners and SES.....	50
Item #10.....	51
Item #11	51
Item #12.....	53
Item #13	54
Item #14.....	56
Response Summary for Teachers of ELLs for Item #14.....	56
Response Summary for Teachers of English Speakers Learning a Second Language for Item #14.....	59

Teachers' Beliefs about Successful Second Language Learners and Attitudes and Motivation.....	60
Item #15.....	60
Item #16.....	61
Item #17.....	62
Item #18.....	63
Item #19.....	65
Response Summary for Teachers ELLs for Item #19	65
Response Summary for Teachers of English Speakers Learning a Second Language for Item #19	67
Teachers' Beliefs about Successful Second Language Learners and Social and Academic Engagement.....	68
Item #20.....	69
Item #21	70
Item #22.....	71
Item #23	72
Teachers of ELLs/Item #23	72
Parent Involvement and Support.....	74
Teachers of English Speakers Learning a Second Language/Item #23.....	76
Teachers' Beliefs about Successful Second Language Learners Cultural and First Language Factors.....	77
Item #24.....	77
Item #25.....	79
Item #26.....	79
Item #27	80
Teachers of ELLs/Item #27	81
Teachers of English Speakers Learning a Second Language/Item #27.....	83
Survey Summary	84
Likert Scale Summary.....	85
Items Concerning Socioeconomic Factors	85
Items Concerning Students' Attitudes and Motivation	87
Items Concerning Students' Social and Academic Engagement.....	87

Items Concerning Cultural and First Language Factors.....	87
Summary for Open-Ended Items	88
Personal Interviews.....	88
Intrinsic Motivation.....	89
Taking Risks	90
Participation.....	90
Positive Attitudes and Motivation	90
Teachers' Responsibilities.....	91
Classroom Environment.....	91
Struggling Students.....	92
Cooperative Learning.....	92
Oral Language.....	92
Vocabulary.....	93
Written Work.....	93
Parent Values.....	94
Parents' Influence on Second Language Learners.....	94
Summary	94
5 DISCUSSION OF FINDINGS.....	97
Summary of Findings.....	97
Likert Scale Items	98
Open-Ended Items.....	100
Personal Interviews.....	100
Discussion	101
Likert Scale Items	101
Socio-Economic Status (SES).....	101
Attitudes and Motivation.....	101
Social and Academic Engagement.....	103
Cultural and First Language Factors	103
Open-Ended Items and Personal Interviews.....	104
Home and Family Life.....	104
Intrinsic Motivation.....	105
The Teacher	105

Limitations	106
Implications	107
Recommendations for Further Research.....	109
Conclusion.....	109
REFERENCES	111
APPENDIX	
A REQUEST TO TEACHERS TO PARTICIPATE IN THE STUDY.....	116
B SURVEY FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS.....	118
C SURVEY FOR TEACHERS OF ENGLISH SPEAKERS LEARNING A SECOND LANGUAGE	124
D REQUEST FOR TEACHERS TO PILOT THE STUDY	130
E REQUEST FOR APPROVAL AND APPROVAL TO CONDUCT RESEARCH IN MULTIPLE SCHOOLS IN SAN DIEGO UNIFIED SCHOOL DISTRICT	132
F INFORMED CONSENT FORM FOR PERSONAL INTERVIEW.....	135
G OPEN-ENDED QUESTIONS FOR PERSONAL INTERVIEWS.....	138

LIST OF TABLES

	PAGE
Table 1. Percentage of Students Identified as ELLs on the NAEP.....	2
Table 2. 2005 NAEP Test Results for Non-ELLs and ELLs in English Language Arts	3
Table 3. California Standards Test Results for Non-ELLs and ELLs.....	3
Table 4. Proficiency Measurements Used in California for ELLs and English Speakers Learning a Second Language	13
Table 5. Comparison of Characteristics of Successful Second Language Learners.....	31
Table 6. Research Related to ELLs.....	37
Table 7. Research Related to English Speakers Learning a Second Language.....	39
Table 8. Likert Scale Items.....	46
Table 9. Gender.....	47
Table 10. Grades Taught by Teachers of ELLs and Teachers of English Speakers Learning a Second Language	47
Table 11. Average Years of Teaching Experience for Teachers of ELLs and Teachers of English Speakers Learning a Second Language	48
Table 12. Average Number of Students per Classroom for Teachers of ELLs and Teachers of English Speakers Learning a Second Language	48
Table 13. Average Number and Percent of Second Language Learners per Classroom; Average Number and Percent of Successful Second Language Learners per Classroom.....	49
Table 14. Languages Reported by Teachers of ELLs and Teachers of English Speakers Learning a Second Language	49
Table 15. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners--Item #10.....	51
Table 16. Summary for Analysis of Variance for Item #10	52
Table 17. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners--Item #11	52
Table 18. Summary for Analysis of Variance for Item #11	53
Table 19. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners--Item #12.....	54
Table 20. Summary for Analysis of Variance for Item #12	54

Table 21. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners	55
Table 22. Summary for Analysis of Variance for Item #13	55
Table 23. Response Summary for Open-Ended Item #14.....	56
Table 24. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations--Item #15	61
Table 25. Summary for Analysis of Variance for Item #15	61
Table 26. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations--Item #16	62
Table 27. Summary for Analysis of Variance for Item #16	63
Table 28. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations--Item #17	63
Table 29. Summary for Analysis of Variance for Item #17	64
Table 30. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations.....	64
Table 31. Summary for Analysis of Variance for Item #18	65
Table 32. Response Summary for Item #19	65
Table 33. Elementary Teachers' Beliefs about Successful Second Language Learners' Social and Academic Engagement--Item #20.....	69
Table 34. Summary for Analysis of Variance for Item #20	70
Table 35. Elementary Teachers' Beliefs about Successful Second Language Learners' Social and Academic Engagement--Item #21	70
Table 36. Summary for Analysis of Variance for Item #21	71
Table 37. Elementary Teachers' Beliefs about Successful Second Language Learners' Social and Academic Engagement--Item #22.....	72
Table 38. Summary for Analysis of Variance for Item #22	72
Table 39. Response Summary for Open-Ended Item #23.....	73
Table 40. Elementary Teachers' Beliefs about Cultural and First Language Factors Related to Successful Second Language Learners--Item #24.....	78
Table 41. Summary for Analysis of Variance for Item #24	78
Table 42. Elementary Teachers' Beliefs about Cultural and First Language Factors Related to Successful Second Language Learners--Item #25.....	79
Table 43. Summary for Analysis of Variance for Item #25	80
Table 44. Elementary Teachers' Beliefs about Cultural and First Language Factors Related to Successful Second Language Learners--Item #26.....	80

Table 45. Summary for Analysis of Variance for Item #26 81

Table 46. Response Summary for Item #27 81

Table 47. Mean Responses for Likert Scale Items..... 86

Table 48. Combined Themes for Home and Family..... 88

Table 49. Ranked Responses for Teachers of ELLs..... 89

Table 50. Ranked Responses for Teachers of English Speakers Learning a Second
Language..... 89

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CHAPTER 1

INTRODUCTION

Public education in the United States continues to be faced with the daunting challenge of helping an ever-increasing number of English Language Learners (ELLs) acquire language proficiency as they strive to achieve academic success. In addition, many educators and government officials have recognized the importance of native English speakers learning a second language for both economic and social reasons (California Department of Education [CDE], 2003; U.S. Department of Education [DOE], 2006). In short, second language acquisition continues to be an important aspect of public education in the United States, requiring instructional practices that will promote student success.

BACKGROUND

According to the online handbook published by the U.S. Department of Education (2005b) the definition for ELL was synonymous with Limited English Proficient and was stated as follows:

Students who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (para. 9)

In 1979, 3.8 million children between the ages of five and 17 spoke a language other than English at home. By 2003 the number of children who spoke a language other than English at home had risen to 9.9 million. This was an increase of 19% over a period of 26 years, and these numbers have continued to climb as more immigrants have entered the United States (Federal Interagency Forum on Child and Family Statistics [FORUM], 2005).

Additionally, the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, reported that the percentage of fourth graders identified as ELLs

has risen from 6% in 1998 to 10% in 2005. The percentages of eighth grade ELLs increased from 3% in 1998 to 6% in 2005 (DOE, 2005d). The criteria for inclusion in their data were as follows:

The student had received reading or mathematics instruction primarily in English for less than three school years including the current year, and the student could not demonstrate his or her knowledge of the subject in English even with an accommodation permitted by NAEP. (DOE, 2005c, para. 11)

Table 1 shows the steady increase of ELLs in America's public schools according to the U.S. Department of Education (2005d).

Table 1. Percentage of Students Identified as ELLs on the NAEP

Students	Fourth graders identified as ELL		Eighth graders identified as ELL	
	1998	2005	1998	2005
Year of test				
Percentage of students identified as ELL	6%	10%	3%	6%

The challenge for educators, however, has not simply been the increased numbers of ELLs in public schools. Rather, it has been how to address the poor performance of ELLs on standardized tests. According to the 2005 NAEP results in English Language Arts, ELLs scored significantly lower than non-ELLs as shown in Table 2. The results showed that 73% of fourth grade ELLs nationwide scored below or far below basic compared to 33% of non-ELLs who scored below or far below basic. The scores for eighth grade ELLs were equally dismal, with 71% scoring below or far below basic compared to 25% of the nation's eighth grade non-ELLs. The national achievement gap between ELLs and non-ELLs was significant because 40% more non-ELL fourth graders scored at or above basic than did ELL fourth graders. Additionally, 46% more non-ELL eighth graders scored at or above basic than did ELL eighth graders (DOE, 2005a). While this is certainly understandable since these students are being assessed in a language that is not native to them, there still exists an urgency among school citizenry to develop instruction that quickly moves ELLs to proficiency in English.

In California, where 40% of K-12 students speak a language other than English at home (Gandara, Maxwell-Jolly, & Driscoll, 2005), standardized test results were bleak (CDE, 2005a). The criteria for inclusion in California's Standardized Test, though, were somewhat different from NAEP inclusion policies. NAEP gave the schools that were chosen

Table 2. 2005 NAEP Test Results for Non-ELLs and ELLs in English Language Arts

	Fourth Grade Non-ELL	Fourth Grade ELL	Eighth Grade Non-ELL	Eighth Grade ELL
% At or Above Basic	67%	27%	75%	29%
% Below or Far Below Basic	33%	73%	25%	71%

for testing the responsibility of determining ELL status. ELLs with less than three years English instruction could be exempt from NAEP if the school staff felt that ELLs were not capable of taking the test (DOE, 2005c). In California, all ELLs were required to take the California Standards Test unless they had been in the United States for less than one year. In those cases, a student could be exempt for his/her first year in the country for the English Language Arts section of the test (CDE, 2005a). Further, the state of California defined ELLs as follows:

English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (CDE, 2005b, para. 33)

The achievement gap between non-ELLs and ELLs was considerable on the California Standards Test in 4th grade, and continued to increase throughout the grades in English Language Arts as shown in Table 3. By 11th grade, only 24% of ELLs scored at or above basic, while 68% of non-ELLs scored at or above basic. In short, 44% more non-ELLs scored at or above basic than ELLs in 11th grade in English Language Arts.

Table 3. California Standards Test Results for Non-ELLs and ELLs

California Standards Test 2005		4th Grade Non- ELL	4th Grade ELL	8th Grade Non- ELL	8th Grade ELL	11th Grade Non- ELL	11th Grade ELL
English Language Arts	% At or Above Basic	83%	59%	78%	37%	68%	24%
	% Below or Far Below Basic	16%	41%	22%	63%	33%	76%
Social Science Grade 8 Cumulative	% At or Above Basic			67%	27%		
	% Below or Far Below Basic			32%	73%		
U.S. History	% At or Above Basic					65%	28%
	% Below or Far Below Basic					34%	71%

Note. Percentages may not add up to 100 due to rounding.

Additionally, it appeared that ELLs scored much lower on the California Standards Test than non-ELLs in content area subjects, such as Social Science and U.S. History (also shown in Table 3). For example, only 27% of ELL 6th graders scored at or above basic in Social Science while 67% of 6th grade non-ELLs scored at or above basic. The huge gap in performance was also seen in U.S. History scores for California's 11th graders where 71% of 11th grade ELLs scored below or far below basic as compared to 34% of non-ELLs who scored below or far below basic (CDE, 2005a).

Despite the differences in inclusion policies for ELLs for NAEP and the California Standards Test, the results of both standardized tests showed a significant gap in achievement between ELLs and non-ELLs. One consequence for many ELLs has been the failure to complete high school with its resulting effects on future wage trajectories. Statistics were not available specifically for ELLs on educational attainment, but they were available by ethnicity (M. Glander, personal communication, March 20, 2006; U.S. Census Bureau, 2004a). Of the 400 languages spoken by ELLs, over 80% of students spoke Spanish (U.S. Government Accountability Office [GAO], 2006). The U.S. Census Bureau reported that 37.6% of Spanish speakers who were over 25 years of age and in the labor force had less than a high school education while only 11% of the total population over 25 years of age and in the labor force had less than a high school education. According to Child Trends Data Bank (2004), 40% of all high school dropouts in 2004 were Hispanic. In 2004, the median household income for those over 25 with less than a high school education was \$18,144. For adults over 25 with a high school diploma or equivalency, the median income was \$25,360, which was still below the national median of \$31,132 (U.S. Census Bureau, 2004b). Historically, educational attainment has been a huge factor in determining future wage earnings, which has further exacerbated the problem for many ELLs.

Given that ELLs have scored poorly on standardized achievement tests and have often dropped out of high school, typically leading to diminished earning status, researchers have attempted to address these problems. Thomas and Collier (as cited in Viadero, 2001) blamed poor test scores on inadequate instruction for ELLs. They argued that content-area instruction should be delivered in students' native language or in bilingual classrooms rather than in immersion programs where all instruction is in English. The debate between bilingual programs and immersion programs has yet to be resolved, especially in states such as

California and Arizona, where public laws were passed requiring that all students receive instruction only in English (Stritikus & Garcia, 2005).

Other researchers have questioned the validity and reliability of standardized achievement tests, claiming that the tests were normed for non-ELLs, resulting in an assessment of English language proficiency rather than content knowledge (Abedi, 2002; Butler & Stevens, 2001). For example, Abedi examined issues of reliability and validity of standardized tests for ELLs from four large areas of the United States and found that language factors had a greater impact on standardized test scores than did family income level or parent education. Koyama (2004) contended that achievement tests have historically been culturally biased, favoring English speaking students, and that schooling in general for ELLs has been unfair.

Despite the large numbers of students who have not reached proficiency in English, many students have attained proficiency in English and in other second languages. For example, 27% of ELLs in fourth grade scored at or above basic in English Language Arts on the 2005 NAEP, and 29% of eighth grade ELLs scored at or above basic (DOE, 2005a). While limited data existed regarding the success or failure of elementary school English speakers learning a second language (Lambert, personal communication, March 27, 2006), many English speakers learning a second language have successfully acquired a second language (Cazabon, Nicoladis, & Lambert, 1998; Christian, Howard, & Loeb, 2000). In short, many students have attained proficiency in a second language.

THE SIGNIFICANCE OF THE TEACHER

When considering the factors that have led to success for some in learning a second language, the teacher emerges as a variable of significant importance since one element all students have in common is their teacher. Some studies have surveyed teachers' opinions regarding the best instructional strategies for ELLs (Facella, Rampino, & Shea, 2005; Mantero, 2005), while others have examined parental perspectives (Stritikus & Garcia, 2005) and the socio-cultural positions of ELLs (Koyama, 2004). However, few studies have specifically examined teachers' opinions on why students successfully learn a second language. Because it is the teacher who has implemented the instruction and has assessed student progress, knowing what teachers believe have been the reasons for success or failure

in second language acquisition will provide valuable information about the best ways to support both ELLs and English speakers learning a second language as they acquire second language proficiency.

PROBLEM STATEMENT

Many ELLs have scored below or far below basic on standardized achievement tests while others have scored at proficient and advanced. Despite the fact that the classroom teacher has been the one element all second language learners have in common, teachers' beliefs regarding the successful acquisition of a second language has not been studied. Therefore, there exists a need to identify the factors teachers believe have contributed to successful second language acquisition of elementary school students.

PURPOSE OF THE STUDY

This study will investigate elementary teachers' beliefs regarding the factors that contribute to the success of English Language Learners and of English speakers learning a second language. Further, this study will compare the opinions of teachers of successful ELLs with teachers of English speakers successfully learning a second language.

RESEARCH QUESTIONS

1. What are the beliefs of elementary teachers regarding the factors that influence successful ELLs?
2. What are the beliefs of elementary teachers regarding the factors that influence English speakers who are successfully learning a second language?
3. How are the beliefs of elementary teachers who are teaching ELLs and the beliefs of elementary teachers who are teaching English speakers learning a second language the same or different?

EXPLANATION OF TERMS

The following terms will be used throughout this study as defined below:

Bilingual Education--There are two types of bilingual programs. Instruction that is devoted to the structures and meaning of a second language, as in American high school world language classes is one type. The other type of bilingual education is immersion programs where content area instruction and language instruction takes place in the target language (Genesee, 2004).

English Language Learner (ELL)--A student whose primary language is not English and who lack clearly defined language skills in English (CDE, 2005b).

English speaker learning a second language--A student whose primary language is English and who is learning a world language.

Immersion Programs--Either one-way immersion programs or two-way immersion programs

One-way Immersion Programs--Programs where all content instruction is provided in a world language, such as French, to only English speakers starting in Kindergarten or 1st grade (Met, 1991).

Two-Way Immersion Programs--Programs where there is a mix of language majority children, such as students whose first language is English and language minority children, such as children whose first language is Spanish. Content area instruction and language instruction are provided in two languages (Christian et al., 2000).

Socioeconomic Status--Refers to students' family income, parental education level, parental occupation, and community social status (North Central Regional Educational Laboratory [NCREL], 2004). Students' socioeconomic status is usually determined by their eligibility for free or reduced lunch in U.S. public schools (DOE, 2005a) and/or eligibility for Aid to Families with Dependent Children (Krashen & Brown, 2005).

Target Language--The language a student is attempting to learn.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature describing the characteristics of successful second language learners and then discusses the importance of elementary teachers' beliefs regarding successful second language acquisition. Topics addressed within this review include (a) a description of the various assessments used to determine proficiency for both ELLs and English speakers learning a second language, (b) the characteristics of both successful ELLs and English speakers learning a second language and an analysis of the common characteristics of both groups of learners, (c) the importance of elementary teachers' beliefs regarding successful second language learners, and (d) a summary and justification for future needed research.

ASSESSING SECOND LANGUAGE PROFICIENCY

Throughout the literature, proficiency or success in second language acquisition has been determined by several types of measurements. While there was some consistency in the types of assessment used for both ELLs and English speakers learning a second language, there were also many differences. Therefore, it is important to examine federal and state guidelines along with research studies in the field of second language acquisition to determine common assessments for both types of learners.

Assessing Proficiency for ELLs

The term fluent English proficient has often been used to identify ELLs who have successfully learned English. According to the California Department of Education (2005b), fluent English proficient has been described as students

whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP [fluent English proficient] on initial identification and students redesignated from limited-English-proficient (LEP) or English learner (EL) to FEP. (para. 38)

Additionally, the state of California has set a standard for fluent English proficient in its reclassification guidelines (moving students out of the ELL category to the fluent English proficient category) for ELLs (CDE, 2006). Students may be reclassified as fluent English proficient “when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes” (p. IV-1). There are four steps to reclassification as proficient:

- A score of basic or above on the California Standards Test in English/Language Arts
- An overall score of Advanced or Early Advanced on the California English Development Test (CELDT) in speaking, listening, reading, and writing
- The classroom teacher’s evaluation of the students’ academic performance
- The opinions of the students’ parents regarding English proficiency (CDE, 2006)

The California Department of Education (1999) has also established criteria for English language proficiency through the development of academic standards. These standards, which are a result of California Assembly Bill 748, define specific criteria for students to meet in order to reach the same level of proficiency as native English speakers for each domain of English Language Development; speaking, listening, reading, and writing. Additionally, the standards address the English language development of students at each grade level, K-12, and for each of the five levels of development; beginning, early intermediate, intermediate, early advanced, and advanced. “English learners at the advanced level of the ELD [English Language Development] standards are to demonstrate proficiency in all standards detailed in this document and all language arts standards for the grades in which they are enrolled” (CDE, 1999, p. 15). Moreover, ELLs must learn to read in English while simultaneously developing the other language domains of speaking, listening, and writing. “*All* English learners, regardless of grade level or primary-language literacy level, must receive reading instruction in English” (CDE, 1999, p. 1).

Many research studies have identified criteria for successful ELLs. For example, Sharkey and Layzer (2000) defined “academic success as the achievement of or progress toward the students’ desired career goals” (p. 354). They examined the classroom context of ELLs at a high school in the eastern part of the United States and found that teachers consistently did not set high standards for ELLs. While the teachers were well-meaning, the results of their low expectations seemed to decrease the students’ opportunities for “academic success.” In arriving at these conclusions, Sharkey and Layzer’s (2000) standard for

successful second language acquisition was that of students moving toward their career goals. In an effort to understand successful and unsuccessful university Chinese students learning English as a foreign language, Gan, Humphreys, and Hamp-Lyons (2004) established the following measures as evidence of successful English acquisition:

- A score above 90% on a 100% scale on the College English Test, which was administered by the National College English Testing committee on behalf of the Chinese Ministry of Education
- A teacher recommendation which placed the student in the top 5% of the English class

The authors explained that they used both criteria to demonstrate “success” because they wanted to rule out students who were either “good test takers” or who were not good test takers.

Mantero (2005) conducted a qualitative study of “mainstream teacher beliefs regarding the academic preparation of ELLs, as well as their interaction with the students’ families and the institution’s ELL teacher” (p. 1). He approached his study from a sociocultural perspective, theorizing that successful second language acquisition resulted in students interacting with and transforming communities. In short, this researcher contended that success in second language acquisition involved integration into the community. Mantero used standardized achievement test scores to assess the proficiency level of ELLs involved in his study, but he made it clear that test scores did not provide a complete picture of success. Success included language interactions with others.

Cummins (1981) described two kinds of language proficiencies ELLs need to succeed in school; basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). Basic interpersonal communication skills is the kind of language needed for everyday communication with others, while cognitive academic language proficiency is the language needed to perform academic tasks and learn in a second language. Dutro (2005) believed that many ELLs appear fluent in English because they have acquired basic interpersonal communication skills, but have not acquired enough cognitive academic language necessary to score well on academic tests.

Many English learners, particularly long term residents, come to school with substantial everyday English (BICS) [basic interpersonal communication skills] and students new to English acquire BICS fairly quickly in the context of daily life in and out of school. This learning is often accelerated through intentional instruction in beginning through intermediate level ELD [English Language

Development] classes. Yet even English learners with a great deal of fluency in everyday oral language may score low when taking academic tests. (Dutro, 2005, p. 47)

Dutro's assessment of common problems encountered by ELLs is another example of using more than one criterion to determine ELLs' level of proficiency.

Success criteria for ELLs as reported in research studies and government documents are summarized below:

- Achievement test scores at basic or above (CDE, 2006; Dutro, 2005; Gan et al., 2004; Mantero, 2005)
- Scores at Early Advanced or Advanced on the California English Development Test (CDE, 2006)
- Teacher assessment of academic performance (CDE, 2006; Gan et al., 2004) as compared to native English speakers (Sharkey & Layzer, 2000). Sharkey and Layzer found that teachers often had low expectations for ELLs, so when teachers are required to compare ELLs to native English speakers, they are more likely to assess ELLs' English proficiency more accurately.

Assessing Proficiency for English Speakers Learning a Second Language

Despite a new initiative by President Bush for American students to master foreign language skills (DOE, 2006), a "linguistic double standard" (Cummins & Swain, 1986, p. 46) seemed to exist regarding assessment of second language acquisition for English speakers. English speakers learning a second language have not been required to take achievement tests in the target language (CDE, 2003). In fact, NAEP only planned to test 12th graders who have studied Spanish as a foreign language, but that testing has been postponed (DOE, 2004).

