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Teachers of America's Immigrant Students:

Citizenship Instruction For English Language Learners

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An abstract of

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Abstract

This study investigated sheltered content social studies (SC/SS) teachers, in particular, those who integrate social studies course content with English to Speakers of Other Languages (ESOL) methodology. The eight SC/SS teachers in this study taught US History or American Government courses to 10^{th} - 12^{th} English language learning (ELL) students who came from a variety of countries and spoke multiple languages. Teacher interviews, classroom observations, and document analysis informed: how the teachers' background, experience, and training enlightened their beliefs about citizenship education; how they used their disciplinary content to teach towards English proficiency and civic mindedness; and how they recognized and incorporated cultural and linguistic diversity into their pedagogy. I utilized Osler and Starkey's (2005) citizenship dimensions and Suarez-Orozco and Suarez-Orozco's (2001) social mirroring frameworks as analytical lenses for this multi-site comparative case study. The majority of the teachers interviewed and observed held similar beliefs and pedagogy. They reported that their lived experiences (i.e. childhood and international travel) influenced their beliefs about citizenship, multiculturalism, and language learning. They credited their parental models more than their academic training or professional development for their current beliefs. Several teachers expressed dissatisfaction with the assigned textbook and said that it hindered their instruction of social studies content to ELL students. As such, many modified the text or generated their own materials. No teachers prioritized language instruction during their classes though most consistently supported vocabulary development. Several of the teachers regularly incorporated their students' cultural diversity into their pedagogy and rendered an environment supportive of their students' differences (i.e. language, religion, culture, race, socio-economic status, and education). In addition, many were advocates for knowledge, believed in the power of an informed citizenry, added respect to the civic norm of rights and responsibilities, and challenged discrimination in their classrooms. Findings enhance knowledge about some immigrant students' learning communities and their teachers' approaches to citizenship education, which could enlighten sheltered content/social studies preparation programs.

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At times, our own light goes out and is rekindled by a spark from another person.
Each of us has cause to think with deep gratitude of those
who have lighted the flame within us.

~ Albert Schweitzer

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Our ability to reach unity in diversity will be the beauty and the test of our civilization.
~ Mahatma Gandhi (1925)

Interdependence is another word for citizenship.
~ Benjamin Barber (2002)

CHAPTER I

STATEMENT OF THE PROBLEM

In *Diversity and Citizenship Education*, Banks (2004) asked a critical question: How are today's educators in nation-states around the world to acknowledge cultural communities while simultaneously building a democratic society? The two above quotes reveal a similar challenge: balancing unity and diversity while recognizing the interdependence of communities. Although scholars commonly accept that schools within the United States prepare young citizens (Hahn, 1998; Mirel, 2002; Tyack, 1974), they know little about how civic instruction of students from diverse communities occurs.

Rumbaut and Portes (2001) argue that unlike the great European waves of immigration to American shores in the 1920s, which were eventually dammed by racial quotas, restrictive legislation, economic depression, and wars, the current tides of immigration show little signs of abatement. Additionally, the US Census Bureau reports a shift in dominant immigrant cultures. Appendix A presents the statistical increase in English Language Learners' (ELL) enrollment in US public schools over the last four decades. The rapid rise in immigration figures has profound implications for the educational system, including the conceptions of citizenship presented to immigrants. Yet scant research documents actual classroom practice with the increasing numbers of ELL students from diverse backgrounds in K-12 public schools.

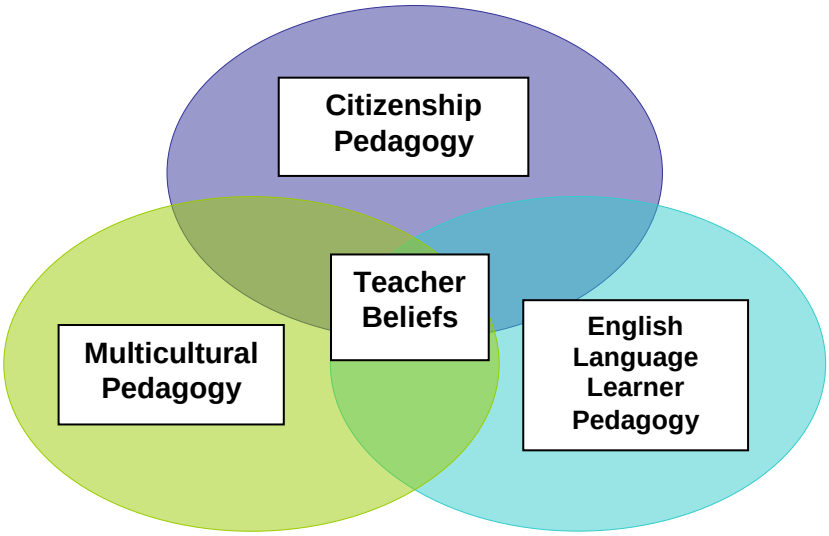
Banks and colleagues (2005) posit that globalization and the recent rise in immigration have transformed both the purpose and the process of citizenship education in important ways. Dramatic events from the last decade have increased institutional and individuals' focus on issues of national allegiance and immigrants' connections to local, state, national, and global communities (Gerwin & Osborn, 2005; Nussbaum, 2002). In particular, research is needed to answer the question: how are schools contributing to *e pluribus unum?*

Purpose of Study

Although the above concerns pose challenges to the public educational system in general, this research study focuses on a particular teaching community: sheltered content/social studies (SC/SS) teachers. Sheltered instruction draws from and complements methods and strategies advocated for both language learners and mainstream classes (Echevarria & Short, 2002). Sheltered instruction removes ELL students from the mainstream classroom to offer instruction in the company of other limited English proficient (LEP) students. Sheltering a particular content area attempts to satisfy two objectives: increase English proficiency and address content instruction (i.e. social studies). Sheltered content social studies teachers are certified or endorsed in social studies and in ESL methodology (Cruz & Thornton, 2008; Gonzalez, Yawkey, & Minaya-Rowe, 2006; Short, 1996). Social studies educators' ESL training should render them predisposed to: "(a) building empathy for the difficulties associated with learning a language; (b) understanding how second languages are acquired; (c) adapting curricula to students' language needs; and (d) employing literacy skills in the disciplines" (Dong, 2004, p. 202).