The inaugural NAEP Foreign Language assessment is currently under development. The assessment is designed to assess twelfth-grade students, who have learned Spanish in a variety of ways and for different lengths of time, at the national level only. A pilot test was conducted in the fall of 2003. On March 6, 2004, the National Assessment Governing Board postponed the planned 2004 administration. (DOE, 2004, p. 1)

In an effort to compete in the global business market, set a standard of foreign language proficiency equal to that of other countries, develop cultural awareness, and improve linguistic understanding, California established foreign language standards for English speakers in grades K-12 (CDE, 2003). This framework established benchmarks for

what students should be able to do at each of five stages of language proficiency. For example, stage one students should be able to understand and produce language that is formulaic or memorized. After 4 years of study, students should have reached the fourth stage of language proficiency, which is “the ability to comprehend and produce extended language. Stage four language users deal with unfamiliar, abstract, practical, social and professional topics in most informal and formal settings and problem situations” (CDE, 2003, p. 8).

Even though there were no state mandated assessments for English speakers learning a second language in California, many schools have administered their own measurements of second language proficiency (Howard, Sugarman, & Christian, 2003). For example, two-way immersion schools in San Diego Unified School District administer an assessment known as the Student Oral Language Observation Matrix (M. Tavasci, personal communication, July 28, 2006).

Some research studies have identified measurements for success for English speakers learning a second language. For example, in their ethnographic study of two English-speaking boys learning German, Bongartz and Schneider (2003) defined successful second language acquisition in terms of both the social and linguistic domains. Both boys, ages seven and five, were immersed in the German language for one year in Augsburg, Germany. They

succeeded in learning German, as measured by both social and academic yardsticks; the ability to participate in everyday social interactions, develop and sustain friendships with peers that speak the target language, and in the case of the older boy, Martin, the ability to complete school-based tasks that increasingly required literate skills. (p. 13)

The purpose of the Bongartz study was to examine the interaction between the social and linguistic domains; however, the authors identified social interaction and completing school-based tasks as evidence of success in learning a second language.

Success then for English speakers learning a second language has been determined by measures such as:

- Performance on school-based measurements of proficiency in the second language, the Student Oral Language Observation Matrix
- Teacher assessment of academic performance in the second language classroom
- Social interactions in the second language

Common Proficiency Measurements for ELLs and English Speakers Learning a Second Language

Combining the success measurements for ELLs and English speakers learning a second language, Table 4 shows the ways language proficiency is being measured in California.

Table 4. Proficiency Measurements Used in California for ELLs and English Speakers Learning a Second Language

Proficiency Measurements	ELLs	English Speakers Learning a Second Language
Achievement test score at basic or above in English Language Arts	Yes	Yes
School-based standardized test	No	Yes
California English Development Test score at Early Advanced or Advanced	Yes	No
Academic performance in the classroom approximates a native speaker	Yes	Yes
Teacher assessment of social interactions	Yes	Yes
Parent interview	Yes	No

In conjunction with California state standards for fluency in a second language, research studies on second language acquisition, and the opinions of scholars in the field of second language acquisition, the following criteria are common measurements for second language proficiency:

- Performance on individual assessments:
 - California Standards Test in English Language Arts for ELLs
 - The Student Oral Language Observation Matrix for English speakers learning a second language
- Teacher evaluation of academic performance in the second language as compared to native speakers
- Teacher evaluation of social interactions as compared to native speakers

CHARACTERISTICS OF SUCCESSFUL SECOND LANGUAGE LEARNERS

Throughout the literature, scholars have spoken of “success” in learning, whether it is learning a second language or any endeavor. “The hallmark of successful individuals is that they love learning, they seek challenges, they value effort, and they persist in the face of obstacles” (Dweck, 2000, p. 1). While these characteristics certainly contribute to successful

second language acquisition, the research on student success identified several other contributing factors.

Characteristics of Successful ELLs

A review of the literature that investigated the characteristics of successful ELLs identified many characteristics of students who were considered fluent English proficient (Rumberger & Larson, 1998). Because over 80% of ELLs in California are Hispanic (Gandara et al., 2005), research dealing with Hispanics learning English had relevance to this study. Some studies targeted the characteristics of Asian students learning English as a second language, but characteristics of successful Asian students seemed to be aligned with those of successful Hispanic students. The following consistencies emerged from various studies on successful ELLs:

1. Socioeconomic status (SES)
2. Attitudes and motivation
3. Social and academic engagement
4. Cultural identity/proficiency in students' first language

SUCCESSFUL ELLS AND SES

Socioeconomic status, which includes family income, parental education level, parental occupation, and community social status (NCREL, 2004) has usually been based on students' eligibility for free or reduced lunch (DOE, 2005a) and/or eligibility for Aid to Families with Dependent Children (Krashen & Brown, 2005). Further SES has often been used as a factor to explain school achievement for all children, including ELLs. In the United States an achievement gap has existed on standardized tests between students of high and low SES, with low-SES students scoring lower than high-SES students. For example, 54% of the nation's fourth graders who were eligible for free or reduced lunch scored below basic on the NAEP in 2005 while only 27% of the nation's fourth graders not eligible for free or reduced lunch scored below basic (DOE, 2005a). This trend has also been true for low-SES ELLs, as these students have not performed as well as high-SES ELLs on high stakes achievement tests (Abedi & Lord, 2001; Brown, 2005; Cummins & Swain, 1986; Krashen & Brown, 2005). Moreover, Rumberger and Larson (1998) reported that "poverty rates were the highest among the LEP [limited English proficient] students" (p. 81).

Researchers and scholars have attributed this achievement gap between low-SES ELLs and high-SES ELLs to several factors. Rumberger and Larson (1998) contended that many poor immigrants have only partially assimilated into the American culture because of their tendency to settle in homogeneous neighborhoods where there have been few opportunities to learn English. “The result of this trend has been that their children have not become FEP [fluent English proficient], rather these children are often ‘limited bilinguals’” (p. 71). In contrast, professionals who have immigrated to the United States have settled in heterogeneous communities where English has been the dominant language, thus having provided their children with many opportunities to learn English as well as maintain their first language (Rumberger & Larson, 1998).

Diaz-Rico and Weed (1995) believed that many low-income immigrants have felt stigmatized because their native language has not been considered prestigious in the American culture. For example, they alleged that speaking French as a foreign language is valued by middle-class Americans, while speaking French as an immigrant from Haiti is not valued. Diaz-Rico and Weed (1995) have concluded that this devaluation of immigrant languages has impacted school achievement for many immigrant children.

Cummins and Swain (1986) concluded that there is a strong relationship between literacy activities in the home and SES. They believed that low-SES students do not have the background in literacy activities, such as listening to stories, to navigate the academic demands of school. Cummins and Swain did, however, point out that with proper instruction low-SES ELLs can achieve in school.

Additional studies demonstrated the effects of high-quality instruction for low-SES English-speaking students, ELL students, and low-SES ELL students. In a longitudinal study conducted by D’Angiulli, Siegel, and Maggi (2004), students’ performance on word-reading achievement tests was tracked from kindergarten through fifth grade in Vancouver, Canada. “All children participating in the study were exposed to a rich literacy environment as part of a districtwide school program” (p. 203). The authors found that by fifth grade “SES effects progressively disappeared” (p. 202) and that low-SES ELLs as well as high-SES ELLs improved to a greater degree than native English speakers. “The results suggest that the literacy-intensive program may have reduced the negative influences of SES on word-reading development” (p. 202).

Dorsey-Gaines (1988) as well as Cline and Necochea (2003) had a somewhat different view of literacy and low SES. Dorsey-Gaines concluded from her ethnographic study of African American inner city families that schools have not tapped the literacy skills of low-SES children, and, moreover, many low-SES students have been successful in school. She found that the lives of low-SES children were actually rich with literacy, including storytelling and print-rich environments. Cline and Necochea, who are both university professors, reported their experiences as ELLs in American public schools. They both came from families with limited resources, including an impoverished print environment; but, nevertheless, succeeded in school. They attributed their success to a non-research-based avenue to literacy, namely the influence of their family literacy in their home language.

Neither of us had mothers who read to us; however, we did have families that cared and had hopes and dreams of academic success for their children. We also had families where strong oral traditions of storytelling, family anecdotes, tall tales, and embellished legacies were the norm. Within these families we learned the nuances and intricacies of our home language, thus laying a foundation for the English literacy we would develop at U.S. schools. (p. 125)

Other researchers have reported that low-SES students and ELLs have not performed as well as English Only students and high-SES students because the language on achievement tests has been too linguistically complex. Abedi and Lord (2001) studied the effect of rewording NAEP math word problems to see if reducing language complexity would improve scores for 1,174 eighth graders of various abilities and backgrounds. They wrote parallel math word problems by changing such complexities as voice, conditional clauses, relative clauses, complex question phrases, and abstract or impersonal presentations. The subgroups who benefited the most from the modified word problems were ELLs and low-SES students, demonstrating the role that language plays in test scores for ELLs and low-SES students. Interestingly though, students enrolled in English as a second language math, high math, algebra, and honors algebra showed very little improvement on the test with modified questions (Abedi & Lord, 2001).

Krashen and Brown (2005) analyzed current research studies and reported an interesting phenomenon; namely that high-SES ELLs often do as well on achievement tests, if not better, than low-SES English only students. Fass-Holmes and Raines (2002) also reported this phenomenon when they studied the effects of English-only instruction in secondary schools for ELLs in California. Their primary finding was that ELLs did not

benefit from English-only instruction as evidenced by Stanford Achievement Test, Ninth Edition, scores. A secondary finding, however, was that high-SES ELLs scored as well as low-SES non-ELL students. Their conclusion indicated a relationship between SES and ELL achievement.

Krashen and Brown (2005) attributed the same phenomenon to several characteristics of high-SES ELLs. First of all, high-SES ELLs often have a strong background in their first language, including “age appropriate education in the primary language” (p. 193). Since high-SES ELLs can often read in their first language, they bring reading comprehension strategies to reading in English and have the opportunity to become bilingual. Their caregivers have high levels of education, with the ability to help the students with homework. High-SES also accounts for a rich print environment with lots of reading materials, so that children are readers at an early age. Because these children read a lot, they become even better readers (Cunningham & Stanovich, 2003), building a strong literacy background in their primary language. These findings

suggested that SES per se is not a cause of poor academic performance. Rather, factors typically associated with SES are causative of lower school performance among low-SES students. The presence of reading materials, for example, is associated with higher SES, but reading materials contribute to literacy development regardless of the SES of the reader. (Krashen & Brown, 2005, pp. 193-194)

In summary, high SES led to success for ELLs in the following ways:

- Heterogeneous communities where English is the dominant language
- Educated caregivers who can help with homework
- Print-rich environment providing lots of reading materials
- Strong background in ELLs’ first language, including “age appropriate education in the primary language” (Krashen & Brown, 2005, p. 193)
- Cycle of reading which promotes more reading due to a print-rich environment

SUCCESSFUL ENGLISH LANGUAGE LEARNERS--ATTITUDES AND MOTIVATION

A desire and enthusiasm for learning have long been considered a fundamental factor in any learning endeavor, and research studies on ELLs seemed to confirm this. Xiaodi, a Chinese boy who came to the United States as a second grader, was part of a case study conducted by Townsend and Fu (1998). From their observations of Xiaodi in the classroom,

the authors of this study concluded that one of the reasons for his rapid progress in English was that he wanted to read and write like the other children. Furthermore, he was allowed to pursue topics of interest to him. Other researchers have reported high interest as a factor contributing to the success of many ELLs (Cline & Necochea, 2003). High school ELLs in a study conducted by Watt, Roessingh, and Bosetti (1996) showed similar enthusiasm for learning English as new immigrants in Canada. This initial stage of wanting to learn seemed to motivate the students to achieve in school.

In the study of the high school Canadian ELLs (Watt et al., 1996), success required more than a desire to learn. These students stated that they had to be determined and persevere in order to learn both social language and academic language. One of the students in this ethnographic study concluded, “You have to keep going” (p. 215) because of the difficulty of both adjusting to a new culture and learning content area subjects in English. A similar trend highlighting the desire to learn and persevere emerged from a qualitative study by Gan et al. (2004) on Chinese students learning English at a university in China. The successful students established practice sessions and reported “positive language experiences” (p. 237), which apparently served as motivation to continue practicing. Unsuccessful students reported losing interest and “admitted that they simply avoided learning English when frustrated at the failure to see any tangible progress” (p. 237). Finally, Jimenez, Garcia, and Pearson (1996) also saw the benefits of determination in observing Latina/o ELLs use various strategies to define and understand unknown vocabulary while reading.

Gan et al. (2004) examined the concept of “internal drive” and “external drive” regarding second language acquisition in their study of Chinese students learning English at a Chinese university by interviewing successful and unsuccessful students. They wanted to know what made the successful students persevere in the face of challenges. Successful students’ responses indicated they looked to themselves to problem solve and did not blame external circumstances for their problems. For example, they established goals for learning English, set up practice sessions with other students, and read literature in English. In contrast, the unsuccessful students relied on memorization and felt helpless when they could not remember English vocabulary or grammar. One student blamed his inability to remember English vocabulary on the lack of an English-speaking environment; another blamed his

disinterest on not being able to find an appropriate place to read English aloud. In short, the successful students relied on themselves to learn English while the unsuccessful students blamed uncontrollable forces for their inability to learn English (Gan et al., 2004).

ELLs who linked academic achievement to their future employment opportunities tended to succeed in learning English (Gan et al., 2004; Rumberger & Larson, 1998; Watt et al., 1996). Chinese students learning English (Gan et al., 2004), immigrants in a Canadian high school (Watt et al., 1996), and Latino middle school ELLs (Rumberger & Larson, 1998) all had goals for their futures. The high school students wanted to enter college so that they could become professionals in Canada. The successful Chinese students expressed a desire to conduct business in English-speaking countries (Gan et al., 2004). In short, successful ELLs had long-term career goals that depended on English fluency.

One attitude that appeared to lead to successful English acquisition was an expectation of success. Successful high school ELLs, in a study conducted by Watt et al. (1996), commented that they always perceived themselves as successful. They never even considered quitting. "I knew I would graduate. Whenever it happens, it will happen! I never thought I wouldn't do it" (p. 215). Finally, an important contributing factor to success was that students had the emotional support of significant others, most often their families.

In summary, attitudes and beliefs that led to success for ELLs were the following:

- A desire and willingness to learn
- Pursuit of interesting topics
- Determination and perseverance
- Intrinsic motivation
- Future career goals
- Expectations of success
- Family support

SUCCESSFUL ELLs AND SOCIAL/ACADEMIC ENGAGEMENT

Several researchers and scholars reported that successful ELLs demonstrated engagement in the learning process by their actions and behaviors (Echevarria & Graves, 2003; Gan et al., 2004; Rumberger & Larson, 1998; Townsend & Fu, 1998; Vygotsky, 1978). The behaviors of successful ELLs were actions such as cooperating with teachers and other

students (Rumberger & Larson, 1998), socially constructing new knowledge (Vygotsky, 1978), and using strategies for reading and writing in English (Gan et al., 2004; Jimenez et al., 1996; Townsend & Fu, 1998). Additionally, successful ELLs often attended school consistently and remained in the same school for consecutive school years. Students who demonstrated poor attendance and frequently transferred from school to school were not as successful as students with educational stability (Rumberger & Larson, 1998).

Rumberger and Larson (1998) examined the educational achievement of 746 Latino students enrolled in a large urban middle school in Los Angeles County, California, for a period of three years. In other words, they tracked the students' achievement from the time the students enrolled in seventh grade to the time this group finished ninth grade. Despite the fact that there were high relatively mobility rates among this group of students (only 59% remained for the three years), Rumberger and Larson offered reasons for students' academic successes and failures. One of the apparent reasons for poor academic achievement was "School Engagement" as measured by students' grades in cooperation and work habits. "These results suggest that engagement operates as a continuous construct--the more disengaged a student becomes, the worse grades he or she receives. The results also suggest that both social and academic engagement are important in explaining school performance" (p. 83).

Other studies seemed to substantiate these findings for engagement. Townsend and Fu (1998) noted that the second-grade Chinese boy in their study at first drew while the teacher was reading, but later, as he learned more English, he "paid rapt attention to the teacher's out loud reading" (p. 194). Further, he listened to other children read to him upon his arrival in second grade and later read with and to the other children, not only indicating a strong learning desire but an ability to cooperate with others.

Language learning, according to Vygotsky (1978) and other scholars, has been considered a social process, where language is learned in meaningful and relevant contexts (Echevarria & Graves, 2003).

According to this view, the social side of learning is important because interaction with teachers and peers has both cognitive and affective consequences. Through social interaction, students confront other people's points of view and discover how other people respond in various situations. This process of understanding others' points of view and learning to explain and defend one's own view not only gives students new information, but the social interaction adds a verbal level to

their understanding. Social interaction, according to Vygotsky, contributes to the development of language. (Echevarria & Graves, p. 37)

Thus, in Townsend and Fu's (1998) case study of the Chinese second grader's initiation into language learning, there were many examples of this child's social interaction with others in the classroom. He often read with and to other children, shared his writing with others, reflected on classmates' opinions of his writing, shared his responses to stories with the class, and eventually became a mentor for other ELLs.

Similar findings were reported by Gan et al. (2004) for college-age Chinese students learning English. The successful students engaged in conversations about books, magazines, and so forth with other English learners in order to develop their English fluency and remember English vocabulary. Unsuccessful students memorized new vocabulary and depended on the lecture-style classroom setting to learn English. These students reported frustration with both the memorization strategies and the lecture-style instruction of the teacher as they often forgot the vocabulary and lessons from class.

Findings from three studies demonstrated the use of reading and writing strategies as a factor that contributed to ELLs' successes (Gan et al., 2004; Jimenez et al., 1996; Townsend & Fu, 1998). Learning strategies have been considered the thinking processes of proficient readers, such as making inferences, asking questions, using prior knowledge, and so forth (Keene & Zimmermann, 1997). Proficient writers also used these thinking processes, such as utilizing the language features of various genres, understanding how writing differs from speech, and understanding the sounds and symbols of the English language (Gibbons, 1993). Echevarria and Graves (2003) defined learning strategies as "a series of steps that can be repeated over and over again to solve a problem" (p. 98). They further emphasized that some students often develop their own strategies, but that many students benefit from instruction in using strategies. It appeared that the second-grade Chinese boy was provided instruction and opportunities for strategy use (Townsend & Fu, 1998), but the successful Chinese university students developed their own learning strategies (Gan et al., 2004).

The Chinese second grader (Townsend & Fu, 1998) used inventive spelling and Chinese characters with drawings, which gave him the ability to initially write text in English. Even though the words were spelled wrong, he took pride in his work and wanted the reader to understand his ideas. The classroom setting was such that he had the freedom to select his own writing topics in many genres. He began to "reflect on his own development,

to recognize his strengths and weaknesses” (p. 194). Due to his collaboration with other students and his own need to understand English vocabulary, he began to use illustrations to make his writing comprehensible to others. It appeared that the teacher had established an environment where children were taught and expected to use various learning strategies.

In contrast, the classrooms of the Chinese university English students were lecture style with a focus on English grammar and vocabulary. Consequently, successful students developed their own learning strategies to “gain a practical command of English for use in the future” (Gan et al., 2004, p. 234). One student read business English articles and another listened to an English radio station for one hour before going to sleep. Another practiced speaking in English weekly with other students. Learning the culture of the language was important to successful students in order to learn slang phrases or understand humor. Over half of the successful students listened to English broadcast and read English newspapers. Some used English in authentic settings by speaking with their classmates in English. They found this practice was helpful in taking English tests. Vocabulary was the most important part of learning English for the successful Chinese students, but they practiced it in real settings rather than trying to memorize rules and structures.

Jimenez et al. (1996) compared the reading strategies of eight successful and three marginally successful Latina/o ELLs as well as the reading strategies of three successful monolingual Anglo students. All of the students were in sixth or seventh grade. Of importance to this study is what strategies successful ELLs employed to read English. First of all, successful ELLs “viewed learning to read in another language as simply learning a new set of vocabulary and, perhaps, mastering another phonological system,” which is known as a unitary view of reading (p. 99). They also focused considerable attention on vocabulary--more so than monolingual students. “The successful Latina/o readers used a variety of techniques to construct working definitions of unknown vocabulary such as using context , invoking relevant prior knowledge, questioning, inferencing, searching for cognates, and translating” (p. 100). Further, these students persisted in understanding new vocabulary even when the words were challenging. They were determined to figure out unknown vocabulary, often using bilingual strategies such as searching for cognates or translating. Inferencing was the “predominate activity” (p. 101) for successful reading while questioning was rarely used to understand text. Finally, the successful Latino students

monitored their reading for comprehension and used prior knowledge to understand text in English. The authors of this study found that successful ELLs did not use these strategies as much while reading in Spanish, but could adjust strategy use depending on the language they were reading.

In summary, the following behaviors were indicative of success for ELLs:

- School attendance
- Social interaction in the target language
- Use of strategies for reading and writing

SUCCESSFUL ELLS AND CULTURAL IDENTITY/PROFICIENCY IN FIRST LANGUAGE

Language is a part of culture as in the stories told to Cline and Necochea (2003) when they were children, which apparently gave them a sense of pride in their heritage and culture. Pease-Alvarez and Winsler (as cited in Echevarria & Graves, 2003) noted that ELLs' English skills improved when teachers used students' native language because this honored and valued the students' culture.

Rumberger and Larson (1998) drew on Ogbu's theory of why some minorities are successful and some are not successful. Ogbu and Simons (1994) believed that students who have been successful in American schools immigrated to America "voluntarily" while minority members who have not been successful were involuntary immigrants. Voluntary immigrants, such as European Americans and Asian Americans, have acclimated quickly to American schools and have succeeded because they see education as a means to economic and social success. On the other hand, involuntary minorities, such as African Americans and some Latinos, have developed an oppositional identity because of their apparent feelings of marginalization and discrimination by the dominant culture. In short, their desire to maintain their cultural identity has resulted in noncompliance to American education. "For involuntary minorities, learning English is not viewed simply as a mechanism or skill for getting ahead; it is also considered a symbol of assimilation into mainstream culture and with it, a loss of ethnic identity" (Rumberger & Larson, 1998, p. 73). According to Ogbu and Simons, Mexican Americans have not been entirely voluntary minorities or involuntary minorities, but rather a "semi-voluntary minority group." Their reasoning for this was that Mexican

Americans/Latinos “include some descendants of an original conquered group, immigrants who have come to live in the U.S. permanently and immigrants who are binationals as well as seasonal and cyclical labor migrants” (p. 3).

Of importance to that study, though, was that “voluntary immigrants,” regardless of their ethnicity, have tended to see American schools as an “additive” process. In other words, education in America has not detracted from their ethnic identity, and, with this strong sense of self, they have succeeded in school. However, for “involuntary minorities” schools in America have been a “subtractive” process, viewed as taking away from their ethnicity, which has resulted in poor academic achievement (Ogbu & Simons, 1994; Rumbaut, 1996; Rumberger & Larson, 1998).

In addition to maintaining a sense of cultural identity, successful Latino ELLs have typically been fluent in their first language (Rumberger & Larson, 1998) and have used their understanding of their first language to read in English (Cummins & Swain, 1986; Jimenez et al., 1996). In their review of research studies on ELLs, Krashen and Brown (2005) reported that there has been a connection between reading in a first language and reading in a second language. In short, “reading ability transfers across languages” (p. 56). Krashen and Brown’s conclusion suggested that ELLs who can read in their primary language have had an advantage over ELLs who cannot read in their first language.