I seek to document, in a comparative case study how sheltered content/social studies (SC/SS) teachers recognize their English Language Learner (ELL) students' cultural particulars in their classrooms while educating for participation in a shared community through citizenship education. Figure 1 illustrates how three distinct pedagogical emphases interact with teachers' beliefs. The three fields guided my choice of theoretical frameworks and literature review.

Figure 1. Pedagogical Convergence of Teachers' Beliefs



Little research exists that specifically connects citizenship education to English language learners. Although researchers have attended to the separate topics of English language learning, citizenship instruction, and culturally relevant pedagogy, I found no studies that address this unique combination of topics. To that end, this study adds to the existing research with regard to teachers' beliefs in relation to instruction that merges civic education, the pedagogy of multiculturalism, and the principles used to educate ELL students. I investigated who these teachers are, what they have experienced, and how they facilitate immigrant students' understanding of citizenship to answer the central

question: How do secondary sheltered content social studies teachers use their beliefs, content, and pedagogy to teach citizenship education to culturally and linguistically diverse students? More specifically, this study addressed the following research questions:

1. How do sheltered content/social studies teachers use their background, experience, and training to inform their beliefs about citizenship, multiculturalism, and English language learning?
2. How do sheltered content/social studies teachers use the disciplinary content to teach toward language proficiency and civic mindedness within a culturally and linguistically diverse classroom?
3. How do sheltered content/social studies teachers recognize and incorporate their students' linguistic and cultural diversity into their pedagogy?

Theoretical Frameworks

How to be a part of a society, how to function within a community, and how to be a citizen on multiple levels (local, state, national, global) are important challenges and can be explained in a variety of ways (e.g., Banks, 2004; Heater, 2002; Olssen, Codd, & O'Neill, 2004). Valued by individuals and society alike, citizenship offers entitlements and opportunities to participate in political, economic, cultural, and social arenas (Oommen, 1997; Woyshner, Watras, & Smith Crocco, 2004). The effect of recent global trends on education and citizenship has changed the way in which scholars consider and researchers investigate the educational experiences and political socialization of young culturally diverse citizens (Banks, et al., 2005; Rong, 1998).

American educators are challenged with the instruction of students who bring cultural, linguistic, moral, and regional identities that may differ from traditional assumptions about citizenship education (Banks, 2004). Adding to the complexity, citizenship education may exist formally, informally, nationally, or locally. As interpreters in the socialization process, teachers bring their own understanding of citizenship, community, and education goals to the curriculum. They are assigned the task of promoting and maintaining social cohesion while simultaneously attending to federal and state mandates, professional standards, county missions, and school vision statements. Further, students from diverse cultural backgrounds challenge teachers' creation of a cohesive learning community, while at the same time teachers' varied experiences, training, and beliefs influence their decision-making and pedagogies (McAllister & Irvine, 2000; Pajares, 1992). Two sociocultural frameworks are helpful in understanding how ELL students, multiculturalism, and citizenship education intersect. In particular, these conceptual roadmaps, when combined, clarify complicated issues such as identity, context, teacher beliefs, and students' civic roles.

In the first theoretical framework, Osler and Starkey (2005) posit that citizenship involves three dimensions: *status*, *practice*, and *feeling*. Status indicates the legal status an individual holds with regard to a particular nation state. Rights to vote, to be educated, and/or to work in a particular country are enabled by legal status. Practice refers to civic behaviors that individuals undertake within their community. Voting, campaigning, fund-raising, recycling, and other grassroots activities are examples of citizenship practices. Finally, feeling addresses the emotional dimension of citizenship.

Emotions such as pride, self-identity, sense of belonging, as well as exclusion and fear, may be associated with notions of citizenship.

The second theoretical framework explores how teachers reflect or mirror beliefs and attitudes toward the students. Scholars (Bourdieu, 1991; Cummins, 2001; Friere, 1970, Norton, 2000) agree that "relations [or reflections] of power can serve to enable or constrain the range of identities that language learners can negotiate in their classrooms and communities" (Norton, 2000, p. 9). Furthermore, Suarez-Orozco and Suarez-Orozco (2001) posit that teachers function as *social mirrors* reflecting the new immigrant students' perceived place in school and society. The scholars explain that a child's sense of self is shaped by the reflections mirrored back to him or her by influential adults nearby. This theoretical framework positions teachers as providers of immediate forms of feedback (i.e. reflective mirrors) influencing ELL students' sense of cultural and civic identity. Importantly, Suarez-Orozco and Suarez-Orozco (2001) explain that the social mirroring phenomenon has direct implications to ELL students' cultural acculturation, self-identification, and ethnic identity re-conception.

Connecting these two models is the important relationship between the immigrant student and the teacher. The instructor can be a curriculum broker, an attitudinal mirror, and/or an exemplar of civic behavior. Citizenship education, as taught by the instructor, can affirm and provide hope or alternatively diminish students' capital and influence immigrant students' sense of civic identity.

Definitions of Terms

I provide the following definitions of terms to clarify and operationalize their relevance to this study:

Beliefs. Beliefs refer to the ideologies about teaching and learning, as opposed to knowledge, which refers to the "factual propositions and understandings" of teaching and learning (Calderhead, 1996, p. 715). For example, although teachers may have knowledge of something, they still evaluate or filter that knowledge through their beliefs (Nespor, 1987).

Citizenship. Citizenship is related to an individual's experiences, beliefs, and attitudes. In this study, I use the term in a social context to refer to the rights and responsibilities that come with being a member of a particular community, be it local, national, or global. Extended definitions refer to cosmopolitan, multicultural, national, and global citizenship (Banks et al., 2005; Heater, 2002; O'Byrne, 2003).

Cultural capital. Bourdieu's (1991) conception of cultural capital explored the imposition of evaluative norms, the stratification of societies, and the profits reaped by those possessing certain endowments specific to the dominant culture. Multilingual and multicultural scholars have expanded that conception to recognize alternative forms of capital possessed by the non-dominant culture. Although limited English speaking immigrants do not speak the dominant language fluently nor possess knowledge of the mainstream culture, scholars who support culturally relevant pedagogy (CRP) (Gollnick & Chin, 2009) maintain that ELL students bring advantages or assets to classrooms via their knowledge of other countries, cultures, and languages.