In summary, cultural characteristics and degree of first language proficiency that led to success for ELLs are:

- Viewing the learning a second language as an “additive” process
- Able to read in primary language

Characteristics of English Speakers Successful Learning a Second Language

Throughout the United States and Canada, immersion programs have been the common method for elementary and middle school students to learn a second language. In some immersion programs, all content instruction is provided in a world language, such as French, to only English speakers starting in Kindergarten or 1st grade (Met, 1991). These programs are often known as one-way immersion programs. For example, a one-way immersion program in San Diego City Schools provides all academic instruction in French in Kindergarten through 2nd grade. Formal English instruction begins in 3rd grade and

continues through 8th grade (San Diego City Schools, 2006). The primary goal of all immersion programs is for students to have native like fluency in both English and a second language (Met, 1991).

Most of the research on English speakers learning a second language has taken place in two-way immersion programs. Christian et al. (2000) evaluated the success of two-way immersion programs and provided the following definition:

These programs integrate language minority and majority students in the same classroom, beginning in the early elementary grades, and provide content area instruction and language development for all students in two languages. TWI [two-way immersion] programs seek an environment that promotes positive attitudes toward both languages and cultures and supports the development of full bilingual proficiency for both groups of students. (p. 258)

Many studies on two-way Spanish immersion programs, as reported by Howard et al. (2003), showed that native English speakers who were instructed in Spanish in content area subjects were able to show grade level appropriate mastery on achievement tests in English. Further, these programs seemed to provide an additive environment for both native Spanish speakers and native English speakers. Finally, while there have been limitations and “methodological concerns” regarding the results and conclusions of many of these studies, the overall implications have supported the effectiveness of two-way immersion programs for both native English speakers and ELLs (Christian et al., 2000).

Several common factors which influenced successful second language acquisition for English speakers emerged from this body of research. They include the following:

- SES
- Attitudes and motivation
- Social and academic engagement
- First language proficiency
- Time spent learning the second language

ENGLISH SPEAKERS SUCCESSFULLY LEARNING A SECOND LANGUAGE/SES

A stereotypical expectation for most two-way immersion programs is that most ELLs are from low-income families while English speakers are from middle class families (Howard & Sugarman, 2001). However, available statistics concerning SES and two-way immersion programs showed a fairly equal percentage of low-SES ELLs and low-SES

English speakers. “Nationally, about one third of programs (80 schools or 32%) report that more than half of both native English speakers and language minority students participate in a free or reduced school lunch program” (p. 4).

In a review of literature on two-way immersion programs for English-speaking students, Genesee (2004) reported that low-SES English-speaking children enrolled in immersion programs scored lower on second language proficiency tests than middle-class English speakers enrolled in immersion programs. Genesee further noted that these findings cannot be generalized for individual low-SES students.

In summary, it appeared that low-SES English speakers enrolled in two-way immersion programs scored lower than high-SES English speakers on second language proficiency tests. Further, it appeared to impact the success of English speakers learning a second language.

ENGLISH SPEAKERS SUCCESSFULLY LEARNING A SECOND LANGUAGE/ATTITUDES AND MOTIVATION

“Many successful learners develop insightful beliefs about language learning processes, their own abilities, and the use of effective learning strategies, which have a facilitative effect on learning” (Bernat & Gvozdenko, 2005, p. 8). In short, these authors, in their review of studies on beliefs about language learning, concluded that beliefs or attitudes can influence second language acquisition.

Williams and Burden (1999) examined the reasons children living in Southwest England attributed to their success or failure in learning French as a second language. The children who were interviewed ranged in age from 10 to 15, with younger children attributing their success to listening and comprehending. By age 13 to 14, students began to attribute success to effort, enjoyment, interest, and teacher quality. Most of the reasons students at this age identified were internal as opposed to external. The oldest children claimed that effort was the most significant reason for success, but also mentioned support from significant others, a recent trip to France, and an aptitude for learning French as reasons for success. The following appear to be influential factors for English speakers learning a second language:

- Beliefs and attitudes about language learning
- Internal locus of control
- Enjoyment
- Interest
- Support from significant others
- An aptitude for learning

ENGLISH SPEAKERS SUCCESSFULLY LEARNING A SECOND LANGUAGE/SOCIAL AND ACADEMIC ENGAGEMENT

The students successfully learning French in Southwest England who participated in Williams and Burden's study (1999) believed that a recent trip to France was a significant reason for success. Williams and Burden concluded the trip helped because students were surrounded by the French language and spoke with native speakers of French. In short, they were immersed in the target language. Bongartz and Schneider (2003) reported similar findings in their ethnographic study of two English-speaking boys learning German in Augsburg, Germany. Both boys employed strategies for learning German, which included playing with, speaking with, and learning from German children. These interactions with others forced both boys to negotiate with native speakers about how and what they were going to play, possibly resulting in vocabulary learning. Additionally, the older boy completed school tasks in the target language, which further aided his second language abilities.

Successful students also mentioned extra effort and "listening harder" most often as reasons for their success (Williams & Burden, 1999). They did not mention any specific learning strategies, which was of concern to the researchers given the recent emphasis on learning strategies (Williams & Burden, 1999).

Factors related to social and academic engagement which seemed to impact successful second language acquisition were the following:

- Immersion in the target language
- Social interaction with native speakers
- Completing school tasks in the target language

ENGLISH SPEAKERS SUCCESSFULLY LEARNING A SECOND LANGUAGE/CULTURAL IDENTITY AND FIRST LANGUAGE PROFICIENCY

Genesee (2004) reviewed current research on bilingual education and defined two types of bilingual education. One type is “language-driven,” as in most high school classes where “content is used simply as a vehicle for teaching target language structures and skills” (p. 548). The other type of bilingual education, according to Genesee, is immersion programs “where the content and language are as equally important as the development of proficiency in the target language” (p. 549). This second type of bilingual education is known as “immersion” where majority language students learn both content and language in the target language. Genesee’s research focused on the second type of bilingual education, e.g. English speaking students in the United States or Canada learning French or Spanish. In other words, Genesee’s use of the term “bilingual education” was actually either one-way or two-way immersion programs.

Through Genesee’s (2004) investigation of immersion programs, he found

that students who speak a societally dominant language (or non-standard variety of such a language) and have learner or background characteristics that put them at risk for academic difficulty or failure can achieve the same levels of L1 [first language] development and academic achievement in bilingual programs as comparable at risk students in L1 [first language] programs. (pp. 565-566)

Moreover, Genesee discussed some studies which showed that at-risk students enrolled in immersion programs can achieve high levels of proficiency in the second language. He did not, however, recommend immersion programs for all at-risk students because this is a decision that needs to be made on an individual basis.

Cummins and Swain (1986) concluded from their review of bilingual research that “it is preferable to teach literacy-related skills in only one language” (p. 41). “Once literacy-related skills are well-established in one language, they will transfer readily and rapidly to the other language (provided it is mastered), even possibly without explicit instruction” (p. 4). In other words, they believed that literacy skills in the first language, such as English, transfer to the second language, a finding consistent with those of a study conducted by Sparks and Ganschow (1996). Sparks and Ganschow tested the English proficiency of high school girls in Canada and compared those results to the same girls’ second language

proficiency. The results showed that students who were proficient in English were also succeeding in their second language. They also found that the opposite was true; students who scored poorly in English proficiency seemed to be having difficulty succeeding in their second language.

In summary, influential first language factors for success appeared to be the following:

- Students at-risk for academic failure in their first language can become proficient in the second language (Genesee, 2004).
- Established literacy skills in one language will transfer to a new language.

ENGLISH SPEAKERS SUCCESSFULLY LEARNING A SECOND LANGUAGE/TIME

The amount of time devoted to the second language in immersion programs could influence students' academic success in that language. Genesee (2004) examined Canadian studies and stated that students who were enrolled in "*total* immersion programs generally acquire higher levels of proficiency in the L2 [second language] than students in *partial* immersion programs" (p. 559). This finding indicates that the amount of time spent on the second language could impact students' proficiency and success in that language.

Common Characteristics of Successful ELLs and English Speakers Successfully Learning a Second Language

One frequently cited characteristic of both ELLs and English speakers learning a second language is that language learning is a social endeavor (Vygotsky, 1978). Students who are successful frequently use the target language in the context of both social and academic settings (Bongartz & Schneider, 2003; Gan et al., 2004; Townsend & Fu, 1998). Enrollment in two-way immersion programs seems to enable both ELLs and English speakers learning a second language to achieve second language proficiency (Bernat & Gvozdenko, 2005; Christian et al., 2000; Cummins & Swain, 1986; Howard et al., 2003). When students view language learning as an additive process, they are apparently more likely to succeed in learning the second language (Christian et al., 2000; Rumbaut, 1996). Additionally, students who have an internal locus of control (Gan et al., 2004; Williams & Burden, 1999) and pursue interesting topics (Townsend & Fu, 1998; Williams & Burden,

1999) are often successful second language learners. Finally, students who use their first language to read in the target language tend to be successful (Cummins & Swain, 1986; Jimenez et al., 1996; Krashen & Brown, 2005).

An analysis of the common characteristics of both groups of learners revealed four main themes or areas of commonality:

- High SES
- Positive attitudes and motivation
- Social and academic engagement in the target language
- Cultural identity/First language proficiency

Table 5 illustrates the common characteristics of successful ELLs and successful English speakers learning a second language according to each of the four themes.

TEACHER BELIEFS

According to many researchers (Gandara et al., 2005; Ghaith, 2004; Poulson, Avramidis, Fox, Medwell, & Wray, 2001; Sharkey & Layzer, 2000), teachers' beliefs play an important role in classroom practice and student achievement. In their book, *Schools That Work: Where All Children Learn to Read and Write*, Allington and Cunningham (2001) remind us that what teachers believe about student success often comes true. "As long as we believe that some children will never be readers and writers, we will fail to create schools that fulfill the potential of all children to become readers and writers" (p. 64). Reutzel and Smith's (2004) research related to struggling readers also maintained that low teacher expectation exacerbated children's reading difficulties. While much of this research deals with literacy in general, it reflects the importance of teachers' beliefs and the impact those beliefs can have on classroom practice and student achievement.

Beliefs of Teachers Who Teach ELLs

Gandara et al. (2005) conducted a large scale study in California on what K-12 teachers of ELLs believed were the greatest challenges of working with ELLs. They described how important this was when they said, "It is critical to ascertain the perspectives of teachers who have so central a role and such a large stake in these issues if instruction for EL students is to significantly improve" (p. 2). These authors reported that the areas all teachers found most challenging were:

Table 5. Comparison of Characteristics of Successful Second Language Learners

Characteristics of Successful Second Language Learners	ELLs	English Speakers Learning a Second Language
SES	<ul style="list-style-type: none"> • Heterogeneous communities where English is the dominant language • Educated caregivers who can help with homework • Print-rich environment providing lots of reading materials • Strong background in ELLs' first language, including "age appropriate education in the primary language" • Cycle of reading which promotes more reading due to print rich environment • A strong literacy curriculum which can nullify the negative effects of low-SES for non-ELLs and ELLs. • Recognition that there are many avenues to literacy and SES may not always determine academic success. 	<ul style="list-style-type: none"> • High-SES English speakers outperform low-SES English speakers on L2 proficiency tests in U.S. immersion programs.
Attitudes and Motivation	<ul style="list-style-type: none"> • A desire and willingness to learn • Pursuit of interesting topics • Determination and perseverance • Intrinsic motivation • Future career goals • Expectations of success • Family support 	<ul style="list-style-type: none"> • Beliefs and attitudes about L2 acquisition • Internal locus of control • Enjoyment • Interest • An aptitude for learning L2 • Support from significant others
Social and Academic Engagement	<ul style="list-style-type: none"> • Social interaction in the target language • Use of strategies for reading and writing • School attendance and consistency 	<ul style="list-style-type: none"> • Social interaction with native speakers • Immersion in the target language • Completing school tasks in the target language
Cultural Identity/L1 Proficiency	<ul style="list-style-type: none"> • Viewed learning a second language as an "additive" process • Ability to read in primary language 	<ul style="list-style-type: none"> • Viewed learning a second language as an "additive" process • Established literacy skills in one language transferred to a new language.

Note. L1=first language and L2=second language.

- Teacher parent communication
- Time to teach ELLs
- Availability of materials and valid assessments
- Diverse English levels
- Teacher-ELL communication
- Encouraging and supporting ELLs
- Inadequate professional development

While that study identified what teachers felt were the greatest challenges when teaching ELLs, there was no mention of the factors these teachers believed account for the success of students learning a second language. In fact, there is a void in the literature about this topic.

Sharkey and Layzer (2000) investigated the role of teachers' beliefs about high school students' access to academically challenging curriculum. This was part of a larger study investigating the impact of classroom context on ELLs' success. They found that high school ELLs were typically placed in lower track classes because of the teachers' beliefs that ELLs would experience more success in the easier classes. The end result was that students were denied access to the academic rigor required for college admission. Also in this qualitative study, Sharkey and Layzer concluded that teachers determined student success only by ELLs' completion of classroom tasks and not by "mastery of content" (p. 360). Their teacher interviews further revealed that teachers focused on the affective needs of ELLs to the neglect of ELLs' cognitive needs.

Sharkey and Layzer (2000), however, did not focus their research on what teachers believe are the characteristics that contribute to student success in second language acquisition, nor did they examine the beliefs of teachers who work with English speakers learning a second language regarding contributing factors for student success. Their focus was on how teachers' attitudes and beliefs concerning ELLs influenced their classroom practice and thus the learning experiences for ELLs. While they highlighted the importance of teachers' roles in helping ELLs access rigorous curriculum, further research is needed to gain a deeper understanding of what teachers believe are the factors that support success in learning a second language. This information is critical for curriculum planning as well as for teacher professional development.

Beliefs of Teachers Who Teach English Speakers Learning a Second Language

By investigating world language teachers' beliefs about second language acquisition for English speakers, some researchers were able to draw conclusions about current instructional practices and make recommendations to improve world language instruction. For example, Sparks and Ganschow (1996) examined the perceptions of high school world language teachers regarding students' native language skills, foreign language abilities (speaking, listening, reading, and writing), and affective characteristics (motivation, attitude,

and anxiety). One hundred and sixty eight girls who were enrolled in first year Spanish, French, German, or Latin participated in the study. Participants' native language skills were measured using a range of instruments such as the Wide Range Achievement Test-Revised, Woodcock Reading Mastery Test-Revised, and standardized achievement tests. The Foreign Language Aptitude Test was used to measure foreign language aptitude. Teachers perceived students who scored in the high range on the native language skills tests and the Foreign Language Aptitude Test as being strong in the areas of foreign language skills (speaking, listening, reading, and writing) and affective characteristics (motivation, attitude, and anxiety). Teachers perceived students who had scored poorly on the native language skills tests and the foreign language aptitude test as weaker than the successful group on both foreign language skills and affective characteristics. The authors concluded that because of the teachers' perceptions regarding students' native language skills and students' positive affective characteristics, there were valuable implications for second language instruction, such as recognizing that students who are having difficulty might need extra support in their native language. However, these authors only investigated two factors (native language skills and affective characteristics) which could support successful world language acquisition, leaving unexamined several other characteristics of successful English speakers learning a second language.

Another study on world language teachers' attitudes about second language acquisition was conducted by Crawford (2004) in Australia. She examined the amount of time world language teachers believed they should use the language they were teaching, the target language, during classroom instruction. Teachers in this study did not believe that using the target language during instruction would benefit their students' second language proficiency. In fact, many of the teachers reported they used English most of the time for grammar instruction. "Despite the emphasis in the literature on the importance of language use, many respondents in this study appeared to have reservations about the desirability of TL [target language] use or even actively oppose it" (p. 10). In other words, the teachers didn't seem to be aware of the importance of learners hearing the target language during classroom instruction. These findings supported the author's suggestions that "current practices are not maximizing students' exposure to the target language or setting up expectations of success in the language learning/using process" (p. 17). According to these

results, teachers' beliefs impacted classroom practice, which, in this case, was not effective in helping second language learners gain proficiency in the target language. While these findings suggested a change in classroom practices, i.e., more use of the target language during classroom instruction, Crawford did not investigate any other factors that teachers believe impact successful second language acquisition.

Schulz (2001) investigated the expectations students and teachers held regarding second language grammar instruction and corrective feedback. This was a cross-cultural study in which the participants were English teachers from Columbia and their students as well as world language teachers from the US and their students. Schulz found that students from both cultures showed strong positive beliefs in favor of "explicit grammar study and corrective feedback" (p. 254). Students agreed that the formal study of grammar contributed to eventual proficiency in the target language and most students from both cultures expressed a desire for corrective feedback for both speaking and writing. However, there was a discrepancy between the Columbian English as foreign language teachers and the American world language teachers. American teachers viewed explicit grammar instruction less favorably than did the Columbian teachers and less favorably than did their world language students. Schulz concluded from these findings that such a discrepancy in beliefs between American world language teachers and their students could be "detrimental to learning" (p. 256). As a result, Schultz recommended that teachers should seek to understand their students' expectations.

It is up to the teacher to examine his or her students' perceptions regarding those factors they presume to enhance classroom language learning and to make certain that either student perceptions or instructional practices are modified to avoid conflicts between the two. If teacher behaviors do not mesh with student expectations, learner motivation and a teacher's credibility may be diminished. (p. 256)

In sum, these research findings on teachers' beliefs identified a need for teachers to be aware of their students' instructional expectations. However, the study did not investigate teachers' perceptions of the factors that influence successful English speakers learning a second language. Further study into teachers' beliefs regarding factors that contribute to world language success would provide more information on effective classroom practices for English speakers learning a second language.

These investigations into world teachers' beliefs provided relevant information about the needs of English speakers learning a second language:

- The impact of first language proficiency on second language learning (Sparks & Ganschow, 1996)
- The importance of world language teachers using the target language during class (Crawford, 2004)
- Discrepancies between students' expectations and world language teachers' beliefs concerning explicit grammar instruction and error correction (Schulz, 2001)

Although much is known about second language acquisition and development, the missing information that is critical is teachers' beliefs, from their own experience, about the factors that contribute to students' success in learning a second language. The present study will address this need through investigation of ELLs' teachers' beliefs and world language teachers' beliefs about the factors that contribute to second language proficiency. This information is essential in order to improve curriculum planning, professional development and classroom instruction for students as they acquire a second language.

CHAPTER SUMMARY

This chapter began with a discussion of the assessments used to determine proficiency for ELLs and English speakers learning a second language. Three factors have been identified which will determine successful second language acquisition for the purposes of the present study: student performance on individual assessments, student performance on academic tasks in the classroom, and student performance on social interactions in the classroom.

The literature on the characteristics of successful ELLs and the literature on the characteristics of English speakers successfully learning a second language revealed several factors that contribute to success for both groups of second language learners. The following four themes emerged from these common characteristics:

- SES
- Attitudes and motivation
- Social and academic engagement
- Cultural identity/First language proficiency

Even though some research existed which identified characteristics of successful second language learners, there was limited research on teachers' perspectives regarding successful second language acquisition. Tables 6 and 7 summarize the research reviewed in this chapter and illustrate the limited research on teachers' beliefs regarding the characteristics of successful second language learners.

Given the minimal research regarding teachers' perspectives on the factors that influence successful second language acquisition, this study extends what is currently known by including several factors that influence successful second language acquisition according to teachers.

There were no studies available that compared the beliefs of ELL teachers and world language teachers regarding the factors that lead to successful second language acquisition. Teachers' of ELLs and teachers of English speakers learning a second language might perceive successful second language learning in different ways, leading to new insights which could improve instruction for both groups of students. The gaps in the research warrant further investigation into teachers' beliefs about the factors that lead to successful second language learning in order to extend the current research on second language acquisition.

Table 6. Research Related to ELLs

Factors that Contribute to Success for ELLs	Reported by Students	Reported by Researchers and Scholars	Reported by Teachers
SES	Low-SES did not negatively impact ability to learn English as a second language (Cline & Necochea, 2003).	<p>Low-SES ELLs have not performed as well as high-SES ELLs on high stakes achievement tests (Abedi & Lord, 2001; Brown, 2005; Cummins & Swain, 1986; Krashen & Brown, 2005).</p> <p>Rumberger and Larson (1998) reported that "poverty rates were the highest among Limited English Proficient (LEP) students" (p. 81).</p> <p>With high-quality instruction low SES ELLs can achieve proficiency (Cummins & Swain, 1986; D'Angiulli et al., 2004; Diaz-Rico & Weed, 1995).</p> <p>High-SES ELLs often did as well on achievement tests, if not better, than low-SES non-ELL students (Fass-Holmes & Raines, 2002; Krashen & Brown, 2005).</p>	
Attitudes and Motivation	<p>Students reported a strong desire to learn English along with determination and perseverance (Watt et al., 1996).</p> <p>Chinese students reported a desire to learn English. Determination and "positive language experiences" led to their success (Gan et al., 2004).</p> <p>Successful students pursued interesting topics (Cline & Necochea, 2003).</p> <p>Successful students relied on themselves to learn (internal drive) (Gan et al., 2004).</p> <p>Successful ELLs had long-term career goals that depended on English fluency (Gan et al., 2004; Rumberger & Larson, 1998; Watt et al., 1996).</p> <p>Students always perceived themselves as successful (Rumberger & Larson, 1998).</p> <p>Students had family support (Cline & Necochea, 2003).</p>	<p>One benefit of determination for Latina/o ELLs was the use of various strategies to define and understand unknown vocabulary while reading (Jimenez et al., 1996).</p> <p>Chinese second grader showed high interest (Townsend & Fu, 1998).</p>	

Table 6. continued

Factors that Contribute to Success for ELLs	Reported by Students	Reported by Researchers and Scholars	Reported by Teachers
Social/ Academic Engagement	Successful students used strategies for reading and writing in English (Gan et al., 2004)	Successful students used strategies for reading and writing (Jimenez et al., 1996; Townsend & Fu, 1998)	Teachers reported the greatest challenges of teaching ELLs (Gandara et al., 2005)
		Successful students cooperated with teachers and other students (Rumberger & Larson, 1998)	Teachers reported their beliefs regarding academically challenging classes for high school ELLs (Sharkey & Layzer, 2000).
		Successful ELLs often attended school consistently and remained in the same school for consecutive school years (Rumberger & Larson, 1998)	
Cultural Identity/First Language Proficiency	Social interaction in the target language helped students achieve (Gan et al., 2004).	Social interaction in the target language helped students achieve (Echevarria & Graves, 2003; Vygotsky, 1978).	
	Students viewed learning English as an additive process by setting goals for future employment (Gan et al., 2004; Watt et al., 1996).	When students view learning English as an additive process, they are more likely to be successful (Echevarria & Graves, 2003; Ogbu & Simons, 1994; Rumberger & Larson, 1998).	
		Successful students were typically proficient in their first language (Cummins & Swain, 1986; Jimenez et al., 1996).	

Table 7. Research Related to English Speakers Learning a Second Language

Factors that Lead to Successful Second Language Acquisition for Native English Speakers	Reported by Students	Reported by Researchers and Scholars	Reported by Teachers
SES		<p>About half the English speakers enrolled in immersion programs in the U.S. have been low-SES and the remainder have been mid to high SES (Howard & Sugarman, 2001).</p> <p>Low-SES English-speaking children enrolled in immersion programs scored lower on L2 proficiency tests than middle class English speakers enrolled in immersion programs (Genesee, 2004).</p>	
Attitudes and Motivation	<p>Students believed that internal locus of control, enjoyment, interest, support from significant others, and an aptitude for learning led to successful L2 acquisition (Williams & Burden, 1999).</p>	<p>Beliefs and attitudes about language learning can influence L2 acquisition (Bernat & Gvozdenko, 2005).</p>	<p>Students with positive affective characteristics (motivation, positive attitude) were perceived by teachers as more successful than students with negative affective characteristics (Sparks & Ganschow, 1996).</p>
Social/Academic Engagement	<p>Immersion in the target language benefited L2 learning (Williams & Burden, 1999).</p> <p>Extra effort and "listening harder" benefited L2 learning (Williams & Burden, 1999).</p>	<p>Immersion in the target language benefited L2 learning (Bongartz & Schneider, 2003).</p>	<p>Use of target language during classroom instruction in world language classes was not viewed as important (Crawford, 2004).</p>

Table 7. continued

Factors that Lead to Successful Second Language Acquisition for Native English Speakers	Reported by Students	Reported by Researchers and Scholars	Reported by Teachers
Social/Academic Engagement	Students believed that grammar instruction and corrective feedback led to successful L2 acquisition (Schulz, 2001).		American teachers did not believe a lot of grammar instruction and corrective feedback led to success. There was a discrepancy in teachers' beliefs and students' beliefs (Schulz, 2001).
Cultural Identity/L1 Proficiency		Students speak a socially dominant language (Cummins & Swain, 1986) Literacy skills in L1, such as English, transfer to L2 (Cummins & Swain, 1986).	Successful world language students were proficient in English (Sparks & Ganschow, 1996).

Note. L1=first language and L2=second language.

CHAPTER 3

METHODOLOGY

As the number of English Language Learners has continued to increase throughout the United States (FORUM, 2005; DOE, 2001), school districts have had the challenging task of addressing the academic needs of this population. ELLs throughout the country have scored considerably lower on achievement tests than English-only students (DOE, 2001, 2005a). In California, where one of the largest populations of ELLs have attended public schools, achievement test scores have been consistent with national achievement test scores for ELLs, and have also shown a considerable gap in performance between ELLs and English-only students (CDE, 2005a). In addition, a large percentage of ELLs have dropped out of high school (U.S. Census Bureau, 2004a), which has had a significant impact on their future wage trajectories.

Despite the wealth of research on second language acquisition, most ELLs have remained at the bottom of the achievement scale (CDE, 2005a; DOE, 2005a); however, some have successfully become proficient in English (CDE, 2005a; DOE, 2005a).

Even though there was limited information regarding the achievement of English speakers learning a second language (Lambert, personal communication, March 27, 2006), many English speakers have successfully acquired a second language (Cazabon et al., 1998; Christian et al., 2000). Determining the characteristics of these successful second language learners provided valuable information which will lead to improved educational outcomes for all second language learners.

STATEMENT OF PURPOSE

The purpose of this study was to investigate elementary teachers' beliefs regarding the factors that contribute to successfully learning a second language, whether students are ELLs learning English as a new language or English speakers learning a new language. More specifically, this study compared the opinions of elementary teachers of successful ELLs with those of teachers of English speakers successfully learning a new language.

This chapter delineates the methodology for this study. First, the study participants are described, followed by an explanation of how the data were collected. Next, the mixed method research design is described with an explanation of the proposed teacher survey and data collection procedures. Finally, the research questions, the data analysis, and a discussion of the limitations and delimitations are included.

STUDY DESIGN

Description of the Sample

Kindergarten through fifth grade regular classroom teachers who have at least one ELL in their classroom and teach in Area 1 of San Diego Unified School District were asked to participate in this study (see Appendix A). Area 1 is one of five sections of this large school district and had 21 elementary schools consisting of grades kindergarten through four or kindergarten through five. The students at these schools represented many ethnic, cultural, and socioeconomic groups common to the city of San Diego. In this way, teachers' beliefs encompassed the diversity of second language learners in San Diego Unified School District. Students who qualified for free or reduced lunch ranged from 17.1% of the enrollment at one elementary school to 75.3% of the enrollment at another elementary school. The average percentage of students who qualified for free or reduced lunch for all of Area 1 was 47.1%. Additionally, ELLs made up approximately 21% of the total enrollment at all 21 elementary schools in Area 1 with the lowest percentage of ELLs enrolled at one elementary school at 3.9% and the highest percentage of ELLs enrolled at another elementary school at 41.5%. There were approximately 500 kindergarten through fifth grade classroom teachers in Area 1 (San Diego City Schools, 2006).

Kindergarten through fifth grade teachers of English speakers learning a second language who teach at the two Language Academies of San Diego Unified School District were also asked to participate in the study (see Appendix A). Both schools were a part of Area 1, and their ethnic diversity was similar to that of the other Area 1 elementary schools. One school was made up of 48.5% of its students who qualified for free or reduced lunch, and the other school had 36.7% of its students who qualified for free or reduced lunch. Most of the students at both schools were English speakers learning either French or Spanish; however, some students were also English Language Learners (19.2% and 2.4%). There were

approximately 44 teachers who had English speakers learning a second language in their classes (San Diego City Schools, 2006).

Data Collection

A teacher survey for teachers of ELLs and a survey for teachers of English speakers learning a second language were created based on research findings and scholarly opinions on the relevant characteristics of successful second language learners. The surveys were identical except that questions for teachers of ELLs referred to second language learners as ELLs and questions for teachers of English speakers learning a second language referred to second language learners as English speakers learning a second language. (See Appendices B and C.) Survey questions were both short answer and items requiring responses using a seven point Likert Scale (1=Strongly Disagree and 7=Strongly Agree). Five teachers from each grade level (K-5) who taught English Language Learners and five teachers from each grade level (K-5) who taught English speakers learning a second language piloted the survey (see Appendix D). These teachers did not teach in Area 1 of San Diego Unified School District nor were they participants in this study. As a result of teachers' responses to the pilot survey, formatting changes were made to the survey.

The researcher sought and received approval for the study from San Diego Unified School District (see Appendix E). After field testing and revising the survey, kindergarten through fifth grade teachers who had at least one second language learner (either ELL or an English speaker learning a second language) in their classrooms were contacted via school email by San Diego Unified School District and asked to complete the survey electronically. The responses collected via SurveyMonkey.com were confidential. The last item of the survey was a request for teachers to volunteer to participate in personal interviews and included a space for teachers to write in an email address. The survey URL was sent out three times at one week intervals to elicit as many responses as possible.

Survey respondents who volunteered for personal interviews were contacted via San Diego Unified School District's email. Three teachers of ELLs and one teacher of English speakers learning a second language agreed to participate in a personal interview at a location of their choice. (See Appendix F for consent form.) Even though there were a small number of volunteers, in-depth information from a small number of respondents can yield

valuable results (Patton, 2002). Interview questions were developed based on the results of the surveys (see Appendix G). The interviews were conducted in private, audio-taped, and then transcribed.

Data Analysis

Data analysis consisted of descriptive statistics to determine the factors teachers believed contributed to successfully learning a second language. Each group of teachers (teachers of ELLs and teachers of English speakers learning a second language) was also described by gender, grade-level, years of experience, number of students, etc. The raw data collected from responses to the Likert Scale questions were analyzed using the results compiled by Survey Monkey. Analysis of variance was used to identify group differences in beliefs. Responses to open ended questions and the interviews were analyzed using qualitative methods, looking for emerging patterns and themes presented in the data (Patton, 2002). The following research questions guided the study and provided the structure for categorizing the findings:

1. What are the beliefs of elementary teachers regarding the factors that influence ELLs successfully learning a new language?
2. What are the beliefs of elementary teachers regarding the factors that influence English speakers who are successfully learning a second language?
3. How are the beliefs of elementary teachers who are teaching ELLs and the beliefs of elementary teachers who are teaching English speakers learning a second language the same or different?

CHAPTER 4

FINDINGS OF THE STUDY

The purpose of this study was to investigate elementary teachers' beliefs regarding the factors that contribute to successfully learning a second language, whether students are ELLs learning English as a new language or English speakers learning a new language. More specifically, this study compared the opinions of elementary teachers of successful ELLs with teachers of English speakers successfully learning a new language. The following research questions guided the study and provided the structure for categorizing the findings:

1. What are the beliefs of elementary teachers regarding the factors that influence ELLs successfully learning a new language?
2. What are the beliefs of elementary teachers regarding the factors that influence English speakers who are successfully learning a second language?
3. How are the beliefs of elementary teachers who are teaching ELLs and the beliefs of elementary teachers who are teaching English speakers learning a second language the same or different?

Mixed methodology was used to study these questions. Both quantitative and qualitative data with an explanation of the findings have been reported. The quantitative data findings resulted from information compiled from 87 surveys of teachers of ELLs and 18 surveys for teachers of English speakers learning a second language. An analysis of variance which comparatively analyzed the beliefs of teachers of ELLs and teachers of English speakers learning a second language was computed.

The surveys, which consisted of 28 questions, were identical, except the questions for teachers of ELLs referred to second language learners as ELLs (see Appendix B) and the questions for teachers of English speakers learning a second language referred to second language learners as English speakers learning a second language (see Appendix C). The first nine questions asked teachers for basic demographic information, such as number of years teaching, gender, etc. The remaining questions included 14 Likert Scale items and four open-ended items. These open-ended items were a verification and clarification of the 14 Likert Scale questions. The final question, Item #28, was a request for in-depth interview volunteers.

A sample of the Likert Scale items (10-13, 15-18, 20-22, and 24-26) and a sample the open-ended items (14, 19, 23, and 27) are as follows:

1. I believe that my most successful ELLs have a natural aptitude for second language learning (see Table 8 for example).
2. Please list any other factors related to the attitudes and motivation of your most successful ELLs.

Table 8. Likert Scale Items

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7
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The survey for teachers of ELLs was emailed to 367 regular K through 5th grade teachers who taught in one of the 21 elementary schools located in Area 1 of San Diego Unified School District. Eighty-seven teachers of ELLs responded to this survey (23.7%). The same survey, which differed only in asking about English speakers rather than ELLs, was emailed to 44 regular K through 5th grade teachers of English speakers learning a second language who taught at either one of the two language academies located in Area 1 of San Diego Unified School District. Eighteen teachers of English speakers learning a second language responded to this survey (40.9%).

Qualitative data were collected through the teacher interviews. Twenty-four of the 86 teachers of ELLs who started the survey and five of the 18 teachers of English speakers learning a second language who started the survey offered to participate in the interviews. Four teachers were interviewed individually, using open-ended questions related to the survey questions (see Appendix G). For example, the first question asked teachers to describe a successful second language learner, and the second question asked teachers to describe a typical day in their classroom. The remaining questions were about the factors that influence learning for successful second language learners.

DEMOGRAPHICS

The first nine questions of each survey asked for basic demographic information. Item #1 asked teachers their gender. Eighty-six teachers of ELLs responded to Item #1 and

18 teachers of English speakers learning a second language responded to Item #1. As Table 9 shows, most respondents for both groups were female.

Table 9. Gender

Survey Item #1- Are you male or female?	Teachers of ELLs (N=86)		Teachers of English Speakers Learning a Second Language (N=18)	
	Male	Female	Male	Female
Response Count	4	82	4	14
Response Percent	4.7%	95.4%	22.2%	77.8%

Item #2 asked teachers what grade level they were teaching. There was a fairly even distribution of grade levels taught by the respondents for both groups of teachers in grades K through four. Only two teachers of ELLs taught 5th grade, and no teachers of English speakers learning a second language taught 5th grade. There were 11 teachers of ELLs who taught split grades, i.e. two grade levels in one classroom. There were no teachers of English speakers learning a second language who taught split classes. Table 10 illustrates the findings for Item #2.

Table 10. Grades Taught by Teachers of ELLs and Teachers of English Speakers Learning a Second Language

Survey Item #2--What grade level are you teaching this year? Check all that apply.	Teachers of ELLs (N=87)		Teachers of English Speakers Learning a Second Language (N=17)	
Grade Level	Response Count	Response Percent	Response Count	Response Percent
K	16	18.3%	2	11.8%
1	16	18.3%	6	35.3%
2	8	9.1%	4	23.5%
3	14	16.1%	2	11.8%
4	20	22.9%	3	17.7%
5	2	2.2%	0	0.0%
K-1 Split Class	3	3.4%	0	0.0%
1-2 Split Class	3	3.4%	0	0.0%
3-4 Split Class	2	2.2%	0	0.0%
4-5 Split Class	3	3.4%	0	0.0%

Item #3 asked teachers how many years they had been teaching, and Item #4 asked teachers how many years they had been teaching second language learners. Table 11 shows

Table 11. Average Years of Teaching Experience for Teachers of ELLs and Teachers of English Speakers Learning a Second Language

Survey Items	Teachers of ELLs	Teachers of English Speakers Learning a Second Language
	Average Years Experience	Average Years Experience
Item #3--How many years have you been teaching?	16.2 Years (N=86)	12.8 Years (N=17)
Item #4--How many years have you been teaching second language learners?	10.2 Years (N=79)	7 Years (N=17)

that on average the teachers of ELLs have more years experience in the classroom and more years experience teaching second language learners than did the teachers of the English speakers learning a second language.

Teachers were asked the number of students enrolled in their classrooms in Item #5. The average number of students per classroom was approximately the same for both groups of teachers as shown in Table 12.

Table 12. Average Number of Students per Classroom for Teachers of ELLs and Teachers of English Speakers Learning a Second Language

Survey Item	Teachers of ELLs (N=79)	Teachers of English Speakers Learning a Second Language (N=17)
Item #5--How many students are in your classroom this year?	22.3	23

Item #6 asked teachers for the number of second language learners enrolled in their classrooms, and Item #7 asked teachers for the number of second language learners who they believed were successful. The researcher calculated the percent of students each group of teachers believed were successful in their classrooms. Table 13 illustrates the percent of students each group of teachers believed were successful in their classrooms.

The final cluster of demographic questions dealt with teachers' second languages, the language the teachers were instructing, and the teachers' first language. There were nine teachers of ELLs who responded that they could speak Spanish fluently, and one was also able to speak French fluently. Teachers of English speakers learning a second language were not asked what language they spoke fluently. Instead, they were asked what language they were instructing. Twelve of these teachers reported that they taught Spanish, and five

reported that they taught French. Table 14 illustrates the responses for the questions, identifying the second languages taught and spoken by these teachers.

Table 13. Average Number and Percent of Second Language Learners per Classroom; Average Number and Percent of Successful Second Language Learners per Classroom

Survey Items	Teachers of ELLs		Teachers of English Speakers Learning a Second Language	
	Average Number	Percent	Average Number	Percent
Item #6--How many second language learners are in your classroom this year?	7.4 (N=79)	33.2%	18.8 (N=17)	81.7%
Item #7--Of those students, how many do you consider successful?	4.4 (N=78)	59.4%	14.8 (N=16)	78.7%

Table 14. Languages Reported by Teachers of ELLs and Teachers of English Speakers Learning a Second Language

Survey Items	Teachers of ELLs		Teachers of English Speakers Learning a Second Language	
Item #8--What world language do you teach?	Teachers of ELLs were not asked this question		Spanish	12
			French	5
			(N=17)	
Item #8--Please list any other language or languages that you speak with native like fluency.	Spanish	9	Teachers of English speakers learning a second language were not asked this question.	
	French	1		
	(N=10)			
Item #9--What is your first language?	English	73	English	6
	Spanish	3	Spanish	6
	Ilicano	1	English and Spanish	2
	Portuguese	1	French	2
	Chinese	1	Haitian Creole	1
	(N=79)		(N=17)	

ELEMENTARY TEACHERS' BELIEFS ABOUT THE FACTORS THAT SUPPORT SUCCESSFUL SECOND LANGUAGE ACQUISITION

The results of the Likert Scale survey questions and the open-ended questions were compiled from Survey Monkey's "Response Summary" for teachers of ELLs and teachers of

English speakers learning a second language. Combined tables were used to illustrate the results for the Likert Scale questions for both groups of teachers. The columns labeled “strongly disagree to somewhat disagree” show the total responses for strongly disagree, disagree, and somewhat disagree. The columns labeled “somewhat agree to strongly agree” show the total responses for somewhat agree, agree, and strongly agree. Following the data from Survey Monkey is an analysis of variance summary for each item. Additionally, the results from four in-depth interviews which addressed seven qualitative questions are reported.

The following five categories of data are reported for both groups of teachers:

- Survey results, including an analysis of variance, for teachers’ beliefs about the influence of SES on their successful second language learners (four Likert Scale questions and one open ended question)
- Survey results, including an analysis of variance, for teachers’ beliefs about successful second language learners’ attitudes and motivation (four Likert Scale questions and one open ended question)
- Survey results, including an analysis of variance, for teachers’ beliefs about successful second language learners’ social and academic engagement (three Likert Scale questions and one open-ended question)
- Survey results, including an analysis of variance, for teachers’ beliefs about successful second language learners’ culture and first language proficiency (three Likert Scale questions and one open-ended question)
- Results from four personal interviews which addressed seven qualitative questions on the factors that influence successful second language learners

Teachers’ Beliefs about Successful Second Language Learners and SES

Survey Items #10 through #14 asked teachers to report their beliefs about the influence of SES on the success of their second language learners. The results for survey Items #10 through #13 for teachers of ELLs and teachers of English speakers learning a second language are provided in the next sections along with the results of the analysis of variance for Items #10, #11, #12, and #13. This is followed by the results of the open-ended question, Item #14, which serves to substantiate and clarify the results for the Likert Scale questions within the context of students’ SES.

ITEM #10

Item #10 asked teachers to respond to the following statement:

From my experience successful ELLs/English speakers learning a second language often qualify for free or reduced lunch.

Forty-one (52.5%) teachers of ELLs agreed that their successful ELLs qualified for free or reduced lunch, with a small percentage of teachers of ELLs neither agreeing nor disagreeing (20 or 25.6%). Seventeen (21.8%) teachers of ELLs expressed disagreement with the statement.

In response to this question, four (23.6%) teachers of English speakers learning a second language found this to be true for their students. However, most teachers of English speakers learning a second language (seven or 42.7%) neither agreed nor disagreed with the statement, and six (35.3%) teachers of English speakers learning a second language expressed disagreement.

Table 15 illustrates the findings for Item #10.

Table 15. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners--Item #10

Survey Item #10	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
From my experience successful ELLs/English speakers learning a second language often qualify for free or reduced lunch.	17 21.8%	20 25.6%	41 52.5%	6 35.3%	7 42.7%	4 23.6%
		N=78			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 16 for survey Item #10. The difference in the number of successful second language learners who qualified for free or reduced lunch according teachers of ELLs and teachers of English speakers learning a second language was significant at the .021 level.

ITEM #11

Item #11 asked teachers to respond to the following statement:

I believe that socioeconomic factors influence the success of ELLs/English speakers learning a second language.

Table 16. Summary for Analysis of Variance for Item #10

Item #10	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
From my experience successful ELLs/English speakers learning a second language often qualify for free or reduced lunch.			
Sample Size	N=78	N=17	N=95
Likert Scale Mean	4.670	3.765	4.505
F Value			5.547
Significance			.021
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

Most teachers of ELLs expressed agreement with Item #11. Sixty-seven (84.8%) teachers of ELLs agreed that socioeconomic factors influenced the success of their students. Five (6.3%) teachers of ELLs neither agreed nor disagreed with the statement and seven (8.9%) teachers of ELLs disagreed with Item #11.

Similarly, most teachers of English speakers learning a second language (13 or 76.5%) believed that socioeconomic factors influenced the success of their second language learners. A small percentage of teachers of English speakers learning a second language neither agreed nor disagreed with the statement (two or 11.8%), and only two (11.8%) teachers of English speakers learning a second language disagreed with the statement.

Table 17 illustrates the findings for Item #11.

Table 17. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners--Item #11

Survey Item #11	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
I believe that socioeconomic factors influence the success of ELLs/English speakers learning a second language.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	7	5	67	2	2	13
	8.9%	6.3%	84.8%	11.8%	11.8%	76.5%
		N=79			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 18 for survey Item #11. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 18. Summary for Analysis of Variance for Item #11

Item #11 I believe that socioeconomic factors influence the success of ELLs/English speakers learning a second language.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=79	N=17	N=96
Likert Scale Mean	5.380	5.059	5.323
F Value			.931
Significance			.337
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #12

Item #12 asked teachers to respond to the following statement:

My most successful ELLs/English speakers learning a second language live in a community where English is the dominant language.

Most teachers of ELLs (53 or 67.9%) believed that their successful students lived in a community where English was the dominant language. Eleven (14.1%) teachers of ELLs neither agreed nor disagreed with the statement, and 14 (18%) teachers of ELLs expressed disagreement with the statement.

Eleven (64.8%) teachers of English speakers learning a second language were in agreement with Item #12 with a small percentage (two or 11.8%) who neither agreed nor disagreed. There were four (23.6%) teachers of English speakers learning a second language who disagreed that their students lived in a community where English was the dominant language.

Table 19 illustrates the Likert Scale results for Item # 12.

Table 19. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners--Item #12

Survey Item #12	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
My most successful ELLs/English speakers learning a second language live in a community where English is the dominant language.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	14	11	53	4	2	11
	18%	14.1%	67.9%	23.6%	11.8%	64.8%
		N=78			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 20 for survey Item #12. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 20. Summary for Analysis of Variance for Item #12

Item #12 My most successful ELLs/English speakers learning a second language live in a community where English is the dominant language.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=78	N=17	N=95
Likert Scale Mean	4.936	4.765	4.9053
F Value			.176
Significance			.676
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #13

Item #13 asked teachers to respond to the following statement:

From my experience, the literacy instruction at school has had more impact on the learning of my successful ELLs/English speakers successfully learning a second language than their home environment.

Most teachers from both groups believed that instruction at school had influenced the success of second language learners more than the learners' home environment. Fifty-three (67.9%) teachers of ELLs expressed agreement with 11 (14.1%) who neither agreed nor disagreed. Fourteen (18%) teachers of ELLs expressed disagreement with the statement.

Twelve (70.6%) teachers of English speakers learning a second language expressed agreement with Item #13. Few teachers neither agreed nor disagreed three (17.7%) that school instruction was more influential on the learning of their students than the students' home life. There were two (11.8%) teachers of English speakers learning a second language who disagreed with the statement for Item #13.

Table 21 illustrates the findings for Item #13.

Table 21. Elementary Teachers' Beliefs about the Influence of SES on Successful Second Language Learners

Survey Item #13	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
From my experience, second language instruction at school has had more impact on the learning of my ELLs/English speakers learning a second language than their home environment.	14 18%	11 14.1%	53 67.9%	2 11.8%	3 17.7%	12 70.6%
		N=78			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 22 for survey Item #13. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 22. Summary for Analysis of Variance for Item #13

Item #13	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
From my experience, second language instruction at school has had more impact on the learning of my ELLs/English speakers learning a second language than their home environment.			
Sample Size	N=79	N=17	N=96
Likert Scale Mean	4.722	5.118	4.792
F Value			.771
Significance			.382
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #14

Item #14 asked teachers to respond to the following open-ended statement:

Please list any other socioeconomic factors that you believe have contributed to the learning of successful ELLs/English speakers learning a second language.

Nine themes emerged from teachers of ELLs and teachers of English speakers learning a second language in response to Item #14. Table 23 illustrates these findings for both groups of teachers followed by an explanation for each theme.

Table 23. Response Summary for Open-Ended Item #14

Item #14. Please list any other socioeconomic factors that you believe have contributed to the learning of successful ELLs/English speakers learning a second language.	Teachers of ELLs 81 statements N=59	Teachers of English Speakers Learning a Second Language 14 statements N=8
Parent involvement and support	24 -- 29.6%	4 -- 28.6%
Parent education level	17 -- 21.0%	5 -- 35.7%
Parents as second language speakers	12 -- 14.8%	1 -- 7.1%
Parents' expectations for academic success	10 -- 12.3%	
Parents' job/work schedule	7 -- 8.6%	
Home literacy/ experiences such as museum visits, vacations	6 -- 7.4%	2 -- 14.3%
Stable home environment	3 -- 3.7%	
School support	2 -- 2.4%	
Students' proficiency in their first language		2 -- 14.3%

RESPONSE SUMMARY FOR TEACHERS OF ELLS FOR ITEM #14

Of the 87 teachers of ELLs who started the survey, 59 wrote responses to Item #14. There were a total of 81 different ideas or statements, because many teachers wrote more than one comment. From those 81 statements, eight themes emerged, which were parent involvement and support, parent education level, parents as second language learners, parents' expectations for academic success, parents' job/work schedule, home literacy, stable home environment, and school support. The eight themes are discussed below, organized from the most reported themes to the least.