Culturally relevant pedagogy (CRP). Pedagogy that affirms the cultures of students, views the cultures and experiences of students as strengths, and reflects the students' cultures in the teaching process in order to maximize students' learning opportunities. This approach is appropriate when addressing social, cultural, and

linguistic differences within schools and classrooms (Irvine, 2003; Ladson-Billings, 1995, 2001). For the purposes of this study, CRP refers to instruction that is inclusive of a classroom's linguistic and cultural diversity.

Diversity. Many professional and academic disciplines utilize this term to refer to minorities in a group, society, or institution. Diversity can refer to an individual or group that is different from the macro culture in a variety of dimensions such as culture, race, ethnicity, gender, language, economic level, or political view. For the purposes of this research, the term focuses on linguistic and cultural diversity.

English Language Learner (ELL). This term is used for students who have limited or no English skills and who are in the process of learning English. The location of the student's birth does not mandate his/her ELL status. Each state's Department of Education (DOE) provides guidelines for identifying students who may be English language learners. The following two criteria are used by the state in this study to identify eligible students for inclusion into ESOL classes: (a) students whose native language/home language/first language is other than English and (b) students, who therefore, have sufficient difficulty speaking, reading, writing or understanding the English language to prevent their success in classrooms where the language of instruction is English (State DOE, 2006). As such, an ELL student can be an immigrant, child of an immigrant, and/or a citizen of the United States.

English as a Second Language (ESL). Interchangeable with the term English to Speakers of Other Languages (ESOL), the term refers to a form of instruction that instructs identified ELL students. The goals are: (a) to increase English proficiency, through (b) teaching academic content in English only, to enable (c) transition of students

into English only classrooms. ESL programs are the primary medium to assimilate ELL students into the linguistic mainstream as quickly as possible (Bennett, 2007; State DOE, 2006). The abbreviation L2 also refers to the user's second language.

Identity. A set of characteristics that an individual recognizes as belonging uniquely to himself or herself which constitute his or her individual personality for life. Scholars offer emotional, economic, ethnic, racial, gender, cultural, social, symbolic, personal, physical, linguistic, and spiritual dimensions as factors that define an immigrant's identity (Bourdieu, 1991; Irvine, 2003; Nieto, 1999). In this study, I operationalize identity as teachers' perceptions of their ELL students with regard to civic, cultural, and language identity.

Immigrants. With regard to this study, immigrants refer to students who were born or raised in a country other than the United States. If their native country is not predominantly English speaking then they may require ESL instruction. Within this study, this term is inclusive of legal and illegal immigrants, refugees, and asylees (Fong, 2004; Suarez-Orozco & Suarez-Orozco, 2001).

Multicultural pedagogy. An instructional pedagogy that recognizes, affirms, and successfully utilizes students' diversity in classroom instruction and environment. This is an approach that addresses equity within schools and classrooms by emphasizing the interaction of race, ethnicity, class, and gender in students' lives (Gollnick & Chin, 2009).

Pedagogy. This educational term refers to the art or science of teaching which includes instructional strategies or methods (Gollnick & Chin, 2009, 2006). In this particular study, pedagogy is inferred through analysis of teachers' intended and

implemented curriculum as well as their corresponding beliefs and attitudes (Dilworth, 2004).

Pedagogical beliefs. "Suppositions, commitments, and ideologies" about teaching and learning as opposed to knowledge which refers to the "factual propositions and understandings" of teaching and learning (Calderhead, 1996, p. 715). Therefore, although teachers may have knowledge of something, they still evaluate or filter that knowledge through their beliefs (Nespor, 1987). Scholars (Kagan, 1992; Pajares, 1992) argue that beliefs are often more influential than knowledge in determining how teachers organize and define tasks and problems. Seemingly, this may render pedagogical beliefs the stronger predictor of teachers' behavior than knowledge.

Sheltered instruction (SI). SI is a pedagogical approach to increase language proficiency while simultaneously teaching a content area such as social studies. This study focused on instruction intended to combine social studies content and English acquisition objectives. Sheltered content programs are models of sheltered instruction where ELL students are pulled out of mainstream classes and placed with other ELL students in separate classrooms (Echevarria, Vogt, & Short, 2004).

Sheltered content social studies (SC/SS). The students in a SC/SS class are taught by teachers who are certified in both ESL methodology and social studies. Theoretically, these teachers combine social studies and language instruction within their daily instruction (Echevarria, et al., 2004).

I used these definitions to guide the literature review. In the following section, I summarize research studies that inform the research.

CHAPTER II

REVIEW OF LITERATURE

As I found no study that directly linked teacher beliefs with citizenship education, multicultural education, and instruction of ELL students, I organized the review of literature around three related areas. These are (a) citizenship education in a pluralistic society; (b) English language learners; and (c) teachers' beliefs and pedagogy.

Citizenship Education in a Pluralistic Society

As classrooms are becoming increasingly multicultural and filled with diverse students, researchers recognized the imperative to understand what citizenship meant to teachers personally, locally, and globally. In this section, I summarize research that linked immigrant students to civic engagement and explored teachers' positionality within that context.

Researchers found that the quantity and quality of civic instruction is important and that contextual factors within schools had significant influence on students' civic knowledge, attitudes, and participation. Certain opportunities were linked to all students' civic behaviors: (a) number of social studies classes taken; (b) amount of school-wide opportunities for civic engagement; (c) occasions to discuss social or political issues with people who hold different opinions; and (d) level of encouragement students received to make up their own minds about issues (Torney-Purta, Lehmann, Oswald, & Schulz, 2001).

Some researchers (Torney-Purta, Barber, & Wilkenfeld, 2007; Torney-Purta, et al., 2001) found differences between immigrant and non-immigrants' levels of civic engagement and knowledge while others (Lopez & Marcelo, 2008; Stepick, Stepick, &

Labissiere, 2008) explained the differences of the levels of civic engagement by demographic factors, such as the participants' socioeconomic backgrounds.