Parent Involvement and Support

The theme of parent involvement and support was noted most often by teachers of ELLs, 24 of the 81 statements (29.6%). For example, one teacher stated, "Without parents, it's an uphill battle." Another teacher commented, "Parents who take a strong interest in their

child's education" is a characteristic of the success of ELLs. Other comments included statements such as, "Parent participation in schoolwork and homework," or "Communication between parent and teacher." Some teachers believed that attendance was crucial by writing, "Parent concern for student attendance". One teacher believed that when parents made school a priority, ELLs were successful. "When the family makes school a priority. The student is at school, rested, fed, and clean. Parents attend conferences." Overall there were 24 comments about the importance of parent involvement in school.

Parent Education Level

The parents' education level was mentioned 17 times (21.0%) with statements, such as "Parents who completed school and maybe attended college." One teacher's statement was indicative of many teachers' beliefs about parents' education level when he/she wrote, "My ELLs where one or both parents work and are educated beyond high school are more proficient."

Parents as Second Language Speakers

Teachers of ELLs also believed that when parents tried to speak English or already spoke English, ELLs were successful. There were 12 statements (14.8%) concerning parents speaking English. "Parents that TRY to use English," "Parents ability to read and write in English," were examples of typical statements. One teacher felt that the help of other family members benefited ELLs when he/she said, "Other influential adults or older peers who know more English than the student and regularly assist the student."

Parents' Expectations for Academic Success

Parents' expectations for educational success were mentioned 10 times (12.3%). Some examples of teachers' comments were "Education is valued in the home," "Agreement between parents that their child be bilingual," "How much the parents are pushing for English to be learned," and "When parents convey the importance of school to the child." One teacher commented, "The parent does not have to be highly educated. . ." to set high expectations for their child [ellipses added].

Parents' Job/Work Schedule

There were seven comments about parents' jobs and work schedules (8.6%). Teachers expressed concern about the parents' ability to be home with their children rather than working two or more jobs to pay the bills. The following statements were examples of what teachers wrote:

- "Parents are present in the home; not working three jobs to make ends meet."
- "Time to take family to the library (parents don't have to work seven days a week)."
- "Families who are not focused on surviving--They cared about education but feeding the children and paying for their apartments took over their lives."
- "Parents who don't work full time or two jobs."

Literacy in the Home/Experiences, such as Museum Visits, Vacations

There were six statements (7.4%) about the importance of literacy in the home and experiences outside the home. Examples of these comments were "If the child comes from a family that checks out library books in English from the public library--watching KPBS on TV," "Access to literature in any language at home," and "Money to take families on trips, to museums, etc." One teacher identified "Participation in community and cultural events" as an influencing factor for successful ELLs. Another teacher summed up this theme with "Home reading, extra curricular activities, e.g. museums, plays. . ." as elements for student success in learning English.

Stable Home Environment

There were three statements (3.7%) about the importance of a stable home environment for the success of ELLs. One teacher wrote, "A stable home life where a student feels safe and is having their basic needs met will breed success;" and another teacher wrote, "Two-parent home." Another teacher's comment was "Supporting, loving, stable family environment."

School Support

The final two comments (2.4%) in the area of socioeconomic status concerned the ability of the school to compensate for lack of parental support. One teacher wrote that there

needs to be “recognition that school needs to fill in the gaps” where parent support and participation are missing. Another teacher noted that schools need to offer parent workshops.

RESPONSE SUMMARY FOR TEACHERS OF ENGLISH SPEAKERS LEARNING A SECOND LANGUAGE FOR ITEM #14

Table 23 on page 56 also illustrates the responses for teachers of English speakers learning a second language. Eight of the 18 teachers of English speakers learning a second language who started the survey wrote responses to Item #14. There were a total of 14 different ideas or statements from the eight responses, from which the following five themes emerged: parent education level, parent involvement and support, parents who speak the second language, home literacy, and first language proficiency. The five themes are discussed below, organized from the most reported themes to the least.

Parent Education Level

There were five statements (35.7%) about parent education level. The following statement summarized teachers’ beliefs about students who successfully learned a second language regarding their parents’ level of education. “I believe the number one socioeconomic factor for English speakers learning a second language is parent education.”

Parent Involvement and Support

There were four statements (28.6%) about the importance of parent involvement. One teacher wrote, “Parent involvement at home with learning,” and another commented, “Home support on a consistent basis.”

Home Literacy

There were two statements (14.3%) about the importance of literacy in the home, family vacations, life experiences, and world travel in supporting successful English speakers learning a second language. “Reading in the home by all members of the family; talking with children (not talking at them), allowing children to participate in discussions with adults about important subjects and valuing their opinion; storytelling by both adults and children in the home,” was an example statement around this theme.

First Language Proficiency

There were two statements (14.3%) about the benefits of first language proficiency in successfully learning a second or even a third language. One of these statements was, “Successful students are the ones who enter our program with a large acquisition of complex vocabulary in their primary language.” Another teacher commented, “Knowing two languages--helps children learn a 3rd language.”

Parents as Second Language Speakers

One statement (7.1%) expressed the belief that the parents’ ability to speak the second language influenced student success. This teacher simply wrote, “Parents ability to speak the second language.”

Teachers’ Beliefs about Successful Second Language Learners and Attitudes and Motivation

Survey Items #15 through #19 asked teachers to report their beliefs about the attitudes and motivation of their successful second language learners. The results for Likert Scale Items #15 through #18 for teachers of ELLs and teachers of English speakers learning a second language are provided in the next sections, along with the findings from the analysis of variance. This is followed by the results of one open-ended question, Item #19. This open-ended question helps to clarify and substantiate the information from the Likert Scale questions.

ITEM #15

Item #15 asked teachers to respond to the following statement:

I believe that my most successful ELLs/English speakers learning a second language have a natural aptitude for second language acquisition. (“Natural aptitude” meant that some students had an innate ability to learn a second language.)

In response to this statement, 33 (42.8%) teachers of ELLs expressed agreement, and 26 (33.8%) expressed neither agreement nor disagreement. Eighteen (23.3%) disagreed with the statement.

A higher percentage of teachers of English speakers learning a second language agreed with Item #15 than did teachers of ELLs. Twelve (70.6%) agreed that their successful

second language learners have a natural aptitude for language acquisition. Three (17.7%) neither agreed nor disagreed, and two (11.8%) disagreed with the statement. The results for Item #15 are shown in Table 24.

Table 24. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations--Item #15

Survey Item #15	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
I believe that my most successful ELLs/English speakers learning a second language have a natural aptitude for second language learning.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	18	26	33	2	3	12
	23.3%	33.8%	42.8%	11.8%	17.7%	70.6%
		N=77			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 25 for survey Item #15. The difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language was significant at the .037 level.

Table 25. Summary for Analysis of Variance for Item #15

Item #15	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
I believe that my most successful ELLs/English speakers learning a second language have a natural aptitude for second language learning.			
Sample Size	N=77	N=17	N=94
Likert Scale Mean	4.260	5.000	4.394
F Value			4.477
Significance			.037
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #16

Item #16 asked teachers to respond to the following statement:

I believe that the parents of successful ELLs/English speakers successfully learning a second language encourage their children to learn a second language.

Both groups of teachers overwhelmingly expressed agreement with this statement. Seventy-one (92.2%) teachers of ELLs agreed that the parents of their successful ELLs encouraged their children to learn English. Three (3.9%) teachers of ELLs neither agreed nor disagreed with the statement, and three (3.9%) disagreed with the statement.

All of the 17 (100%) teachers of English speakers learning a second language agreed that the parents of their successful second language learners encouraged their children to learn a second language. There were no teachers who neither agreed nor disagreed, and no teachers disagreed with the statement.

Table 26 illustrates the findings for both groups of teachers.

Table 26. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations--Item #16

Survey Item #16	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
I believe that the parents of my successful ELLs/English speakers learning a second language encourage their children to learn English.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	3	3	71	0	0	17
	3.9%	3.9%	92.2%	0.0%	0.0%	100%
		N=77			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 27 for survey Item #16. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

ITEM #17

Item #17 asked teachers to respond to the following statement:

From my experience, successful ELLs/English speakers learning a second language are interested in learning about many topics.

In response to this statement, most teachers (72 or 94.7%) of ELLs expressed agreement with Item #17. A small percentage (three or 4.0%) of teachers of ELLs neither agreed nor disagreed, and even less (one or 1.3%) disagreed.

Table 27. Summary for Analysis of Variance for Item #16

Item #16	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
I believe that the parents of my successful ELLs/English speakers learning a second language encourage their children to learn English.			
Sample Size	N=77	N=17	N=94
Likert Scale Mean	6.130	6.647	6.223
F Value			3.099
Significance			.082
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

Sixteen (94.1%) teachers of English speakers learning a second language agreed that their successful second language learners were interested in many topics, and only one (5.9%) neither agreed nor disagreed. No teachers of English speakers learning a second language expressed disagreement with the statement for Item #17.

Table 28 shows the findings for Item #17.

Table 28. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations--Item #17

Survey Item #17	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
Item #17	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
From my experience, successful ELLs/English speakers learning a second language are interested in learning about many topics.	1 1.3%	3 4.0%	72 94.7%	0 0.0%	1 5.9%	16 94.1%
		N=76			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 29 for survey Item #17. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

ITEM #18

Item #18 asked teachers to respond to the following statement:

Table 29. Summary for Analysis of Variance for Item #17

Item #17 From my experience, successful ELLs/English speakers learning a second language are interested in learning about many topics.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=76	N=17	N=93
Likert Scale Mean	6.053	6.118	6.065
F Value			.077
Significance			.782
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

My successful ELLs/English speakers successfully learning a second language persist when faced with challenging academic endeavors.

A large percentage of teachers of ELLs (69 or 89.6%) expressed agreement with the statement about student persistence. Few teachers (five or 6.5%) neither agreed nor disagreed, and only three (3.9%) disagreed.

All of the teachers of English speakers learning a second language (17 or 100%) believed that their successful second language learners persist when faced with challenging academic endeavors. There were no teachers who neither agreed nor disagreed, and no teachers who disagreed. Table 30 illustrates the findings for Item #18.

Table 30. Elementary Teachers' Beliefs about Successful Second Language Learners' Attitudes and Motivations

Survey Item #18	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
My successful ELLs/English speakers learning a second language persist when faced with challenging academic endeavors.	3 3.9%	5 6.5%	69 89.6%	0 0.0%	0 0.0%	17 100%
		N=77			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 31 for survey Item #18. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 31. Summary for Analysis of Variance for Item #18

Item #18 My successful ELLs/English speakers learning a second language persist when faced with challenging academic endeavors.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=76	N=17	N=93
Likert Scale Mean	5.857	6.000	5.883
F Value			.253
Significance			.616
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #19

Item #19 asked teachers to respond to the following open-ended statement:

Please list any other factors related to the attitudes and motivation of your successful ELLs/English speakers successfully learning a second language.

Five themes emerged from teachers of ELLs and four themes from teachers of English speakers learning a second language in response to Item #19. Table 32 illustrates these findings for both groups of teachers. An explanation for teachers of ELLs and teachers of English speakers learning a second language follows Table 32.

Table 32. Response Summary for Item #19

Item #19. Please list any other factors related to the attitudes and motivation of your successful ELLs/English speakers successfully learning a second language.	Teachers of ELLs 62 statements N=48	Teachers of English Speakers Learning a Second Language 8 statements N=8
Parent Involvement and Support	25 -- 40.3%	1 -- 12.5%
Intrinsic Motivation	22 -- 35.4%	5 -- 62.5%
Teacher	7 -- 11.3%	1 -- 12.5%
Peers	5 -- 8.1%	
Positive environment at home and at school	3 -- 4.8%	1 -- 12.5%

**RESPONSE SUMMARY FOR TEACHERS ELLS
FOR ITEM #19**

There were 48 teachers of ELLs who wrote comments for Item #19. Of those comments there were 62 different beliefs. The following five themes emerged from these 62 comments about successful ELLs' attitudes and motivation: parent involvement and

support, intrinsic motivation, the teacher, peers, and a positive environment at home and at school. The five themes are discussed below, organized from the most reported to the least.

Parent Involvement and Support

There were 25 statements (40.3%) about parent involvement and support. For instance, one teacher wrote, “It is also essential to have the support of caring parents who not only value education, but also see to it that their children are well-nourished, well-rested, and feel safe and secure in their home environment.” Another teacher expressed the belief that consistent parental support makes a difference in student achievement by writing, “Consistent parental support of school learning.”

Intrinsic Motivation

There were 22 responses (35.4%) stating that intrinsic motivation or an “internal drive” (Gan et al., 2004) was an important characteristic of successful ELLs. One teacher expressed this belief by writing, “They respect themselves and their right to learn. They are not afraid to ask for clarification when they don’t understand a concept or a word. They also know they are allowed to use their first language to communicate with another student who speaks the same language.” Another teacher believed that one way to overcome the difficulty of learning a second language was with a positive attitude. “Everything is harder when learning two languages. Having a positive attitude toward learning makes it much easier to progress.” A positive attitude and desire to learn was stated by yet another teacher when he/she wrote, “Good self-esteem; responds to positive encouragement; self motivated; loves learning.” One teacher’s comment was representative of many teachers’ beliefs about intrinsic motivation and successful ELLs, “They are emotionally secure and happy children.”

Teacher

There were seven statements (11.3%) about the role of the teacher to motivate ELLs and help them develop a positive attitude toward learning English. “I feel my personality, my interactions with the children (no matter what their language or socioeconomic background is), and my enthusiasm and passion for teaching has a tremendous impact on the attitude and motivation of my most successful ELLs, even so for my ELLs who are struggling or close to becoming successful.” One teacher wrote “Good teaching,” and yet another stated,

“Teacher’s attitude and expectations; safe learning environment.” There were two comments about the classroom environment. “Child feels safe to take risks; child feels it is OK not to ‘get it’ for a while and still feels successful” and “Teachers need to take extra steps to make these parents (*parents who visit school*) feel very comfortable to come to the classroom. Make them feel that their opinions matter and they are important in the partnership.” These teachers’ statements demonstrated their beliefs about the importance of the teacher and the classroom environment in promoting the success of ELLs.

Peers

Five statements (8.1%) reflected the belief that peer support was an important element of successful second language acquisition. There were five statements about ELLs wanting to “fit in” with their peers and the importance of other students in the class supporting and helping ELLs.

Positive Environment at Home and at School

There were three comments (4.8%) about the importance of both parents and teachers setting high expectations, encouraging students to learn English, and demonstrating a positive attitude. Those statements are listed below:

- “Encouragement from home and school”
- “High expectations from home and school”
- “Positive attitude of parents and teacher”

RESPONSE SUMMARY FOR TEACHERS OF ENGLISH SPEAKERS LEARNING A SECOND LANGUAGE FOR ITEM #19

Table 32 on page 65 also shows the results for teachers of English speakers learning a second language. Eight out of the 18 teachers who started the survey wrote comments. Of those eight responses, the following four themes emerged: Intrinsic motivation, the teacher, parent involvement, and positive environment at home and school. The four themes are discussed below, organized from the most reported to the least.

Intrinsic Motivation

There were five statements (62.5%) about the impact of intrinsic motivation or an “internal drive” (Gan et al., 2004) on successful second language acquisition as exemplified by the following response:

Their desire while I feel it is strongly encouraged at home, comes from a child’s own, personal motivation. The successful ones really put themselves out to use Spanish, even when the English word would be quicker, easier and well-understood.

“Natural interest, good focus, and optimism” were words used by a teacher to describe students who were successfully learning a second language. Another teacher said that her first graders just “love school,” and yet another teacher commented that her students know “being bilingual will open more doors for employment in the future.”

Teacher

The responsibility of the teacher was a theme mentioned one time (12.5%). This teacher wrote, “I don’t find any difference in English learners and Spanish learners. They both are interested in learning when it is presented in a fun and interesting manner.”

Parent Involvement and Support

There was one statement (12.5%) about the students’ home lives. “Life experiences such as traveling, visiting museums, learning from their parents/relative (adult) topics of interest in [their] primary language and read to from day one of birth.”

Positive Environment at Home and at School

One statement (12.5%) reflected the belief that both the home and school were important factors for student success. “Positive teacher and parents are very important. Lowering the affective filter both at home and in school leads to more positive experiences.”

Teachers’ Beliefs about Successful Second Language Learners and Social and Academic Engagement

Survey Items #20 through #23 asked teachers to respond to questions related to the social and academic engagement of their successful second language learners. The results for the Likert Scale Items #20 through #22 for teachers of ELLs and teachers of English

speakers learning a second language are shown in the next sections, along with the results for the analysis of variance for Items #20 through #22. This is followed by the results for one open-ended question, Item #23. This open-ended question helps to clarify and substantiate the information from the Likert Scale questions.

ITEM #20

Item #20 asked teachers to respond to the following statement:

I believe that my successful ELLs/English speakers successfully learning a second language practice speaking that second language with their friends and classmates.

Teachers of ELLs agreed that their successful ELLs practiced English with their friends and classmates with 72 (94.7%) expressing agreement. Four (5.3%) neither agreed nor disagreed, and no teachers disagreed with the statement.

Twelve (70.6%) teachers of English speakers learning a second language agreed that their successful second language learners practiced the new language with friends and classmates, and one (5.9%) neither agreed nor disagreed. Four (23.5%) teachers expressed disagreement with the statement.

Table 33 illustrates the results for Item #20.

Table 33. Elementary Teachers' Beliefs about Successful Second Language Learners' Social and Academic Engagement--Item #20

Survey Item #20	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
I believe that my successful ELLs/English speakers successfully learning a second language practice speaking that language with their friends and classmates.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	0	4	72	4	1	12
	0.0%	5.3%	94.7%	23.5%	5.9%	70.6%
		N=76			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 34 for survey Item #20. The difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language was significant at the .000.

Table 34. Summary for Analysis of Variance for Item #20

Item #20	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
I believe that my successful ELLs/English speakers successfully learning a second language practice speaking that language with their friends and classmates.			
Sample Size	N=76	N=17	N=93
Likert Scale Mean	6.250	4.824	5.985
F Value			27.158
Significance			.000
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #21

Item #21 asked teachers to respond to the following statement:

A good school attendance record has contributed to the learning of my successful ELLs/English speakers successfully learning a second.

Most teachers of ELLs (73 or 94.1%) agreed that a good attendance record contributed to the success of their ELLs. Three (3.9%) teachers of ELLs neither agreed nor disagreed, and no teachers disagreed with the statement.

All teachers (17 or 100%) of English speakers learning a second language were in agreement with the statement about school attendance.

Table 35 illustrates the results for Item #21.

Table 35. Elementary Teachers' Beliefs about Successful Second Language Learners' Social and Academic Engagement--Item #21

Survey Item #21	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
A good school attendance record has contributed to the learning of my successful ELLs/English learners successfully learning a second language.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	0	3	73	0	0	17
	0.0%	3.9%	96.1%	0.0%	0.0%	100%
		N=76			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 36 for survey Item #21. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 36. Summary for Analysis of Variance for Item #21

Item #21 A good school attendance record has contributed to the learning of my successful ELLs/English learners successfully learning a second language.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=76	N=17	N=93
Likert Scale Mean	6.4474	6.2353	6.408
F Distribution			1.0966
Significance			.2978
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #22

Item #22 asked teachers to respond to the following statement:

I believe that successful ELLs/English speakers successfully learning a second language are attentive in class.

Seventy-two teachers of ELLs agreed that their successful ELLs were attentive in class. Only three (4%) neither agreed nor disagreed and one (1.3%) expressed disagreement.

Most of the teachers of English speakers learning a second language (16 or 94.1%) expressed agreement with Item #22. One teacher (5.9%) neither agreed nor disagreed and no teachers disagreed.

Table 37 illustrates the findings for Item #22.

Analysis of Variance

The analysis of variance results are shown in Table 38 for survey Item #22. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 37. Elementary Teachers' Beliefs about Successful Second Language Learners' Social and Academic Engagement--Item #22

Survey Item #22	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
I believe that successful ELLs/English speakers successfully learning a second language are attentive in class.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	0	2	73	0	1	16
	0.0%	.03%	97.3%	0.0%	5.9%	94.1%
		N=75			N=17	

Table 38. Summary for Analysis of Variance for Item #22

Item #22	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
I believe that successful ELLs/English speakers successfully learning a second language are attentive in class.			
Sample Size	N=75	N=17	N=92
Likert Scale Mean	6.333	6.118	6.294
F Value			1.198
Significance			.277
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #23

Item #23 asked teachers to respond to the following open-ended question:

What other factors related to social and academic engagement do you believe have contributed to the learning of your successful ELLs/English speakers successfully learning a second language?

Six themes emerged from teachers of ELLs, and four themes emerged from teachers of English speakers learning a second language in response to Item #23. Table 39 illustrates these findings for both groups of teachers followed by an explanation of the themes for both groups of teachers.

TEACHERS OF ELLS/ITEM #23

A little over half of the teachers of ELLs who started the survey wrote responses, i.e. 44 out of 87. There were a total of 49 different statements from which emerged six

Table 39. Response Summary for Open-Ended Item #23

Item #23. What other factors related to social and academic engagement do you believe have contributed to the learning of your successful ELLs/English speakers successfully learning a second language?	Teachers of ELLs 49 statements N=44	Teachers of English Speakers Learning a Second Language 8 statements N=8
Teachers/School	14 -- 28.6%	3 -- 37.5%
Parent Involvement and Support	12 -- 24.5%	1 -- 12.5%
Intrinsic Motivation	10 -- 20.4%	3 -- 37.5%
Peers	10 -- 20.4%	
First language proficiency	2 -- 4.1%	
Reading	1 -- 2.0 %	1 -- 12.5%

themes as shown in Table 39. The six themes were teachers/school, parent support, intrinsic motivation, peers, first language proficiency, and reading. The six themes are discussed below, organized from the most reported to the least.

Teachers/School

The greatest number of statements (14 or 28.6%) about social and academic engagement dealt with the role of the teachers and the school. The teachers who responded to this item seemed to feel that what happened in school had a big impact on the degree to which students were socially and academically engaged. Listed below are six categories which are representative of teachers' statements about the role of the teacher and the school.

Teacher 1: Valuing What the Child Brings

I think that teachers need to value the child's native language and heritage. I learned how to speak conversational Spanish so that I could relate to my families and show them that I valued them. I hate it when I hear teachers say 'English Only!' They should be speaking English in the classroom but another child can be the greatest teacher (translating).

Teachers 2 and 3: Conversational Support for Language Development

Conversations, discussions, classroom presentations, group projects, after school programs, debates, competitions, and so on all encourage the use of language skills.

Lots of cooperative learning activities structured into the day. . . student discussion around thematic literature. . . small group ELD.

Teachers 4 and 5: Motivating Lessons

I think that the way I present my lessons has a tremendous buy into their learning. If they show an interest, then I have their attention and they will learn. I use many visuals or realia (when possible) to help scaffold my lessons. I try to make print (text) with pictures available whenever possible.

The use of SDAIE strategies and front loading of material aids in the success of ELLs.

Teacher 6: Wide Array of Reading Material

School libraries with librarians and books. School libraries that allow kids to check out more than one book a week. Enriching field trips for low income children.

Teachers 7, 8, and 9: Positive Classroom Culture

Positive, loving classroom environment.

Knowing their voice will count and be valued speaks volumes; the encouragement and support they receive from others will determine how fast they attain their goals.

Classroom culture that is accepting of people who are different. A collaborative group of students who strive to help each other and push each other's learning regardless of their language.

Teachers 10 and 11: Individualized Instruction

Good academic role models, i.e. teachers using modeling techniques, support staff at schools to provide more individualized instruction.

One on one attention to keep them doing the same work as others in class so they have that sense of belonging.

PARENT INVOLVEMENT AND SUPPORT

There were 12 statements (24.5%) about the role of parents for successful ELLs.

These statements demonstrated that many teachers believed that home life played a significant role in the success or failure of their ELLs. The following statement was representative of many teachers' comments: "I believe parents or guardians who value education, recognize the importance of daily attendance and arrive at school on time and prepared are providing a strong role model for their children contribute to the learning of successful ELLs."

Intrinsic Motivation

Intrinsic motivation was one characteristic of successful ELLs mentioned by many teachers. In fact, there were a total of 10 statements (20.4%) about this topic with most teachers mentioning attentiveness in class, a desire to learn, and an ability to take risks. One teacher stated, “Out-going personality, enjoy learning new information; active listener.” In contrast, there was one belief that shy students will not do as well as more outgoing ones. “A shyer student will not do as well as an outgoing one.” Another teacher commented that successful ELLs feel successful and strive for that feeling. Yet another teacher believed that a “Good self-esteem and positive feelings about engaging with others are directly related to what levels of social and academic engagement these students will attain.” Finally, there was mention of perseverance along with risk-taking, as one teacher wrote “Tenacity, attention and desire to take risks are all components of successful ELL students.”

Peers

Ten statements (20.4%) reflected the belief that communication with English speaking peers was an element that promoted successful English acquisition. One teacher wrote, “Talking with peers from other backgrounds,” and another stated,

The number of English students they become friendly with. The ELLs that only stick with other ELLs do not give themselves the opportunity to have English modeled correctly for them, or help them learn new English vocabulary or terms. If they are also friends with English language students, they are more likely to receive in-class assistance from these students because of their friendship. ELL students need to develop the social relationships with peers that other students have. Sometimes, the teacher needs to “help out” by getting parents together to arrange play dates and such. This leads to feelings of friendship and acceptance, and helps to build self-esteem.

Another teacher commented, “They interact with English speakers. They are in a classroom with ELLs and English speakers.” Also related to this theme was one teacher’s belief that English only students and some educators needed to be more understanding of the challenges of learning a second language when he/she wrote,

Educating English only students that ELLs are working very hard at school because it is sometimes assumed that they are slow people; prejudice in the community doesn’t help; discuss that learning two languages at a young age is not only a good thing but will provide more job opportunities in the future. Talking about this strength more with teachers as some are prejudice too.

First Language Proficiency

Another theme that emerged from the data on social and academic engagement was the importance of first language proficiency. There were two statements (4.1%) that attributed proficiency in English to “Literacy in one’s native language.” For example, one teacher stated, “Many [successful ELLs] are fluent readers in their first language so the transition to English is easier because the constructs of language and stories are already in place.”

Reading

The final theme that emerged regarding social and academic engagement dealt with reading. Reading outside of school was considered by one teacher (2.0%) as an element that led to successful second language learning.

TEACHERS OF ENGLISH SPEAKERS LEARNING A SECOND LANGUAGE/ITEM #23

Of the 18 teachers of English speakers learning a second language who started the survey, eight wrote a short answer to Item #23. There were five themes that emerged from the eight statements as shown in Table 39 on page 73. The five themes are discussed below, organized from the most reported to the least.

Teacher/School

The role of the teacher and the school in promoting successful second language acquisition was the topic of three statements (37.5%). Teachers believed that “Bringing realia to connect learning, scaffolding learning, and providing examples of the end product” were important teacher tools to help second language learners succeed. One teacher pointed out that using the second language in the classroom benefited second language learners. “We strongly emphasize the use of the second language in the classroom.” Another teacher believed that students would rather practice the second language with the teacher than their friends or classmates

Intrinsic Motivation

There were three statements (37.5%) about intrinsic motivation, i.e. when students are interested in school and want to learn (Gan et al., 2004). The teachers' responses are listed below:

- “Any student who is attentive in class will be a successful learner.”
- “outgoing and eager to try to speak”
- “Academic engagement of successful Spanish learners will be found in many different subjects--across the curriculum.”

Parent Involvement and Support

There was one statement (12.5%) about parent involvement and support. To explain about the role of parents, one teacher wrote, “I think that if the student has a safe home environment where they are nurtured and provided with security in terms of housing, nutrition, and clothing are very significant factors.” In other words, a safe, secure home environment promoted successful second language acquisition.

Reading

One statement (12.5%) reflected the belief that “a high reading level” was important to success in learning a second language.

Teachers' Beliefs about Successful Second Language Learners Cultural and First Language Factors

Survey Items #24 through #26 asked teachers to express their beliefs about factors related to culture and first language that influence the learning of their successful second language learners. The results for the Likert Scale Items #23 through #26 for teachers of ELLs and teachers of English speakers learning a second language are discussed in the next sections along with the results for the analysis of variance for Items #20 through #22. This is followed by the results for one open-ended question, Item #27. This open-ended question helps to clarify and substantiate the information from the Likert Scale questions.

ITEM #24

Item #24 asked teachers to respond to the following statement:

I believe that successful ELLs/English speakers successfully learning a second language want to learn that second language in addition to their first language.

Seventy-one (93.4%) teachers of ELLs agreed that their successful ELLs wanted to learn English in addition to their first language. Five teachers (6.6%) of ELLs neither agreed nor disagreed, and no teachers disagreed with the statement.

Most teachers of English speakers learning a second language (16 or 94.1%) agreed that their successful second language learners wanted to learn a second language in addition to English. One teacher (5.9%) of English speakers learning a second language neither agreed nor disagreed and no teachers expressed disagreement.

Table 40 shows the findings for Item #24.

Table 40. Elementary Teachers' Beliefs about Cultural and First Language Factors Related to Successful Second Language Learners--Item #24

Survey Item #24	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
I believe that my successful ELLs/English speakers successfully learning a second language want to learn that language in addition to their first language.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	0	5	71	0	1	16
	0.0%	6.6%	93.4%	0.0%	5.9%	94.1%
		N=76			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 41 for survey Item #24. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were not significantly different.

Table 41. Summary for Analysis of Variance for Item #24

Item #24	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
I believe that my successful ELLs/English speakers successfully learning a second language want to learn that language in addition to their first language			
Sample Size	N=76	N=17	N=93
Likert Scale Mean	6.224	5.882	6.161
F Value			2.136
Significance			.147
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

ITEM #25

Item #25 asked teachers to respond to the following statement:

From my experience, successful ELLs/English speakers learning a second language are proud of their native culture.

In response to this statement, 63 (82.9%) teachers of ELLs expressed agreement with 12 (15.8%) neither agreeing nor disagreeing. There was one (1.3%) teacher of ELLs who did not agree that successful ELLs were proud of their native culture.

Fourteen (82.3%) teachers of English speakers learning a second language agreed that their successful second language learners were proud of their native culture. Three (17.7%) teachers neither agreed nor disagreed, and no teachers expressed disagreement.

Table 42 illustrates the findings for Item #25.

Table 42. Elementary Teachers' Beliefs about Cultural and First Language Factors Related to Successful Second Language Learners--Item #25

Survey Item #25	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
From my experience, successful ELLs/English learners successfully learning a second language are proud of their native culture.	1	12	63	0	3	14
	1.3%	15.8%	82.9%	0.0%	17.7%	82.3%
		N=76			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 43 for survey Item #25. The beliefs of teachers of ELLs and teachers of English speakers learning a second language are not significantly different.

ITEM #26

Item #26 asked teachers to respond to the following statement:

Successful ELLs/English speakers successfully learning a second language are proficient in their first language.

Sixty teachers (78.9%) of ELLs agreed that their successful ELLs were proficient in their first language, and eight (10.5%) neither agreed nor disagreed. Eight (10.5%) disagreed with Item #26.

Table 43. Summary for Analysis of Variance for Item #25

Item #25 From my experience, successful ELLs/English learners successfully learning a second language are proud of their native culture.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=76	N=17	N=93
Likert Scale Mean	5.816	5.765	5.807
F Value			.031
Significance			.861
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

All teachers of English speakers learning a second language agreed that their successful second language learners were proficient in their first language.

The results for Item #26 are shown in Table 44.

Table 44. Elementary Teachers' Beliefs about Cultural and First Language Factors Related to Successful Second Language Learners--Item #26

Survey Item #26	Teachers of ELLs			Teachers of English Speakers Learning a Second Language		
Successful ELLs/English speakers successfully learning are proficient in their first language.	Strongly Disagree to Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree	Strongly Disagree to Disagree	Neither Agree nor Disagree	Somewhat Agree to Strongly Agree
	8	8	60	0	0	17
	10.5%	10.5%	78.9%	0.0%	0.0%	100%
		N=76			N=17	

Analysis of Variance

The analysis of variance results are shown in Table 45 for survey Item #26. The beliefs of teachers of ELLs and teachers of English speakers learning a second language were significantly different at the .068 level.

ITEM #27

Item #27 asked teachers to respond to the following open-ended question:

List any other cultural or first language factors that you believe have contributed to the success of your ELLs/English speakers learning a second language.

Table 45. Summary for Analysis of Variance for Item #26

Item #26 Successful ELLs/English speakers successfully learning are proficient in their first language.	Teachers of ELLs	Teachers of English Speakers Learning a Second Language	Combined Mean
Sample Size	N=76	N=17	N=93
Likert Scale Mean	5.566	6.235	5.688
F Value			3.419
Significance			.068
Likert Scale:			
1=Strongly Disagree	4=Neither Agree nor Disagree	7=Strongly Agree	
2=Disagree	5=Somewhat Agree		
3=Somewhat Disagree	6=Agree		

Six themes emerged from teachers of ELLs and four themes emerged from teachers of English speakers learning a second language in response to Item #27. Table 46 illustrates these findings for both groups of teachers and is followed by an explanation for teachers of ELLs and teachers of English speakers learning a second language.

Table 46. Response Summary for Item #27

Item #27. List any other cultural and first language factors you believe have contributed to the learning of your successful ELLs/English speakers successfully learning a second language.	Teachers of ELLs 37 statements N=34	Teachers of English Speakers Learning a Second Language 7 statements N=7
First Language Proficiency	12 -- 32.4%	3 -- 42.9%
Parent Involvement and Support	12 -- 32.4%	1 -- 14.3%
Respect for personal cultural values	6 -- 16.2%	1 -- 14.3%
Teacher	4 -- 10.8%	
Respect for parents, teachers, and education	3 -- 8.1%	
Learning more than two languages		2 -- 28.6%

TEACHERS OF ELLS/ITEM #27

There were 34 teachers of ELLs who responded to this item with a total of 37 individual statements. Five themes emerged from the 37 teachers' statements about cultural identity and first language proficiency. The five themes are discussed below, organized from the most reported to the least.

First Language Proficiency

There were 12 statements (32.4%) about the role of first language proficiency on the achievement of ELLs. The following statement was representative of the teachers' beliefs:

If the child is a successful native speaker then he/she has the potential to learn another language successfully. However, if his native language is poor due to family dialect or grammar then that makes it harder for the ELL child to master the English language. You can't speak poorly in one language and beautifully in another. Language is based on grammar rules and if you don't understand them in your native tongue it is hard for you to grasp them in another language.

One teacher expressed a concern about students who are not proficient in their first language. He/she believed that if a student is not proficient in their first language, that student often does not learn English well either, leaving the student with poor skills in both languages. There was one teacher who admitted not knowing if their ELLs were proficient in their first language. Overall, teachers believed that first language proficiency "transferred" to learning English.

Parent Involvement and Support

Many teachers wrote about the influence of parents on the success or failure of ELLs. For example, one teacher simply wrote "Parents, parents, parents!" Another teacher wrote, "The educational and socioeconomic levels of parents are indicators of ELL success--just as with our non-ELL students." There were 12 separate statements (32.4%) about the impact of home and family on the success of ELLs.

Respect for Personal Cultural Values

Students' pride for their native culture was the topic of six teacher statements (16.2%). One teacher wrote, "When these students feel good and proud of their cultural background and have not been made to feel ashamed that they speak another language, the students will excel tremendously." Another teacher felt that most ELLs were not familiar with their native culture.

Teacher

There were four statements (10.8%) about the teacher's instructional strategies and the classroom environment. These teachers believed that with consistent instruction and a "positive" learning environment, students will learn. One statement indicated a sense of

responsibility for helping students feel proud of their culture and language as the following statement shows:

I think when we talk about their language and their culture; it shows them that we are interested in learning about them and their culture. This helps to bring down the affective filter and they may even teach us a few things or two. I usually have a Multicultural Bread Feast around Thanksgiving time because we know that most cultures eat some type of bread. This makes the ELLs interested in sharing something about their culture. I do the same with some simple words in their language. We learn how to say the numbers, greetings, colors, objects, etc. in their language. The ELLs become our little teachers for this and this also helps to raise their self-esteem and confidence.

Respect for Parents, School, and Education

There were three statements (8.1%) about students' respect for their parents, school, and education. One teacher wrote that sometimes students feel a responsibility to help the family by being able to translate and help the family "assimilate into American culture." Two teachers believed that when students respect their parents, teachers, and school, they will be successful.

TEACHERS OF ENGLISH SPEAKERS LEARNING A SECOND LANGUAGE/ITEM #27

There were seven teachers of English speakers learning a second language who responded and 11 who chose not to respond to the item as shown in Table 46 on page 81. Four themes emerged from seven teacher statements. The four themes are discussed below, organized from the most reported to the least.

First Language Proficiency

There were three comments (42.9%) which stated that first language proficiency played a role in successful second language acquisition. One statement was "Students who are strong in their first language are able to acquire a second language faster." Another statement was a bit more detailed. "Kids who already have another language (especially Spanish), in general, seem to learn French with some ease. It's like they have an 'extra dimension' to their thinking." The final statement reiterated the other two statements. "The

most important characteristic of English speakers learning a second language is their proficiency in English.”

Learning More than Two Languages

Two statements (28.6%) reflected the belief that students who learned more than two languages were successful second language learners. One teacher stated,

Many of my successful English speakers learning French actually are learning their third or fourth language. I've had many students who speak Spanish in the home or even Russian, Japanese, Italian, or Portuguese. Often, these are the most successful at incorporating even another language.

The other teacher wrote, “Some of my students are not native English speakers, but come from a home where 1/2 to 1/2 is spoken, or only one parent is a native Spanish speaker. One of my Spanish students learned Spanish, English, and Italian at home.”

Parent Influence and Support

There was one statement (14.3%) about the importance of parents who provided an environment rich in language and experiences. He/She wrote,

Social interactions with adults [who are] having a meaningful conversation, maintaining learning interests in many topics within their families as they learn/research for deeper understanding. Through parent/child conversations/discussions/field trips. Life experiences.

Respect for Native Culture

One statement (14.3%) expressed the belief that when parents and teachers were advocates of multiculturalism, second language learners were more inclined to be successful. This teacher wrote, “Parents and teachers who value other cultures and who promote multiculturalism have a very strong impact on English speakers learning a second language.”

SURVEY SUMMARY

Following is a summary of the findings for the Likert Scale survey items and the open-ended survey items.

Likert Scale Summary

Findings from the Likert Scale items indicated no significant difference in the beliefs of teachers of ELLs and teachers of English speakers learning a second language for all but Item #10, Item #15, Item #20, and Item #26.

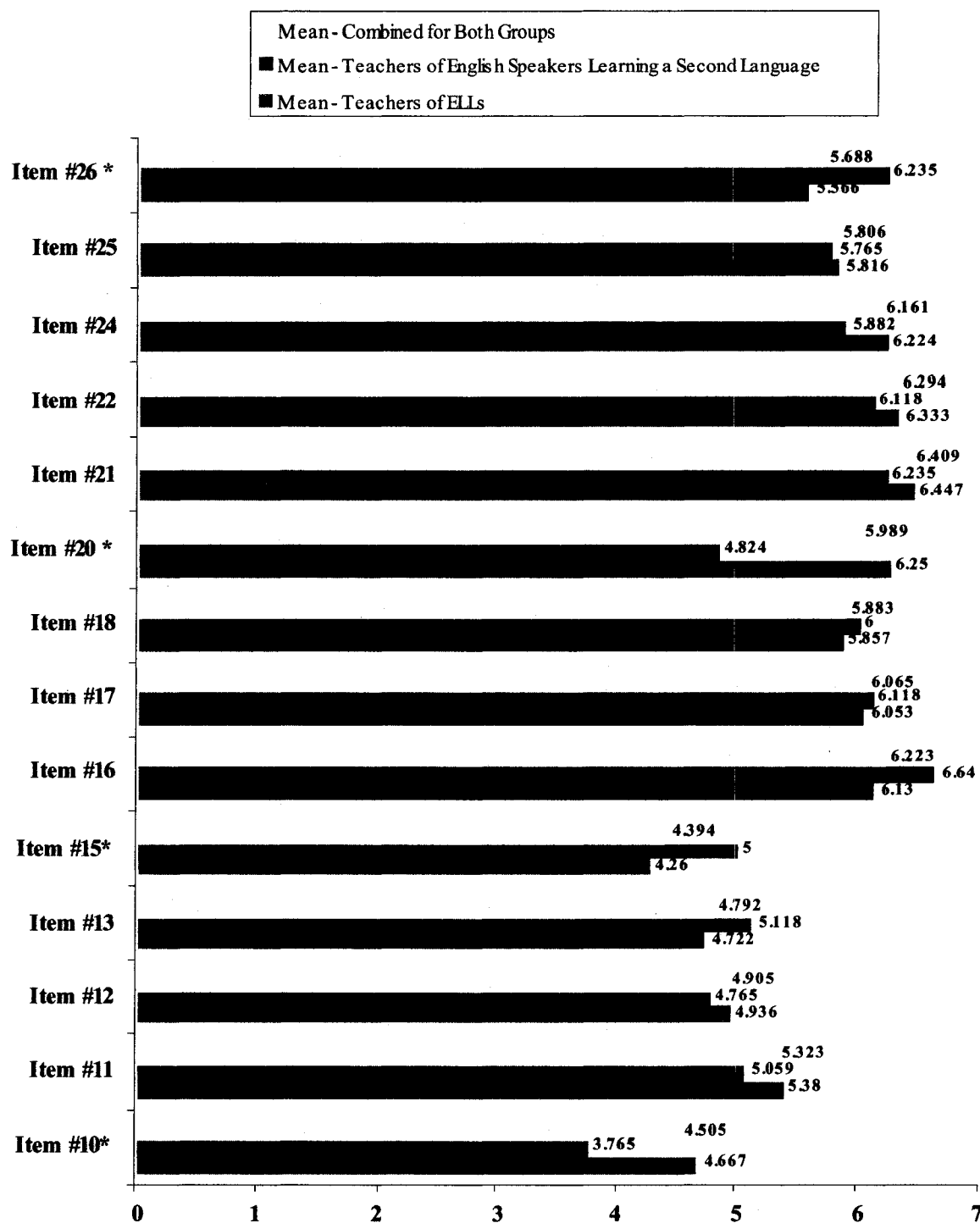
- Teachers of ELLs agreed more strongly that their successful second language learners qualified for free or reduced lunch for Item #10 than did their counterparts who were teaching English speakers learning a second language.
- Item #15 asked teachers if they believed their successful second language learners had a natural aptitude for second language learning. Teachers of English speakers learning a second language agreed more strongly with Item #15 than did teachers of ELLs.
- For Item #20, teachers of ELLs agreed more strongly that their successful second language learners practiced speaking the second language with friends and classmates than did teachers of English speakers learning a second language.
- For Item #26, teachers of English speakers learning a second language agreed more strongly that their successful second language learners were proficient in their first language than did teachers of ELLs.

Table 47 shows the mean responses for the Likert Scale items on the surveys for teachers of ELLs and teachers of English speakers learning a second language. The statements for each item are listed below categorized by topic. Items with an asterisk indicate the areas where teachers' beliefs were significantly different.

ITEMS CONCERNING SOCIOECONOMIC FACTORS

The following items were about the influence of socioeconomic status on the success of second language learners. An asterisk indicates a significant difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language.

- Item #10*: From my experience successful second language learners qualify for free or reduced lunch.
- Item #11: I believe that socioeconomic factors influence the success of second language learners.
- Item #12: My most successful second language learners live in a community where English is the dominant language.
- Item #13: From my experience, the literacy instruction at school has had more impact on the learning of my successful second language learners than their home environment.

Table 47. Mean Responses for Likert Scale Items

*Indicates significant difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language.

Likert Scale: 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Neither Agree nor Disagree, 5=Somewhat Agree, 6=Agree, 7=Strongly Agree

ITEMS CONCERNING STUDENTS' ATTITUDES AND MOTIVATION

The following items were about the impact of students' attitudes and motivation on successful second language learning. An asterisk indicates a significant difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language.

- Item #15*: I believe that my most successful second language learners have a natural aptitude for second language learning.
- Item #16: I believe that the parents of successful second language learners encourage their children to learn that second language.
- Item #17: From my experience successful second language learners are interested in many topics.
- Item #18: My successful second language learners persist when faced with challenging academic endeavors.

ITEMS CONCERNING STUDENTS' SOCIAL AND ACADEMIC ENGAGEMENT

The following items were about the influence of students' social and academic engagement on successful second language learning. An asterisk indicates a significant difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language.

- Item #20*: I believe that my successful second language learners practice speaking their second language with their friends and classmates.
- Item #21: A good school attendance record has contributed to the learning of my successful second language learners.
- Item #22: I believe that successful second language learners are attentive in class.

ITEMS CONCERNING CULTURAL AND FIRST LANGUAGE FACTORS

The following items were about the influence of students' culture and first language on successful second language learning. An asterisk indicates a significant difference in beliefs between teachers of ELLs and teachers of English speakers learning a second language.

- Item #24: I believe that successful second language learners want to learn that language in addition to their first language.

- Item #25: From my experience, successful second language learners are proud of their native culture.
- Item #26*: My successful second language learners are proficient in their first language.

Summary for Open-Ended Items

The themes that received the most responses in the open-ended items for both groups of teachers dealt with students' home and family life. The themes of parent involvement and support, parent education level, parents as second language speakers, parents' expectations for success, parents' job/work schedule, literacy in the home, and stable home environment have been combined into one theme, home and family as shown in Table 48.

Table 48. Combined Themes for Home and Family

Home and Family Themes	Teachers of ELLs # of Statements	Teachers of English Speakers Learning a Second Language # of Statements
Parent Involvement and Support	73	7
Parent Education Level	17	5
Parents as Second Language Speakers	12	1
Parents' Expectations for Success	10	0
Parents' Job/Work Schedule	7	0
Literacy in the Home	6	2
Stable Home	3	3
Total statements for home and family	128 (59.5%)	18 (48.6%)
Total Statements for all open-ended Items	215	37

The remaining themes that emerged from the open-ended items are shown in Tables 49 and 50 for teachers of ELLs and teachers of English speakers learning a second language. The themes are organized from the greatest to the least responses.

PERSONAL INTERVIEWS

Survey Item #28 was a request for personal interview volunteers. Twenty-eight teachers of ELLs volunteered to participate, and five teachers of English speakers learning a second language volunteered to participate. After the researcher contacted all of the volunteers, three teachers of ELLs (1, 2, 3) and one teacher of English speakers learning a second language (4) participated in the personal interviews. The first question asked participants to describe a successful second language learner, and the second question asked

Table 49. Ranked Responses for Teachers of ELLs

Themes	# of Responses
Intrinsic Motivation	32 (14.9%)
Peers	15 (7.0%)
First Language Proficiency	14 (6.5%)
Teacher	11 (5.1%)
Respect for Personal Cultural Values	6 (2.8%)
Positive Environment at Home and at School	3 (1.4%)
Respect for parents, teachers, education	3 (1.4%)
School Support	2 (0.9%)
Reading	1 (0.5%)

Table 50. Ranked Responses for Teachers of English Speakers Learning a Second Language

Themes	# of Responses
Intrinsic Motivation	8 (21.6%)
First Language Proficiency	5 (13.5%)
Learning more than two languages	2 (5.4%)
Teacher	1 (2.7%)
Respect for Personal Cultural Values	1 (2.7%)
Reading	1 (2.7%)
Positive Environment at Home and at School	1 (2.7%)

participants to describe a typical day in his/her classroom. The remaining questions were about the factors teachers believed supported successful second language learning around the themes of socioeconomic status, students' attitudes and motivation, students' academic and social engagement, students' culture and first language proficiency, and any other factors of importance to teachers. Three categories emerged from the teachers' responses to these questions, which were students' intrinsic motivation, teachers' responsibilities, and parent values.