Brown's (2005) study of perceptions of US teachers in a five-nation study explored the experiences and tensions surrounding the goals of citizenship educators. Administering a questionnaire (*n* = 825*)* to teachers in Washington State, Brown identified what teachers considered characteristics of good citizenship. Over one third of the participants responded that a good citizen was informed and knowledgeable, implying that citizenship was an intellectual pursuit. The second most popular response embodied the belief that good citizens were "dutiful members of society" (p. 83). The third most popular response reflected a "feeling of concern for the wellbeing of others" (p. 83). Additionally, one-on-one interviews with 19 of the surveyed teachers generated a deeper understanding of the teachers' perceptions of citizenship than the questionnaire allowed. The interviewed teachers placed importance on respecting one's self, others, and the community. In terms of forming an identity as a citizen, the teachers affirmed the importance of recognizing the student's family.

These findings aligned with other studies that found that responsiveness to one's culturally-supported sense of duty, development of a strong school connection, creation of a sense of belonging, parents' education, and family political discussions proved important for ELL students as well (Brown, 2005; Callahan, Muller, & Schiller, 2008; Jensen, 2008; Kahne & Sporte, 2007; Stepick, Stepick, & Labissiere, 2008).

The level of diversity within teachers' classrooms seemed to play an important role in teachers' conceptions of citizenship education, classroom practice, and cultural pluralism. Anderson, Avery, Pederson, Smith, and Sullivan (1997) surveyed a random

sample (n = 361) of social studies teachers who belonged to the National Council for the Social Studies (NCSS). The data were analyzed in light of the following citizenship perspectives: cultural pluralism, communitarianism, legalism, and shared beliefs. Although all teachers reported that citizenship education should instill tolerance, they presented a variety of perspectives on citizenship education itself. Three quarters of those surveyed adopted relatively liberal perspectives such as emphasizing critical thinking and cultural pluralism. Anderson et al. concluded that there was a connection between social studies teachers' conceptions of citizenship education and classroom practice; however, demographic, attitudinal, and political factors, such as the diversity in teachers' classrooms appeared to play an important role in teachers' beliefs.

Several scholars (Bickmore, 1993; Dilworth, 2004; Marri, 2005; Merryfield, 1998; Myers, 2006) found teachers' personal experiences and beliefs about citizenship, student learning, and multicultural or global education influenced their implemented instruction. In particular, Bickmore (1993) focused on how two teachers operationalized citizenship instruction in light of the diversity reflected in their classrooms. She looked at how two ninth grade world studies teachers taught citizenship education with regard to conflict. In her analysis of the two teachers and their respective classrooms, Bickmore acknowledged that although "the inclusion of students from diverse backgrounds in the process of becoming full and active (democratic) citizens is an essential goal of social studies, educators have different views of how to reach that goal" (p. 375). Each veteran social studies instructor, using the same curricular guidelines, in light of their own interpretations and treatment of conflict, subsequently taught the essentials of citizenship

education differently. In sum, they presented "different views of their students' various roles as citizens" (Bickmore, 1993, p. 376).

Addressing culturally relevant teaching through a comparative case study, Dilworth **(**2004**)** explored how a purposefully selected high school US History teacher and a middle school State History instructor "conceptualized and implemented multicultural content into their social studies classrooms" that served diverse communities (p. 159). Both teachers used their textbooks as principle sources but enhanced their instruction by using their personal knowledge and experiences and included self-generated sources to infuse diverse perspectives. The teachers held a variety of beliefs about their students, goals for teaching social studies, and reasons for infusing more multicultural content into their instruction. Both study participants believed themselves capable and confident to teach "for, to, and about diversity" (Dilworth, 2004, p. 182) and relied on their prior experience and their knowledge about their students' community to enhance their classroom instruction.

English Language Learners

With English Language Learners being the fastest growing segment of the school-age population in the United States, it is critical to understand not only the needs of that particular learning community, but also to learn about the teachers and institutions that support them. With regard to demographics, scholars maintained that ELL students' education should be discussed in the context of what researchers and educators currently know about poor, minority, and urban schools (Constentino de Cohen, Deterdin, & Chu Clewell, 2005; Portes & MacLeod, 1996; Ruiz-de-Velasco, Fix, & Chu Clewall, 2000). Additionally, researchers found that schools held institutional ideologies (i.e. benevolent

conspiracies) that affected ELL learners (Constentino de Cohen et al., 2005; Layzer, 2000; Portes & MacLeod, 1996; Woolard & Schieffelin, 1994).

Ruiz-de-Velasco and colleagues (2000) documented that although recently arrived and foreign-born secondary LEP students represented the larger share of overall LEP school populations, they received a smaller share of the ESL or bilingual instruction within the school system than did elementary students. The authors pointed to a general teacher shortage but also indicated a scarcity of trained teachers to serve middle and high school aged ELL students. As a model of instruction, the creation of sheltered content classes, such as social studies, was an attempt to address this specific need (Short, 1994, 1996).

Although some scholars (Olmedo, 1993; Szpara & Ahmad, 2007) documented SS/SC teachers who exemplified best practices by supporting students' home language and native culture through social studies projects, other researchers (Bunch, Abram, Lotan, & Valdes, 2001; Short, 2002) contended that many trained SC/SS teachers neglected language instruction and maintained that the instructional content was their primary responsibility. Bunch, Abram, Lotan, and Valdes (2001) worked with four teachers (two language arts and two social studies) and observed six classes of middle school students in social studies classes with an emphasis on the development of academic language. As a result, Bunch and colleagues emphasized the importance of teachers coordinating content to develop a curriculum that will develop ELL students' academic language. Szpara and Ahmad (2007) found it important when five high school social studies teachers provided social and cultural support to ELL students by using their

students' first language and explicitly focusing on the development of their ELL students' academic language.

Yoon's (2008) study emphasized that when teachers intentionally claimed full responsibility for the students' learning (i.e. content and language), the ELL students were in fact, more successful than those students whose teachers did not instruct both. Yoon (2008) examined three middle school language arts classes with English language learners. First, the researcher maintained that teachers might position ELL students in ways that limit or foster their opportunities within the classroom. When "ELL students were accepted as cultural social beings, the students' interactions and participation were promoted" (Yoon, 2008, p. 515). Second, when the teachers intentionally self-positioned themselves as individuals who claimed full responsibility for the ELL students' learning, the students were more successful. Yoon's analysis revealed that it was not so much the specific methods that influenced ELL students' engagement with learning but the teachers' approaches to the students.