Intrinsic Motivation

Teachers' believed that students who were determined and depended on themselves to "figure it out" were successful second language learners. All four teachers discussed successful second language learners' ability to take risks, participation, and positive attitudes and motivation.

Taking Risks

The ability of students to “take risks” in the classroom was a factor discussed by all four teachers. Teachers believed that students who took risks were responsible for their own learning and participated in activities even if they were not comfortable. The following statements are examples of teachers’ beliefs about “taking risks.”

- *Participant 1:* They are willing to take risks all the time, ask lots of questions. 7-16-2007
- *Participant 2:* They are taking risks whether they are comfortable with English. 7-17-2007
- *Participant 3:* The high academic kids were not afraid to talk. They would take risks. 7-18-2007
- *Participant 4:* She tries. You tell her to do something and she doesn’t shirk her responsibility. . . She would go figure it out. 7-17-2007
- *Participant 1:* It’s a confidence thing. 7-16-2007

Participation

Students who actively participated in classroom activities and showed a desire to learn were considered by teachers as successful second language learners. These students were “outgoing” and felt comfortable speaking the second language with other students. Following are several examples of teachers’ statements:

- *Participant 2:* They are making every attempt to be part of what is going on in the classroom. 7-17-2007
- *Participant 1:* They participate in class. They feel comfortable. They are not shy. 7-16-2007
- *Participant 2:* I think one of the things that are most obvious is that they are participating to the best of their ability. 7-17-2007
- *Participant 4:* She really honestly goes further than she needs to. 7-17-2007
- *Participant 1:* She always raised her hand, always wanted to know. 7-16-2007
- *Participant 1:* My second language learners who are a little more outgoing or more willing to participate, or even play with other kids that speak English. Those are my more successful ELL kids. 7-16-2007

Positive Attitudes and Motivation

Teachers talked about the ways in which they knew their successful second language learners had positive attitudes and were motivated to learn a second language. They said

these students were determined and showed a genuine interest in learning in general.

Following are examples of teachers' statements:

- *Participant 2:* If children are not interested, like adults, they're not motivated; they're not hooked into something. If they're not motivated, there will be a minimal amount of learning. 7-17-2007
- *Participant 3:* I relate this to myself. If I want to learn something, and I'm determined to learn it, I'm going to learn it. 7-18-2007
- *Participant 4:* She will continue to learn Spanish because of her own personal devotion. 7-17-2007
- *Participant 3:* But that successful student has to be determined. 7-18-2007

Teachers' Responsibilities

Throughout the interviews, teachers were adamant about the responsibility of the teacher to motivate and "instill curiosity" in order to help second language learners succeed. Teachers discussed their classroom environment and strategies they used to assist struggling students. They further said that "lots of" oral language activities, vocabulary development, and written work were approaches that supported successful second language learners.

Classroom Environment

During the interviews, teachers were passionate about creating a classroom environment where students felt safe and motivated to actively participate in a variety of learning activities. Moreover, they were pleased to see their students "enjoy" learning in their classrooms. The following statements are examples of teachers' statements.

- *Participant 1:* If it feels safe for students to take risks, then they will. 7-16-2007
- *Participant 2:* It's the teacher's responsibility to come in and engage them somehow to get that started. 7-17-2007
- *Participant 1:* You have to get them motivated. 7-16-2007
- *Participant 2:* The kids do enjoy kind of being experts on their Spanish culture and explain that to the class, and we enjoy that. I like to encourage them and let them tell their own experiences from their perspective, their families' perspective. They seem to enjoy that a lot. 7-17-2007
- *Participant 1:* Then what happens is it becomes something all of the children are interested in and it makes them feel comfortable. They feel like they're bringing something in, and that's very important. 7-16-2007
- *Participant 4:* The children were fascinated by it [a book the teacher was reading to the class]. [Brackets added.]

Struggling Students

When second language learners had difficulty understanding concepts presented in class, teachers were aware of their students needs and had various strategies to assist them. The following statements are representative of the teachers' statements.

- *Participant 2:* The kids who were really struggling with that got to take 10 words if they wanted to; so it was at their level. 7-17-2007
- *Participant 3:* I give them the definition of those words. [Words students do not know.] [Brackets added.] 7-18-2007
- *Participant 2:* If any kids were struggling, someone could help. 7-17-2007
- *Participant 3:* The only area I see them struggle with is when it comes to word problems because they won't know some of the words or phrases. And what I started last year was I started having kids come up with their own word problems. I'll give them an equation where they had to write word problems for those equations. It would really help a lot with EL kids and other kids. 7-18-2007

Cooperative Learning

Teachers believed that when students worked together, second language learners benefited, not only for their contributions to the group, but for what they learned from other students. The following examples show teachers' beliefs about cooperative learning activities for second language learners.

- *Participant 2:* So they would work together on those projects, or we would have team activities or the tables would stay together. They would earn points for coming up with answers and so forth, and we would discuss answers. 7-17-2007
- *Participant 1:* We do a lot of sharing. For instance, we have partners. We have 12 o'clock, 3 o'clock, and 6:00 o'clock partners. 7-16-2007
- *Participant 2:* For the more difficult problems, I would say, "Turn to your table partner. Let's work on this problem together." In which case, ELLs would have someone to work with, and I always sat them with someone who was more proficient in English. 7-17-2007

Oral Language

Teachers thought that when students practiced speaking the second language, it built their language abilities. Consequently, teachers provided many opportunities in their classrooms for oral language activities as shown by the following statements.

- *Participant 4:* The talk in my classroom is a lot, a lot, a lot. We'd talk through our shared reading. 7-17-2007

- *Participant 1:* I just do a lot of sharing out. I have a share chair and two kids a day share out about what they learned in one of their books. Other kids can ask questions and that leads to discussions. 7-16-2007
- *Participant 3:* Sometimes I'll have them say the word problem to me before they write it down. That usually helps them out too, because I think the writing part is harder. 7-18-2007
- *Participant 2:* We would discuss how they got their answers. So there's lots of oral work here. 7-17-2007
- *Participant 2:* So they tried to use that in their math journal, their white board, with their teams, show each other, argue it out. It was okay to argue it out as long as they would show their team or their partner exactly what they were thinking about. 7-17-2007
- *Participant 4:* They have to be required, in the classroom, to speak because they won't get any other practice, unless they do it at home. No other practice, and that practice is so important. 7-17-2007

Vocabulary

Building second language learners' vocabulary and helping them use those words both orally and in writing was an area of importance to the teachers who were interviewed. The statements below are examples of teachers' beliefs about vocabulary development for second language learners.

- *Participant 2:* I would like to take irregular but frequent words and start off the year with that--just word recognition and memorization types of things where they need to see it, write it, practice it, check it, rewrite it if necessary. 7-17-2007
- *Participant 3:* Then I'll give them or write down vocabulary words that are important. 7-18-2007
- *Participant 4:* When we got to the end of the year and everyone was fried mentally, we were doing *No, My Name is Not Angelica* in Spanish, and they were choosing "juicy words" and trying to guess what they might mean. 7-17-2007

Written Work

One way that teachers knew second language learners were building language proficiency was by having students use the second language in writing activities. The following statements demonstrate the teachers' beliefs about written work.

- *Participant 4:* So I had that daily work, but I had that exam as proof that, yes, they were coming along. 7-17-2007

- *Participant 2:* Whenever there was any paper activity, other than what was in their journal. They had to write in a math journal. So they tried to use that in their math journal, their white board, with their teams, show each other, argue it out. 7-17-2007
- *Participant 4:* Usually after the shared reading, I would follow up with written work about the shared reading. 7-17-2007

Parent Values

When parents valued second language learning, teachers believed that second language learners had more opportunities to be successful. Three teachers thought that socioeconomic status did not play a role in what parents believed about second language acquisition. One teacher stated that maybe children from wealthy families were “pushed” more to succeed and received more help.

Parents’ Influence on Second Language Learners

Teachers who participated in the personal interviews believed that when parents valued second language acquisition, regardless of income, their children were more likely to be successful. The following statements are examples of teachers’ beliefs regarding parent’s influence on second language learners.

- *Participant 1:* There’s parents out there that have money and are not involved and there’s parents out there that have no money and are involved. 7-16-2007
- *Participant 3:* I think, in retrospect, highly wealthy kids get more help. Their parents are more educated. They are pushed to learn more. 7-18-2007
- *Participant 2:* It doesn’t always tie into that income. 7-17-2007
- *Participant 1:* It just depends on the value on education that parents have. 7-16-2007
- *Participant 4:* The parent reads and tries to speak Spanish. The parent values this, praises it, and believes it is a positive wonderful thing. 7-17-2007
- *Participant 4:* It’s a circle--teacher-kid-parent. 7-17-2007

SUMMARY

From the quantitative and qualitative data reported above, there were consistencies between the teachers of ELLs and the teachers of English speakers learning a second language. These consistencies related to the role of parents and the importance of the home and family, the student’s internal drive or intrinsic motivation, and the role of the teacher and the school. It appeared from the data that many teachers were adamant about the need for parents’ reinforcement in encouraging learning a second language. Further both groups of

teachers believed that successful second language learners were self-motivated and active participants in their own learning. In addition, teachers from both groups reported that classroom teachers and the school played an important role in creating an environment where second language learners could be successful.

There were four discrepancies found between the two groups of teachers. The first discrepancy between teachers of ELLs and teachers of English speakers learning a second language was in the area of socioeconomic status. Teachers of ELLs stated that their successful ELLs qualified for free or reduced lunch. On the other hand, teachers of English speakers learning a second language did not express as strong agreement as did teachers of ELLs. The difference between teachers of ELLs and teachers of English speakers learning a second language was significant at the .021 level. Teachers of ELLs might have had more students who qualified for free or reduced lunch than did teachers of English speakers learning a second language, causing teachers of ELLs to agree more strongly with this item.

The second area of discrepancy, Item #15, dealt with students' attitudes and motivations. Teachers were asked to respond to the following statement, "I believe that successful second language learners have a natural aptitude for second language learning," because having an aptitude for second language learning was a factor considered to be an internal locus of control as opposed to an external locus of control (Williams & Burden, 1999). In other words, aptitude for learning a second language, while not within the control of the learner, never the less is located within the learner and not caused by outside forces. A "natural aptitude" for second language learning would, therefore, be an attitude or belief about one's ability to learn a second language. Teachers of English speakers learning a second language agreed more strongly with Item #15 than did teachers of ELLs. The difference in beliefs for this item was significant at the .037 level.

The third area of discrepancy was in the area of students' social and academic engagement. Teachers of ELLs agreed more strongly with this statement, "I believe that my successful second language learners practice speaking their second language with their friends and classmates," than did teachers of English speakers learning a second language. The difference in beliefs was significant at the .000 level. This discrepancy might have occurred because English was the dominant language for the study participants. Teachers of

English speakers learning a second language probably did not hear students speaking the second language because English was the dominant language at their schools.

The fourth area of discrepancy involved first language proficiency. Teachers of English speakers learning a second language expressed stronger agreement with a statement about the importance of first language proficiency than did teachers of ELLs. The difference in beliefs was significant at the .068 level. This probably occurred because teachers of English speakers would be aware of their students' English proficiency, since English was the dominant language in the area where this study was conducted. Teachers of ELLs, on the other hand, probably had little knowledge about their students' first language, thus were not able to assess their students' first language proficiency.

In sum, there were more consistencies in the beliefs of teachers of ELLs and teachers of English speakers learning a second language about successful second language learning than there were differences. In fact, of the 14 Likert Scale items, only four showed a significant difference in beliefs. These differences, however, might have been due to factors other than teachers' beliefs, such as the number of students who qualified for free or reduced lunch or the dominant language where this study took place. The results of the open-ended survey items indicated that teachers of both groups believed that second language learners' home and family life and intrinsic motivation were factors that supported successful second language learning. Teachers who participated in the personal interviews stressed the role of the teacher in supporting successful second language learners, the students' intrinsic motivation, and parents' values regarding second language learning. These findings suggested that teachers of ELLs and teachers of English speakers learning a second language had similar beliefs regarding the factors that supported successful second language learning.

CHAPTER 5

DISCUSSION OF FINDINGS

The purpose of this study was to investigate elementary teachers' beliefs regarding the factors that contribute to successfully learning a second language, whether students are ELLs learning English as a new language or English speakers learning a new language. More specifically, this study compared the opinions of elementary teachers of successful ELLs with elementary teachers of English speakers successfully learning a new language concerning the factors they believed supported the success of second language learners.

The findings of the study which included both quantitative and qualitative data are presented in this chapter. The quantitative data resulted from teacher surveys and the qualitative data resulted from four in-depth interviews. The implication section explores conclusions drawn from the quantitative and qualitative findings. This chapter closes with the limitations, recommendations for future research, and conclusions.

SUMMARY OF FINDINGS

The following research questions guided the study and provided structure for the findings and discussion:

1. What are the beliefs of elementary teachers regarding the factors that influence ELLs successfully learning a new language?
2. What are the beliefs of elementary teachers regarding the factors that influence English speakers who are successfully learning a second language?
3. How are the beliefs of elementary teachers who are teaching ELLs and the beliefs of elementary teachers who are teaching English speakers learning a second language the same or different?

The study findings resulted from teacher surveys, which included 14 Likert Scale items and four open-ended items. Personal interviews were conducted to substantiate the survey findings. Those findings are summarized below beginning with the Likert Scale items, and are then followed by the open-ended items and the personal interviews.

Likert Scale Items

Elementary teachers of ELLs and elementary teachers of English speakers learning a second language were consistent in their responses to most of the Likert Scale items on the survey. Both groups of teachers expressed similar views on the following Likert Scale items:

- Socioeconomic factors influenced the success of their second language learners.
- Successful second language learners lived in a community where English was the dominant language.
- Second language instruction at school had impacted the learning of the successful second language learners more than did the students' home life.
- Parents of successful second language learners encouraged their children to be bilingual.
- Successful second language learners were interested in many topics.
- Successful second language learners persist in the face of challenging academic endeavors.
- Successful second language learners attend school regularly and are attentive in class.
- Successful second language learners want to be bilingual.
- Successful second language learners are proud of their native culture.

The results of the Likert Scale items suggested that elementary teachers of ELLs and elementary teachers of English speakers learning a second language had similar beliefs about the factors that supported successful second language learning. In addition, these findings indicated that the factors supporting successful second language learning were similar for all second language learners, regardless of the second language being learned or the first language of the learner. To the researcher's knowledge, this finding is a new contribution to the body of literature on second language learning.

There were four items on which teachers' responses were significantly different. Teachers of ELLs showed stronger agreement with the following items than did teachers of English speakers learning a second language:

- From my experience, successful second language learners often qualify for free or reduced lunch.
- I believe that my successful second language learners practice that second language with their friends and classmates.

Teachers of ELLs probably expressed stronger agreement with the first statement than did teachers of English speakers learning a second language because they likely had a higher percentage of students who qualified for free or reduced lunch. Because

socioeconomic status, which includes family income, parental education level, parental occupation, and community social status (NCREL, 2004) has usually been based on students' eligibility for free or reduced lunch (DOE, 2005a), teachers of ELLs might have had more low SES students than did teachers of English speakers learning a second language. It could also be speculated that teachers of English speakers learning a second language did not know which of their students qualified for free or reduced lunch because 42.7% neither agreed nor disagreed with the statement.

Teachers of ELLs agreed more strongly that their successful second language learners practiced speaking English with their friends and classmates. English was the dominant language at the schools attended by ELLs and the schools attended by English speakers learning a second language; therefore, both groups of teachers probably heard students speaking English more often than they heard a world language. Hearing English in both social and academic settings could explain why teachers of English speakers learning a second language did not express as strong agreement with the statement as did teachers of ELLs.

Teachers of English speakers learning a second language showed stronger agreement with the following items than did teachers of ELLs:

- I believe that my successful second language learners have a natural aptitude for second language learning.
- My successful second language learners are proficient in their first language.

The first difference might have occurred because teachers of English speakers learning a second language probably believed that natural aptitude, or an innate ability to learn a second language, played a role in the success of their second language learners. Teachers of ELLs were not as convinced that natural aptitude impacted the success of their ELLs.

The second difference possibly occurred because teachers of English speakers learning a second language spoke English as well as a world language and the teachers could assess their students' English proficiency. On the other hand, most teachers of ELLs spoke only English (87.3%) and probably could not assess first language proficiency for their ELLs because they had no basis for judging the proficiency.

Open-Ended Items

There were four open-ended items on the survey, which asked teachers to write in comments about any other factors related to SES, students' attitudes and motivation, students' social and academic engagements, and students' culture and first language. Overwhelmingly, teachers of ELLs and teachers of English speakers learning a second language indicated a strong belief in the influence of students' home and family life. This belief included parent involvement and support, parent education level, parents as second language speakers, literacy in the home, and a stable home environment.

In addition to the above factors for home and family life, teachers of ELLs noted that if many parents did not have to work two or more jobs, they could be more involved in their children's education. Teachers of ELLs also expressed the belief that parents' expectations for academic success were a factor that supported ELLs. Finally, teachers of ELLs commented that successful ELLs respected their parents, teachers, education.

Next, in descending order of responses, teachers of both groups believed that intrinsic motivation, first language proficiency, the teacher, respect for personal cultural values, positive environment at home and at school, school support, and reading were factors that supported successful second language acquisition.

Both groups of teachers voluntarily wrote similar comments and with a similar percentage of responses for each factor. This suggested that the beliefs of teachers of ELLs and teachers of English speakers learning a second language about factors supporting successful second language learning were similar, regardless of the language being taught or the first language of the learner.

Personal Interviews

The findings from the personal interviews provided support for the findings from the open-ended items. Teachers who participated in the interviews, however, placed more emphasis on the role of the teacher as a factor that supported successful second language learning than did teachers who responded only to the open-ended items on the survey. Additional factors of importance to the personal interview participants were students' intrinsic motivation and parents' values about second language learning. Even though there were only three teachers of ELLs and one teacher of English speakers learning a second

language who participated in the personal interviews, these findings further indicated a consistency in teachers beliefs about the factors that supported successful second language learning.

DISCUSSION

The results of a teacher survey, which included Likert Scale items and open-ended items, and the results of four in-depth interviews revealed that teachers of ELLs and teachers of English speakers learning a second language shared many common beliefs as well as some different beliefs regarding the factors that supported successful second language learners. Those factors are discussed below, beginning with the Likert Scale findings, followed by the open-ended questions and the results of the personal interviews.

Likert Scale Items

The results of the Likert Scale items not only showed similarities and differences between the two groups of teachers but were also consistent with many research findings in the area of second language learning, with some findings contributing new information to the body of literature on second language learning.

SOCIO-ECONOMIC STATUS (SES)

More teachers of ELLs agreed with Item #10 (My successful second language learners qualify for free or reduced lunch) than did teachers of English speakers learning a second language. Teachers of ELLs might have had more second language learners who qualified for free or reduced lunch than did teachers of English speakers learning a second language. It is interesting to note that teachers of both groups believed that SES played a role in the success of their second language learners regardless of the language being taught or the students' first language. To the researcher's knowledge, teachers' beliefs about SES and successful second language learning have not been reported by other researchers.

ATTITUDES AND MOTIVATION

Teachers of both groups believed that their successful second language learners had a natural aptitude for second language learning; however, teachers of English speakers learning a second language expressed stronger agreement with this item than did teachers of ELLs. The researcher can not know what teachers thought "natural aptitude" meant, but it

commonly means to have an innate ability to learn something. In this case, the learning was a second language. Sparks, Patton, Ganschow, Humbach, and Javorsky (2006) defined language aptitude as “a talent for learning languages that is (a) independent of intelligence, (b) not the result of prior learning, (c) stable over time, and (d) different from individual to individual” (p.133). Additionally, the research related to “aptitude for second language learning” supported the use the Modern Language Aptitude Test (MLAT) to measure aptitude (Erlam, 2005; Sparks et al., 2006).

Sparks et al. (2006) conducted a longitudinal study of 54 English-speaking students over a 10 year period. The purpose of their study was to determine native language predictors for foreign language proficiency and foreign language aptitude by comparing students’ scores on various individually administered reading tests from first grade through 5th grade to the same students’ foreign language proficiency tests in 10th grade. These authors concluded that foreign language aptitude tests actually measured first language proficiency and that first language proficiency in reading, writing, and spelling was the strongest predictor for second language proficiency (Sparks et al., 2006). The information from the Sparks et al. (2006) study was important to the current study because teachers probably did not interpret “natural aptitude” as first language proficiency. World language researchers have conducted studies on the effects of aptitude for second language learning (Erlam, 2005; Sparks et al., 2006); however, to the researcher’s knowledge there have been no studies which have reported that teachers of English speakers learning a second language believed aptitude was a factor supporting successful second language learning.

Another item of interest related to attitudes and motivation was that teachers of ELLs and teachers of English speakers learning a second language overwhelmingly agreed that their successful second language learners had parents who encouraged their children to learn a second language. The results of this item were consistent with a body of literature on parent involvement and support for ELLs (Cline & Necochea, 2003; Williams & Burden, 1999), but to the researcher’s knowledge *teachers’ beliefs* on the importance of parent involvement have not been reported.

In addition, teachers of ELLs and teachers of English speakers learning a second language agreed wholeheartedly that their successful second language learners were interested in learning about many topics and showed persistence with challenging learning

endeavors. These were characteristics of both ELLs and English speakers learning a second language throughout the literature on second language learning (Cline & Necochea, 2003; Gan et al., 2004; Townsend & Fu, 1998; Williams & Burden, 1999). However, to the researcher's knowledge no studies have reported *teachers' beliefs* connecting students' interests to successful second language learning.

SOCIAL AND ACADEMIC ENGAGEMENT

The importance of practice in a second language has been reported by many researchers as a factor that has supported successful second language learning for English speakers learning a second language (Bongartz & Schneider, 2003; Crawford, 2004; Williams & Burden, 1999) and ELLs (Echevarria & Graves, 2003; Gan et al., 2004; Townsend & Fu, 1998). Teachers of ELLs believed that their successful ELLs practiced speaking English with their friends and classmates. However teachers of English speakers learning a second language did not agree as strongly that their students practiced the second language with others. It could be speculated that since English was the dominant language where this study was conducted, teachers of English speakers learning a second language probably observed children in social settings speaking English to each other rather than speaking a world language. In contrast, ELLs were positioned in a setting where they had to use their second language, English, for daily communication. This report by teachers of ELLs and teachers of English speakers learning a second language appears to be yet another contribution to the body of literature on second language learning.

Almost every teacher from both groups agreed that attendance impacted the success of second language learners regardless of the second language being learned. Teachers' responses to this item were consistent with research for ELLs (Rumberger & Larson, 1998); however, to the researcher's knowledge, there have been no studies which reported the importance of school attendance by teachers of English speakers learning a second language.

CULTURAL AND FIRST LANGUAGE FACTORS

Teachers from both groups believed that their successful students wanted to learn a second language in addition to their first language. In other words, teachers believed that their students viewed second language learning as an "additive process" (Echevarria &

Graves, 2003; Ogbu & Simons, 1994; Rumberger & Larson, 1998), rather than an exercise in compliance. To the researcher's knowledge, there have been no other studies which have reported that teachers of ELLs and teachers of English speakers learning a second language believed successful second language learners viewed second language learning as an "additive process."

Teachers indicated that pride in native culture was a factor teachers believed supported successful second language learning. Pride in native culture has been reported in the research for ELLs (Rumberger & Larson, 1998), but to the researchers' knowledge, it has not been reported by elementary teachers in research pertaining to English speakers learning a second language.

Teachers of English speakers learning a second language appeared to have stronger beliefs about the importance of first language proficiency to successful second language learning than did teachers of ELLs. One possible reason for this result could be that some teachers of ELLs might not have known their ELLs' first language proficiency. It is important to note that first language proficiency has long been considered an important factor in successful second language learning (Cummins & Swain, 1986; Jimenez et al., 1996; Krashen & Brown, 2005; Rumberger & Larson, 1998; Sparks & Ganschow, 1996), but this belief has never before been reported by teachers of ELLs.