Studies that focused on the learners themselves revealed findings directly connected to instructional pedagogy. Authors Suarez-Orozco and Suarez-Orozco (2001) argued that the reasons for students' families' immigration and their respective methods of relocating influenced young students' identities and subsequently their classroom performance. Additionally scholars (Asher, 2008; Ngo, 2008; Norton, 1995) maintained that ELL students' identities and their cultures are not static; as *hyphenated Americans*, they are constantly renegotiating themselves between two cultures (i.e. home and school). Researchers (Asher, 2008; Szpara & Ahmad, 2007) stressed that not recognizing the contextual nuances of ELL students' cultural and linguistic journeys could mitigate the

success of immigrant instruction. Finally, because teachers have the potential to affect their ELL students' conceptions of themselves via social mirroring, many researchers (Asher, 2008; Major, 2006; Norton, 1995, Suarez-Orozco & Suarez-Orozco, 2001; Woolard & Schieffelin, 1994) recommended that teachers should be aware of their own beliefs.

Major's (2006) profiles, culled from her longitudinal qualitative study of ELL students in secondary schools, presented two vignettes of students who arrived in the United States in the fifth grade. Utilizing students' educational journeys fleshed out by their test scores, academic records, ESL and mainstream teachers' interviews, classroom observations, and student interviews, the author presented two possibilities for school and teacher dispositions towards ESL students. After juxtaposing two typical, yet distinctly different ESL students' academic journeys, Major (2006, p. 33) argued that teachers of secondary ESL students have a choice to be either "border guards or border crossers" with English language learners. A *border guard* holds the mindset that minority students must eradicate their ethnic and cultural identities in order to assimilate into the proverbial American melting pot. On the other hand, she proposed that *border crossers* are teachers (i.e. cultural mediators) who support and expose ELL students to American school culture and assist in developing students' social identities without the elimination of their home language and culture.

Teachers' Beliefs and Pedagogy

Building on wider literature, teachers' personal experiences and beliefs are often linked to their conceptions of citizenship and diversity. As such, the relationship between beliefs and pedagogy merit further investigation. Below I summarize studies that

explored teachers' self-knowing, mainstream teachers' beliefs about ELL students, and issues surrounding language teachers' identity and ELL students.

Nespor's (1987) two year, qualitative study of teachers' beliefs focused on eight 7th and 8th grade teachers of math, language arts, and history. This longitudinal study included numerous classroom observations that were used for teachers' review and discussion during 20 hours of interviews. Nespor found differences in the ways that teachers conceptualized their subject matter that pressured them to formulate different kinds of goals. Additionally their thinking about their particular subjects was a product of their belief systems. Significantly, the researcher concluded that when there was a lack of resources or fellow teachers to confer with, teachers relied more on their personal beliefs. The shape of the respective teachers' careers within different instructional settings structured the teachers' practices and beliefs. Finally, Nespor found that teachers' experiences influenced their classroom organization, lessons, and assumptions about students and subject matter.

Johnson and Golombek (2003) asserted that teacher learning is not the imposition of new theories onto teachers but a reshaping of their existing knowledge, beliefs, and pedagogy. Further, they maintained that true teacher learning did not take place until teachers worked through their personal transformative process (Johnson & Golombek, 2003). Stanosheck-Youngs and Youngs (2001) surveyed 143 junior/high middle schoolers identifing five predictors of positive ESL teacher attitudes: (a) having taken a foreign language or a multicultural course; (b) having taught in the social sciences, humanities, or natural sciences (versus applied disciplines); (c) having received any form of ESL training; (d) having lived or taught outside the United States; or (e) having many

world regions represented by ESL students in their mainstream classes. Additionally, Thicksten (2000) noted the influence that the teachers' familial belief systems about immigrants had on teachers' pedagogy.

Based on their investigations, Karabenick and Noda (2004) and Thicksten (2000) argued that teachers' attitudes were limiting and often put ELL students in the margins of the academic experience. Another study explained that in school systems in which five percent or fewer of the population are ESL students, there are not enough English language learners to justify sheltered-content area classes. As a result, most ELL students are mainstreamed into content area classes. Cho and Kim's (2008) study targeted six counties and 211 teachers who served some ELL students in mainstream classes. In terms of challenges, the surveyed teachers cited language barriers foremost, ELL students' lack of background knowledge in particular content areas next, and a shortage of time and resources third. The majority of teachers named extra time for assignments and slower speaking as their primary accommodations for ELL students. Few teachers said they differentiated their instruction for ESL students. Unlike the other content-area teachers who said that they would benefit from "bilingual instructional materials followed by professional training/development," social studies teachers (90%) stressed that cultural understanding was the most important training to receive in light of their ELL students (Cho & Kim, 2008, p. 14).

Although some researchers (Olmedo, 1993; Szpara & Ahmad, 2007) documented teachers affirming diversity in their classrooms, other researchers (Cho & Kim, 2008; Karabenick & Noda, 2004; Yoon, 2008) identified teacher beliefs that positioned ELL instruction as burdensome and exemplified a deficit model. Participants in the latter

studies considered the non-English primary language a hindrance and declared it the cause of students' underachievement, when often the research revealed it was the teachers' stance that interfered with the ELL students' learning (Layzer, 2000; Karabenick & Noda, 2004; Yoon, 2008). Finally, multiple studies affirmed the importance of reflective practice to help identify and explore teachers' beliefs and their connection to immigrant students (Breen, 1991; Johnson, 2006; Layzer, 2000; Motha, 2006; Varghese, Morgan, Johnston, & Johnson, 2005).

Summary

The findings from previous research point to important topics for consideration within this study. For instance, students' identities seem to be an integral factor in understanding how individuals perceive themselves within their respective community, such as local, national, or global (Norton, 1995; Suarez-Orozco & Suarez-Orozco, 2001). ELL students' identities are nested within issues of culture and language (Portes & MacLeod, 1996; Woolard & Schieffelin, 1994). Researchers who investigated multicultural pedagogy within social studies instruction posited that the concept of citizenship becomes meaningful when it is connected to the learners and their community (Bickmore, 1993; Dilworth, 2004; Marri, 2005). Additionally, research related to teachers' beliefs about citizenship instruction and ELLs pointed to a need for explicit links between knowledge, beliefs, and instruction integrated into teacher training (Johnson & Golombek, 2003; Karabenick & Noda, 2004; Merryfield, 1998; Stanosheck Youngs & Youngs, 2001).

This study is constructed on the premise that teachers' knowledge is grounded in content and context, and that individual teachers' beliefs hold influence over how

students make sense of the world (Kagan, 1992; Motha, 2006; Nespor, 1987; Pajares, 1992; Varghese et al, 2005). Furthermore, when one considers the findings that demonstrate teachers' experiences influence their current beliefs (Bickmore, 1993; Johnson, 2006; Layzer, 2000), then it appears that those experiences may guide the teachers as they process new information about students and pedagogy. This in turn affects their implementation of curricula (Dilworth, 2004; Merryfield, 1998). The teachers' beliefs about the relationship between immigrants and learning, civic identity, and diversity influence their instruction relevant to civic education and their multicultural students' experiences.

Teachers of citizenship are frequently the educational coaches in the political socialization process as they offer ELL students their first exposure to democratic systems and civic engagement (Callahan et al., 2008). Teachers' beliefs about citizenship, the importance of ethnic cultures, and their personal educational goals may result in a variety of instructional messages (Bickmore, 1993). My literature review exposed the lack of research that blends the complexities of English language learners, culturally relevant pedagogy, and citizenship instruction. No one research study investigated teachers' specific beliefs towards citizenship in conjunction with English learners. This study fills that gap by examining teachers' beliefs about civic education and multicultural pedagogy in conjunction with ELL students. The next chapter outlines the methodological approaches I used to explore sheltered content social studies teachers' instructional beliefs with regard to the citizenship education of ELL students.

CHAPTER III

METHODOLOGY

I interviewed eight teachers, and observed nine different courses located in four school districts. To generate a multi-site, comparative case study, I studied SC/SS teachers' who implement social studies curriculum, with an emphasis on citizenship instruction to English Language Learners. The participants and settings were "anchored in real" classrooms to generate a "rich and holistic account" of citizenship instruction to English language learners (Merriam, 1998, p. 30). I collected data from documents, teacher interviews, and classroom observations to examine how the teachers' beliefs are enacted in the classroom (Stake, 1995). I compared similarities and contrasts between teachers and their classrooms to provide grounding for generating themes (inductive theory). Finally, cross-case analysis served to strengthen the stability, validity, and precision of the findings (Merriam, 1998).

Setting

I purposefully selected Charlotte, Cambridge, Providence, and Medford (pseudonyms) counties for the research sites because they have large percentages of high school ESOL students and they are located in the metropolitan area of one southeastern city. Additionally the high schools satisfied the following criteria, they: (a) are publicly funded state high schools; (b) have a high level of ethnic diversity; and (c) include a substantial number of ELL students who enroll in sheltered content social studies classes. The numbers of sheltered content social studies teachers who serve the ELL community differ from school to school. Schools with higher populations of ELL students generally

have more designated sheltered content staff. Ideally, the ELL students in the designated classrooms represented a multitude of cultures and languages.

From 1990 to 2008, the state in which I conducted my study experienced over a 250% growth in the children of immigrants (Fix, 2010). More specifically, the number of identified ELL students in the state, from 1995 to 2005, grew 292%. Table 1 below offers a snapshot of the four counties selected for this study and their current ELL statistics. Additional information was collected for each participating high school to create profiles of the participating schools. For more descriptive statistics such as AYP and Title I status, numbers of sheltered content social studies teachers at each school, and individual classroom demographics, please refer to Appendix B.

Table 1

Participating Counties 2010-2011 Demographic Profiles

County	**Total Enrollment**	**Percent of Total enrolled in ESOL Programs**	**Number of Enrolled ELL Students**
Charlotte	159,814	7.2%	11,486
Cambridge	106,619	6.4%	6,871
Providence	95,481	8.0%	7,594
Medford	89,920	4.8%	4,301

From State Department of Education. (2011).

Charlotte County operates the largest public school system in the state and within the last two decades, the immigrant population in that particular county increased by approximately 400%. Medford County's ELL Studies Program currently has 182 ESOL teachers in local schools who serve ELL students who speak 140 languages and originate from 170 countries.

Participants

To explore the relationship between the teachers' background, experience, and training and their beliefs and pedagogy, I carefully considered the selection of teachers and their respective classrooms. Criteria for participant and classroom selection are explained below.

Teachers

The selected teachers met the following criteria, they: (a) served ELL communities in sheltered content social studies classrooms; (b) offered citizenship instruction; (c) were recommended by multiple sources (principal, county ESL or social studies coordinator, ESL or social studies grade chair, or peers) as strong teachers; (d) were appropriately endorsed or certified; (e) were not novice teachers; and finally (f) were amenable to being included in the study. Out of the eight teachers that were selected and consented to be interviewed, only seven of their respective principals were amenable to their school being included in the research study. As a result, I interviewed one participant but did not observe her teaching. Out of the seven teachers observed, one participant was observed teaching two different courses (Political Systems in summer 2009 and American History in 2011) and another teaching two different classes of American History, which resulted in my observing a total of nine different classes.

Courses

I selected social studies courses with the most citizenship-related content. Based on the teachers recommended by the respective counties' social studies and ESOL curriculum directors, the high school(s)'s administrators, and the department chairs I used a purposeful sampling technique to select the SC/SS course. In this state, students must

complete three units of credit in social studies in order to graduate. US History satisfies one unit of credit; World History satisfies another credit. The last credit is a combination of one-half unit of American Government/Civics and a half unit in Economics. The state's current high school graduation exam pulls from the following areas: American Government/Civics, World History, US History, and Geography. Although there is one statewide high school social studies graduation exam, there is also often an end-of-course test (EOCT) for county specified courses. Finally, the course titles and mandated subjects differ between counties.