Open-Ended Items and Personal Interviews

Responses to the open-ended items on the survey and the findings of the personal interviews showed consistency between the two groups of teachers in the areas of home and family life, the child's intrinsic motivation, and the role of teachers.

HOME AND FAMILY LIFE

Teachers' beliefs were consistent with a body of research, which connected parent involvement with student achievement. Henderson and Mapp (2005) synthesized 51 recent reports on parent and family involvement and found that there was a strong link between family involvement and higher grades and test scores. Moreover, they concluded that families of all income levels and education levels can and do support their children's learning in school. Cline and Necochea's (2003) beliefs reiterated these findings in that they had "families that cared and had hopes and dreams of academic success for their children"

(p. 125). Pongsrikul (2007) studied a community based English tutoring program and found that ELLs showed academic progress when their parents helped with homework and were involved in school activities.

INTRINSIC MOTIVATION

An internal drive and enthusiasm for learning, or intrinsic motivation, has been reported in the literature as a factor that influenced the success of ELLs (Gan et al., 2004; Townsend & Fu, 1998; Watt et al., 1996) and the success of English speakers learning a second language (Bongartz & Schneider, 2003; Williams & Burden, 1999). In the present study, teachers from both groups consistently reported on the behavior of successful students, such as an eagerness to try and the ability to take risks. This report by teachers of ELLs and teachers of English speakers learning a second language appears to be a new finding in the literature on second language learning.

THE TEACHER

Teachers from both groups believed that their role was to provide a safe environment and engaging instruction for second language learners. These teachers' beliefs were consistent with Cummins' (1996) research on effective classroom instruction for ELLs. He emphasized that successful second language learning required that students "experience positive and affirming interactions with members of that culture" (p.73), and that the person who can provide those experiences is the teacher. There was one study which reported teachers' beliefs about the greatest challenges of teaching ELLs (Gandara et al., 2005); however there appeared to be no studies that reported on teachers' beliefs about their role in supporting the success of ELLs. In addition, there was a study on world language teachers' use of the target language (Crawford, 2004) for world language instruction and a study on world language teachers' beliefs about grammar instruction (Schulz, 2001), but there seemed to be little or no literature on the role of world language teachers in promoting successful second language learning.

Some teachers seemed to have histories of knowledge regarding second language learning that were outdated. Professional development needs to be put in place that would keep teachers abreast of the most current research and assist them as they implement this new knowledge.

Teachers from both groups stated that students' home and family life, which included parent support, a stable home environment, parents as second language speakers, literacy in the home, parents' job/work schedule, parents' expectations, and parent education level had influenced the success of their second language learners. In fact, 52% of the written comments on the open-ended survey by teachers of ELLs and 48% of the written comments by teachers of English speakers learning a second language believed that students' home and family life was a factor that influenced successful second language learning. Clearly, students who come from homes that encourage second language learning, provide rich literacy experiences, and offer stability have a greater chance of experiencing success than do students who do not have the advantages of such an environment. It is the researchers' hope that teachers recognize they can not control what happens in students' homes, but they *can* control what happens in their classrooms. Since the researcher is a veteran teacher, she knows the challenges faced by classroom teachers whose students do not come to school "well-fed" and eager to learn. Many teachers meet those challenges on a daily basis by creating dynamic, safe learning environments where all children thrive, regardless of children's home and family life. Teachers need to be especially cautious that they are not shifting the locus of control for successful second language learning to parents. Many teachers in the present study discussed the kind of daily instruction which all children need in order to be successful. One teacher identified an important aspect of the teacher's role when she said, "I feel my personality, my interactions with the children (no matter what their language or socioeconomic background is), and my enthusiasm and passion for teaching has a tremendous impact on the attitude and motivation of my most successful ELLs, even so for my ELLs who are struggling or close to becoming successful." In addition to this statement, teachers need to have current knowledge of the instructional strategies and techniques that promote successful second language learning for all students.

LIMITATIONS

There were several limitations to this study which need to be taken into consideration when interpreting the results. First of all, the sample size for elementary teachers of ELLs was considerably larger than the sample size for elementary teachers of English speakers learning a second language. This difference in sample size was due to the fact that there were

many more elementary teachers of ELLs than there were elementary teachers of English speakers learning a second language in Area 1 of San Diego Unified School District where this study took place. This difference in sample size could have affected the analysis of variance and open-ended survey results. In addition, fewer teachers from both groups responded to the on-line surveys than originally expected, which also could have affected the findings.

There was only one teacher of English speakers learning a second language who participated in the personal interviews. This one teacher might not have responded in ways that represented the beliefs of most teachers of English speakers learning a second language. Furthermore, the researcher expected that more teachers from both groups would participate in the personal interviews.

Finally, the researcher authored the survey, which was based on themes for second language learning generated from current research on successful second language learners. This survey was piloted only once before inviting teachers to respond to the survey.

IMPLICATIONS

From the findings of the survey items and the personal interviews several implications have surfaced. First of all, teachers' beliefs drive the instruction for all students, and those beliefs need to be valued and affirmed. The factors teachers of both groups believed supported successful second language learning need to be given serious attention by school districts, policy makers, and parents as several means of supporting all second language learners, regardless of the language they are learning. While many of the factors that supported successful second language acquisition reported by teachers in this study are well supported in the literature on second language acquisition, to the researcher's knowledge, this is the first time the *beliefs* of elementary teachers of ELLs and English speakers learning a second language have been reported.

Below is a list of factors from the Likert Scale items on the survey that teachers believe support successful second language learning. These teacher beliefs appear to be new contributions to the body of literature on second language learning because either no one has conducted this type of study or no such studies were available.

- Parent encouragement for learning a second language
- Students' interest in many topics

- Student persistence
- Student attendance
- Student attentiveness
- Learning a second language in addition to the first language

First, teachers of both groups believed that successful second language learners had support and encouragement from their parents. Teachers and schools can not control the amount of time parents have to help their children, nor can they control the stability of students' homes. Therefore, it is essential that schools and teachers develop academic supports for children whose parents are not available and/or whose home lives lack stability.

Secondly, while many teachers of ELLs reported that first language proficiency was a factor that supported the success of their ELLs, more teachers of English speakers learning a second language reported that first language proficiency was a factor that supported successful second language learning. All second language learners, regardless of their first language, need to be given the advantage of first language proficiency; therefore, school districts, teachers, parents, and policy makers need to find ways of promoting and valuing children's first language.

Third, teachers of ELLs and teachers of English speakers learning a second language stressed many behaviors and attitudes associated with successful second language learning, such as, active participation, the ability to take risks, determination, and enjoyment. There needs to be continued efforts to provide teacher training and well-designed curriculum that encourages and promotes student motivation.

Fourth, teachers from both groups, through the open-ended survey items and the personal interviews, emphasized the role of the teacher in supporting successful second language acquisition. They discussed the numerous classroom activities that they believed helped second language learners succeed, such as providing conversational support, valuing the child's culture and first language, building children's vocabulary in the second language, using the second language in written work, encouraging parents to visit the classroom, cooperative learning activities, and, most of all, developing a safe, caring environment. All of these efforts need to be continued and supported by school districts.

Finally, teachers need to make sure that students receive instruction on strategies used by proficient readers and writers, such as making inferences, asking questions, using prior

knowledge, utilizing the language features of various genres, understanding how writing differs from speech, and understanding the sounds and symbols of language. Additionally, second language learners need to be encouraged to read many different types of literature in their first and second language, both as a means of supporting second language learning and first language proficiency.

RECOMMENDATIONS FOR FURTHER RESEARCH

In order to further investigate the findings of this study, more research is needed in the following areas:

- The impact of various parent involvement programs on the success of second language learners
- Explore strategies that will provide academic support for children whose parents can not be available
- Teachers' beliefs about the factors they believe will support their efforts in the classroom to promote successful second language learning
- Teachers' beliefs about how to encourage and promote interest, attendance, persistence, attentiveness, second language learning as an "additive process," and pride in native culture for second language learners.
- Explore ways to assist teachers in their efforts to implement instruction on strategies used by proficient readers and writers for second language learners.

CONCLUSION

Because of elementary teachers' willingness to participate in this study, several important conclusions have surfaced for teaching both ELLs and English speakers learning a second language. Teachers' beliefs guided the direction of this study because teachers are the only people in the educational system that plan and implement instruction for second language learners on a daily basis. Their voices need to be respected because they are knowledgeable professionals, who strive to help all children experience success in school. The results of this study indicated that teachers of ELLs and teachers of English speakers learning a second language expressed more similarities than differences in their beliefs about successful second language learning. Those similarities included the role of students as they strive to learn a new language, the role of parents as they encourage and support successful second language learning, and, of course, the role of classroom teachers as they help students develop second language proficiency. One teacher put it this way in commenting about

successful learners of a second language, “It’s a circle: kids, parents, and teachers.”

Following the wisdom and opinions of teachers who provide the daily instruction for second language learners will increase the number of successful second language learners, regardless of the second language they are learning.

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APPENDIX A

**REQUEST TO TEACHERS TO PARTICIPATE IN
THE STUDY**

Request for Teacher Participation

Dear Colleagues in Area 1,

Many of the students in our school district are second language learners. Some students are English Language Learners while others are English speakers learning a second language. One problem we face as elementary teachers is that many of these students struggle to become proficient in a second language. However, there are many students who succeed. As part of my doctoral studies at San Diego State University and the University of San Diego, I am conducting research on elementary teachers' beliefs about the factors that influence successful second language acquisition. Through your willingness to complete the attached survey, I hope to identify many factors that will lead to successful second language acquisition for both English Language Learners and English speakers learning a second language.

This survey will take approximately 10 to 15 minutes of your time, is very easy to complete, and is strictly voluntary. Simply click on the link below and follow the directions. Thank you so much for taking time out of your busy schedule. If you have any questions, please contact me at jkerr@sandi.net or 619-223-1631.

Sincerely,
Joann McDonald

<http://www.surveymonkey.com/s.asp?u=784233462850>

APPENDIX B

**SURVEY FOR TEACHERS OF ENGLISH
LANGUAGE LEARNERS**

Survey for Teachers of English Language Learners

1. Please check the appropriate box.

Male	Female

2. What grade or grades are you teaching this year? Check all that apply.

K	1	2	3	4	5

3. How many years have you been teaching?

4. How many years have you been teaching English Language Learners (ELLs) in your classroom?

5. How many students are in your classroom this year?

6. How many ELLs are in your classroom this year?

7. Of those students, how many do you consider successful? Use the following three criteria to determine success.

- Either have or are rapidly moving toward scores at Early Advanced or Advanced on the California English Development Test (CELDT)
- Demonstrates proficiency in California's English Language Development standards for the students' grade level
- Observations of this student indicate that he/she engages in social and academic conversations in English.

Number of successful ELLs:

8. What is your first language?

9. What language, other than English, do you speak with native like fluency?

--

Read each of the following statements about socioeconomic factors of successful ELLs and indicate the degree to which you agree or disagree.

10. From my experience successful ELLs often qualify for free or reduced lunch.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

11. I believe that socioeconomic factors influence the success of ELLs.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

12. My most successful ELLs live in a community where English is the dominant language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

13. From my experience, the literacy curriculum at school has had more impact on the learning of my successful ELLs than their home environment.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

14. Please list any other socioeconomic factors that you believe have contributed to the learning of successful ELLs.

--

Read each of the following statements about the attitudes and motivation of successful ELLs and indicate the degree to which you agree or disagree.

15. I believe that my most successful ELLs have a natural aptitude for second language learning.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

16. I believe that the parents of successful ELLs encourage their children to learn English.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

17. From my experience successful ELLs are interested in learning about many topics.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

18. My successful ELLs persist when faced with challenging academic endeavors.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

19. Please list any other factors related to the attitudes and motivation of your most successful ELLs.

--

Read each of the following statements about the social and academic engagement of successful ELLs and indicate the degree to which you agree or disagree.

20. I believe that my successful ELLs practice speaking English with their friends and classmates.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

21. A good school attendance record has contributed to the learning of my successful ELLs.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

22. I believe that successful ELLs are attentive in class.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

23. What other factors related to social and academic engagement do you believe have contributed to the learning of your successful ELLs?

--

Read each of the following statements about the culture and first language of successful ELLs and indicate the degree to which you agree or disagree.

24. I believe that successful ELLs want to learn English in addition to their first language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

25. From my experience, successful ELLs are proud of their native culture.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

26. My successful ELLs are fluent in their first language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

27. List any other cultural and first language factors you believe have contributed to the learning of your successful ELLs.

--

28. List any other factors you believe have influenced the learning of your most successful English speakers learning a second language.

--

29. I will be conducting short interviews with teachers of ELLs and teachers of English speakers learning a second language. If you would be interested in sharing more of your opinions with me, please include your email address below.

APPENDIX C

SURVEY FOR TEACHERS OF ENGLISH SPEAKERS LEARNING A SECOND LANGUAGE

Survey for Teachers of English Speakers Learning a Second Language

1. Please check the appropriate box.

Male	Female

2. What grade or grades are you teaching this year? Check all that apply.

K	1	2	3	4	5

3. How many years have you been teaching?

4. How many years have you been teaching a second language to English speakers?

5. How many students are in your classroom this year?

6. How many English speakers learning a second language are in your classroom this year?

7. Of those students, how many do you consider successful? Use the following three criteria to determine success.

- Age appropriate score on the Student Oral Language Observation Matrix (SOLOM)
- Students show proficiency according to California's Foreign Language Learning Continuum for their stage of second language development.
- Observations of this student indicate that he/she engages in social and academic conversations in the second language.

Number of successful
English speakers
learning a second
language:

8. What world language do you teach?

French	Spanish

9. What is your first language?

Read each of the following statements about the socioeconomic factors of English speakers successfully learning a second language and indicate the degree to which you agree or disagree.

10. From my experience English speakers successfully learning a second language often qualify for free or reduced lunch.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

11. I believe that socioeconomic factors influence the success of English speakers learning a second language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

12. My most successful ELLs live in a community where English is the dominant language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

13. From my experience, the literacy curriculum at school has had more impact on the learning of English speakers successfully learning a second language than their home environment.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

14. Please list any other socioeconomic factors that you believe have contributed to the learning of successful English speakers learning a second language.

--

Read each of the following statements about the attitudes and motivation of English speakers successfully learning a second language and indicate the degree to which you agree or disagree.

15. I believe that my English speakers successfully learning a second language have a natural aptitude for second language learning.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

16. I believe that the parents of English speakers successfully learning a second language encourage their children to learn a second language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

17. My English speakers successfully learning a second language persist when faced with challenging academic endeavors.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

18. From my experience English speakers successfully learning a second language are interested in learning about many topics.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

19. Please list any other factors related to the attitudes and motivation of your successful English speakers learning a second language.

--

Read each of the following statements about the social and academic engagement of English speakers successfully learning a second language and indicate the degree to which you agree or disagree.

20. I believe that my English speakers successfully learning a second language practice speaking that second language with their friends and classmates.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

21. A good school attendance record has contributed to the learning of my English speakers successfully learning a second language.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

22. I believe that English speakers successfully learning a second language are attentive in class.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

23. What other factors related to social and academic engagement do you believe have contributed to the learning of your English speakers successfully learning a second language?

--

Read each of the following statements about the culture and first language of your English speakers successfully learning a second language and indicate the degree to which you agree or disagree.

24. I believe that English speakers successfully learning a second language want to learn that second language in addition to English.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

25. From my experience, English speakers successfully learning a second language are proud of their native culture.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

26. English speakers who are successfully learning a second language are proficient in English.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Neither agree nor disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7

27. List any other cultural and first language factors you believe have contributed to the learning of your successful English speakers learning a second language.

--

28. List any other factors you believe have influenced the learning of your most successful English speakers learning a second language.

--

29. I will be conducting short interviews with teachers of ELLs and teachers of English speakers learning a second language. If you would be interested in sharing more of your opinions with me, please include your email address below.

APPENDIX D

**REQUEST FOR TEACHERS TO PILOT THE
STUDY**

Request for Teachers to Pilot the Study

Dear Teachers,

I am conducting a study on teachers' beliefs about the factors that influence successful second language acquisition. While many of our second language learners are struggling to become proficient, many are succeeding. By investigating your beliefs about successful second language learners, I hope to identify many factors that will help all of our second language learners be successful. Further, I hope to identify areas of need for professional development.

In order to make my study as effective as possible, I need your input about a survey I wrote for teachers of second language learners. Please follow the link below to take the survey, which will take approximately 10 minutes to complete. You will then be asked to answer the following questions about the survey. You will receive a gift certificate to Starbucks as a token of my appreciation for your help.

1. Was it easy to take the survey on-line? If not, what problems did you encounter?
2. How along did it take to answer the survey questions?
3. Did any of the language seem ambiguous or difficult to understand?
4. Were you able to express your beliefs about successful second language learners?
5. Do you have any suggestions for improving the survey?

I can be contacted at 619-223-1631 or jkerr@sandi.net

Sincerely,
Joann McDonald

<http://www.surveymonkey.com/s.asp?u=784233462850>

APPENDIX E

**REQUEST FOR APPROVAL AND APPROVAL
TO CONDUCT RESEARCH IN MULTIPLE
SCHOOLS IN SAN DIEGO UNIFIED SCHOOL
DISTRICT**

San Diego Unified School District
Request for Approval to Conduct Research in Multiple Schools
(For Advanced Degree Purposes)

Applicant's Name Joann M. McDonald						
Employer San Diego Unified School District Work Location Ocean Beach Elementary Position/Job Title Project Resource Teacher	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> University San Diego State University/University of San Diego </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Degree Sought Ed.D. </td> </tr> <tr> <td colspan="2" style="padding: 5px; vertical-align: top;"> Title of Proposed Study Teachers Beliefs about the Factors that Influence Successful Second Language Acquisition in Elementary Schools </td> </tr> </table>		University San Diego State University/University of San Diego	Degree Sought Ed.D.	Title of Proposed Study Teachers Beliefs about the Factors that Influence Successful Second Language Acquisition in Elementary Schools	
University San Diego State University/University of San Diego	Degree Sought Ed.D.					
Title of Proposed Study Teachers Beliefs about the Factors that Influence Successful Second Language Acquisition in Elementary Schools						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> District Sponsor Carol Barry </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Position of Sponsor Area 1 Superintendent </td> </tr> </table>			District Sponsor Carol Barry	Position of Sponsor Area 1 Superintendent		
District Sponsor Carol Barry	Position of Sponsor Area 1 Superintendent					
Brief Description of the Study <p>Due to the importance of successful second language acquisition in elementary schools for both English Language Learners and English speakers learning a second language, there exists a need to understand the factors that influence successful second language acquisition for these groups of learners. This study will employ a mixed method approach to identify and elucidate the factors teachers of second language learners believe influence successful second language acquisition. Data collection will include two web-based surveys; one for teachers of English Language Learners and one for teachers of English speakers learning a second language. This will be followed by focused interviews with a small number of teachers from each group to clarify and substantiate the survey findings. The findings from each group of teachers will be compared for similarities and differences. These data can suggest classroom practices and professional development that will shape and develop successful second language acquisition for both ELLs and English speakers learning a second language.</p>						
<p>With this completed form, submit the following to the Research and Reporting Department, 4100 Normal Street, Room 3107, San Diego, CA 92103:</p> <ol style="list-style-type: none"> 1. Letter endorsing the proposed study from the school district division/department head most closely associated with the topical area of this research. (See Guidelines which accompanied application materials from the district.) 2. Thesis or Dissertation Chairperson's Affidavit (fully completed). 3. Family Education Rights and Privacy Act compliance form (with applicant's signature). 4. The research proposal—eight (8) copies. Note the reverse side of this form concerning the district's expectation regarding the content and compositional presentation of the proposal. <p>Usually, proposals are reviewed the second Monday of each month. The deadline for submitting the proposal is 10 <i>working days</i> before the review date, typically Monday, two weeks before the review. The Research and Reporting Department will notify the applicant by mail of the district's decision concerning the proposal.</p>						
For District Employees Only <p>If the proposed study is to be conducted at the San Diego City Schools site or office where you work, discuss the project with your supervisor and have him or her sign this form. This only indicates that they have been made aware of the proposal. It does not denote approval or disapproval.</p>						
_____ Supervisor's signature		_____ Applicant's signature				

Approval to Conduct Research in Multiple Schools
San Diego Unified School District

San Diego Unified School District

EUGENE BRUCKER EDUCATION CENTER
4100 Normal Street, Room 3107, San Diego, CA 92103-2682

(619) 725-7188
Fax: (619) 725-7187

Standards, Assessment, and Accountability Division
Research and Reporting Department

April 23, 2007

Ms. Joann McDonald
10613 Escobar Drive
San Diego, CA 92124

Dear Ms. McDonald:

San Diego Unified School District's Research Proposal Review Panel was happy to review your application to conduct research in San Diego Unified School District on "Teachers' Beliefs about the Factors that Influence Successful Second Language Acquisition in Elementary Schools." The committee has decided to approve your request.

Carol Barry, your district sponsor, stands ready to support your efforts in the district. You and she will need to submit a completed Memorandum of Agreement prior to starting your work in the district. We will also hammer out the details of the method of distribution of your emails to teachers.

At completion of the study, our office and Carol's would greatly appreciate a copy of the final report on your findings.

If you have any questions or if I can be helpful to you in any way, please contact me at (619) 725-7193.

Sincerely,

Peter D. Bell, Ph.D.
Director

c Carol Barry

APPENDIX F

INFORMED CONSENT FORM FOR PERSONAL

INTERVIEW

SDSU/USD Joint Doctoral Program**Consent Form****Informed Consent to Participate in a Research
Study on Teachers' Beliefs about the Factors that Support Successful Second Language
Acquisition**

You are being asked to participate in a research study. Before you give your permission to participate, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

The purpose of this study is to examine the factors teachers believe support successful second language acquisition for elementary students. Elementary teachers of English Language Learners and elementary teachers of English speakers learning a second language are being asked to participate in this study.

If you agree to participate, you will be asked seven open-ended questions about the factors you believe support successful second language acquisition for elementary students. Your responses will be tape-recorded for accuracy. This interview will take place at your school and will take approximately 20 minutes.

None of the procedures used in this study are experimental in nature. The only experimental aspect of this study is the gathering of information.

If at any time during the interview, you feel uncomfortable responding to the open-ended questions, you can discontinue or delay the interview without any consequences.

There is no guarantee that you will benefit directly from this study; however, your responses can be instrumental in improving instructional practices for many second language learners.

Teachers' names will not be used. Teachers will be identified only by a number (respondent #1, respondent # 2, and so on). A typist will transcribe the audio tapes and will have no knowledge of the teachers' names. Additionally, the tapes will be stored at the home of the researcher and will be erased two years after the conclusion of the study.

Teachers will not be paid to participate in this study.

Participation in this study is voluntary. Your decision to participate in this study will not prejudice your future relations with the school district. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

If you have any questions about the research, please contact Joann McDonald at 619-223-1631 or 858-569-1563. You can also email me at jkerr@sandi.net.

Your signature below indicates that you have read the information in this document and have had a chance to ask questions about this study. Your signature also indicates that you agree to be in the study and have been told that you can change your mind and withdraw your consent to participate at any time. You have been given a copy of this agreement. You have been told that by signing this consent document you are not giving up any of your legal rights.

Name of Participant (Please print)

Signature of Participant

Date

Signature of Investigator

Date

APPENDIX G

**OPEN-ENDED QUESTIONS FOR PERSONAL
INTERVIEWS**

Open-ended Questions for In-Depth Interviews

1. Please describe a successful second language learner.
2. Please describe a typical day in your classroom.
3. Do you believe that students' socioeconomic status influences their success in learning a second language? Why or why not?
4. Do you believe that students' attitudes and motivation impact their success in learning a second language? Why or why not?
5. Do you believe that successful second language learners are socially and academically engaged in school? Why or why not?
6. What influence, if any, do you think culture and/or first language proficiency has on the success of students who are successfully learning a second language?
7. What other factors do you believe influence successful second language learners?