Generally, the SC/SS courses with the highest incidence of citizenship-related instruction are those that include Civics, Political Systems, and US History. Due to teacher shortages and small ELL student numbers, not all high schools shelter these particular courses for their ELL students. Although each county offers additional courses (i.e. geography, constitutional law), due to the difficulty of social studies in general for LEP students, ELL students struggle to complete the required courses and generally do not take additional elective or AP social studies classes (Short, 1996). Additionally, due to their limited English proficiency, ELL students often take the courses after they have been in the United States and school system for a short period, which means they do not always take a specific course at the district's recommended grade level. Some students took SC/SS courses in a summer school program that drew students from multiple schools. Table 2 below summarizes each county and their related courses.

Table 2

Counties and their Civic-Related Courses

County	Required High School Social Studies Courses		Civic-related Course Offerings
Charlotte	• World Geography • World History • Political Systems	• Economics • US History	• US History • Political Systems
Cambridge	• World Geography • World History • American Government	• Economics/Business • US History	• US History • American Government
Providence	• World Geography • World History • American Government	• Economics • US History	• US History • American Government
Medford	• World Geography • World History • American Government	• Economics • US History • Civics/Citizenship	• US History • American Government • Civics/Citizenship

In addition to the course, I specified high school aged-students because in order to be eligible for sheltered content instruction, students' English proficiency must be limited. A low English proficiency level generally indicates that the ELL students' time in US classrooms has been limited. Largely, students in sheltered content classrooms are recent immigrants, having arrived no longer than two years earlier (Echevarria, et al., 2000). The national ESL guidelines for eligibility encourage rapid movement through sheltered content courses (TESOL, 1997). As the eligibility window for sheltered content courses is strict, it is highly probable that the sheltered social studies course may be the first and possibly the last formal exposure to civic instruction before adulthood these high school students will receive.

Two SC/SS teachers (Troy and Terri) from Charlotte County were initially interviewed and observed during an ESOL summer school program. As only one taught

SC/SS during the academic year, I interviewed him (Troy) again with additional questions and observed him again to make the settings parallel.

Data Sources

I interviewed eight different teachers about their beliefs and intended curriculum, observed nine different classes, examined the utilized materials, and maintained field notes. I collected data on multiple levels to capture how background, beliefs, and intended content affect the teachers' instructional practice. I followed Merriam's (1998) recommendations, and used the following strategies to enhance the validity of the results gleaned from a qualitative study: rich thick description; explanation of the typicality of the program and/or teacher; and utilization of a multi-site design.

I observed the Institutional Review Board (IRB) guidelines for informed consent, field observation, interview protocols, as well as data protection, during all phases of the data collection. Likewise, I adhered to each respective county's individual IRB procedures and protocols during my research. Participating teachers signed consent forms (Appendix C). Additionally I maintained a researcher's log to inform my methodology. See Table 3 below for a summary of the study's data sources and each research question.

Table 3

Research Questions, Data Sources, and Methodology

Research Questions	Data Sources	Methodology
How do teachers use their background, experience, & training to inform their beliefs about citizenship, multiculturalism, & English language learning?	- teacher interviews - curriculum vitae or resume	- content analysis - triangulation with teachers & documents - peer review
How do teachers use the disciplinary content to teach toward language proficiency & civic mindedness within a culturally & linguistically diverse classroom?	- teacher interviews - classroom observations - textbooks - syllabi - handouts/tests - field notes - researcher log	- content analysis - triangulation with teachers' interviews, syllabi, & lessons - member checks - multiple observation - peer review
How do teachers recognize & incorporate their students' linguistic & cultural diversity into their pedagogy?	- teacher interviews - classroom observations - textbooks - syllabi - handouts/tests - field notes - researcher log	- triangulation of observations with teachers' interviews, syllabi, & lessons - multiple observation - peer review

With consent, I used a combination of audio tapes and field notes during interviews. Although I generated observation field notes by hand, I downloaded the digital recorded audiotape and saved the data onto a clearly marked computer file. I documented comments made by teachers and students, paying attention to gender, race, and language proficiency of the speaker. In field notes, I described classroom activities, teaching methods, teacher-student conversations, and discussion of assignments and materials. I marked all collected materials clearly and stored them safely in a locked drawer.

Teacher Interviews

In three one plus hour, semi-structured interviews for each teacher, I sought to understand the teachers' navigation of their content and pedagogy when teaching citizenship to culturally and linguistically diverse ELL students (Appendix D). In approximately 25 hours of interviews, I asked about teachers' qualifications, experiences, specific SC/SS training, available ESOL and social studies support, knowledge of students (language, country of origin, length of time in the United States), international experiences, and extracurricular activities. I inquired about the teachers' feelings, ideologies, reactions, and concerns about content and pedagogy to determine influences on their instruction. I was sensitive to teachers' preferences and convenience in setting the time of day and location of the interview. The audiotape captured the verbatim comments and was labeled with the participant's pseudonym, date, time, and location. I transcribed all recordings before the next scheduled interview to facilitate the participants' review and to identify points to probe further. All but one participant did member checks with their transcribed interviews and provided confirmation.

Classroom Observations

Over the course of approximately one semester and during a summer school session, as an unobtrusive participant observer (Merriam, 1998), I systematically observed nine classrooms utilizing both narrative formats and checklists (Angrosino, 2005). Also, I measured the frequency of specific instructional activities (Appendix E) within each classroom. I was introduced and known to the students as Ms. D, an ESOL teacher interested in sheltered content, but I did not participate in any lessons or activities. After an initial abbreviated visit to each classroom, I formally observed each

classroom three to five times for approximately an hour each visit during the fall/winter of 2011. In total, I made 31 observations.

Documents

I reviewed the curriculum guide, textbook, and lesson plans relevant to each observed instructional session (Stake, 1995). Additionally, I examined the instructional materials used with multicultural student populations during my observations (Perakyla, 2005). Knowledge about the curriculum guides helped me evaluate the actual classroom practices to determine if the teachers edited or implemented additional strategies to supplement the lesson. I paid attention to the amount and content of text, which addressed immigrants with regard to citizenship and civic engagement. Through content analysis, I explored the assigned readings' dimensions of immigrant membership and actualizations of civic behavior with regard to diverse cultures. Teacher-generated materials (handouts, syllabus, study guides, tests, and quizzes) supplemented the document collection and enhanced my understanding of the teachers' beliefs about students' citizenship knowledge. I used the context of each term in the textbook or instructional materials (i.e. surrounding text and sentence purpose) to determine what dimension of citizenship (status, practice, and feeling) most closely aligned with the use of each word. I summarized these data in a frequency table of citizenship-related terms for each classroom.

Researcher Log

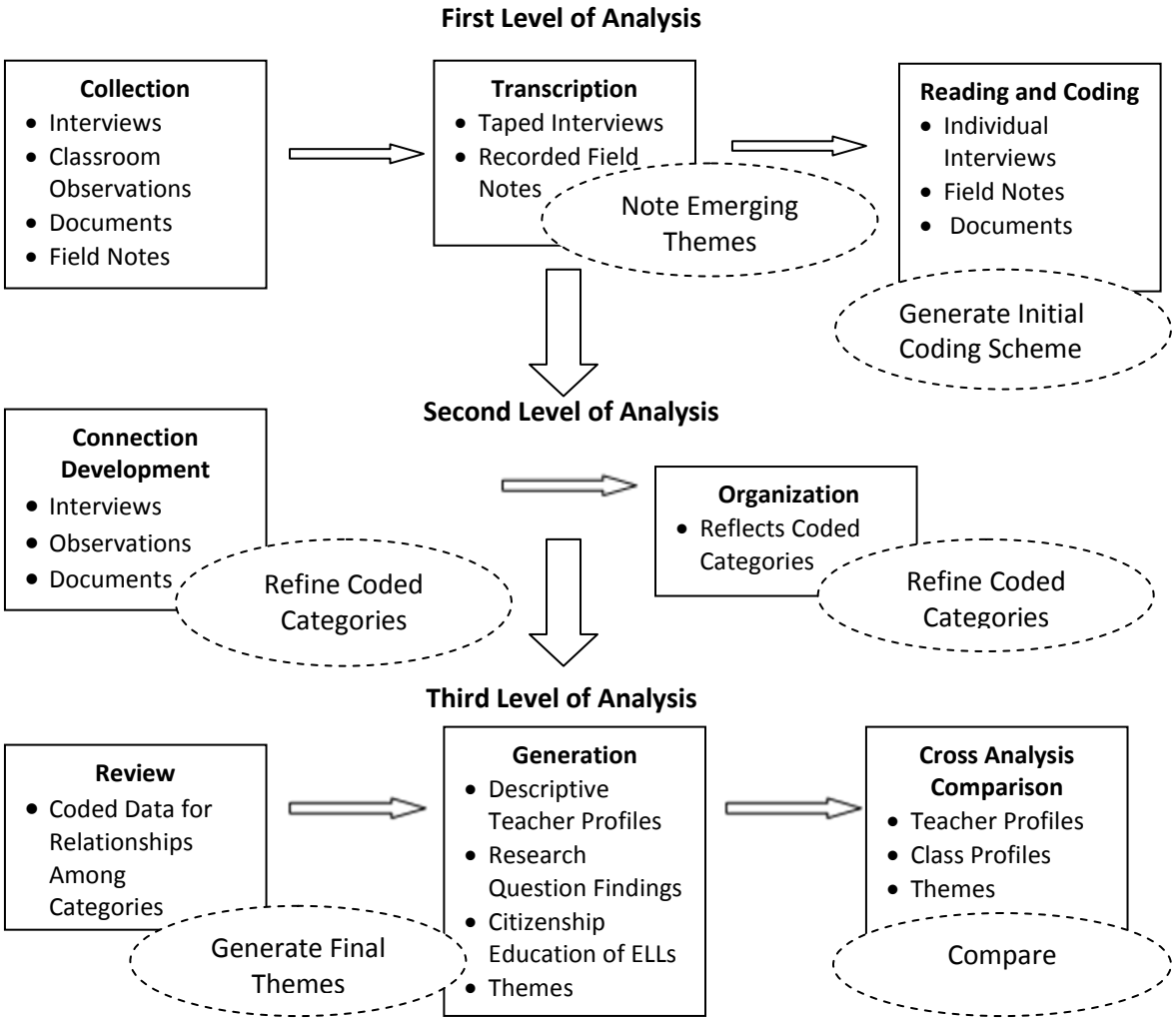
In addition to the scripted interviews and classroom observations, I kept a detailed accounting (Appendix F) of my conversations with related personnel (i.e. high school administrators and ESOL Program Coordinators). I noted personal reflections and

reactions to events and discussions related to the research study after every meeting, interview, or observation to inform the research process. In the following section, I expand on my data analysis and my efforts to limit bias and maintain the integrity of the observations.

Data Analysis

To develop case narratives, I analyzed the collected data to generate a portrait of each teacher and his or her affiliated classroom, based on reducing and interpreting the data (Marshall & Rossman, 1995). I coded the interviews and field notes to develop categories and highlight identifiable themes (Bogdan & Biklen, 2003; Miles & Huberman, 1994). Specifically I analyzed data in five stages: organizing and coding the data, generating categories, testing emerging categories, and searching for teachers' beliefs about their own civic identity and those toward their immigrant students as depicted in Figure 2 below.

Figure 2. Steps of Qualitative Data Analysis



I used constant comparative methodology to support the location of themes found within the qualitative data collected from teacher interviews, classroom observations, and document analysis (Miles & Huberman, 1994). Throughout the first round of iterative coding, I refined the coding scheme to add, combine, revise, or eliminate codes, if necessary. To facilitate the second round of coding, I applied pattern codes to identify emergent themes, explanations, or constructs. Thirdly, I constructed a partially ordered meta-matrix (Miles & Huberman, 1994) to display evidence for emergent themes within and among both classrooms and their respective teachers. The first analysis yielded

insight into the teachers' beliefs towards their pedagogy. The second analysis illuminated the teachers' pedagogy. The third analysis, comparative in nature, revealed patterns between teachers' beliefs (intended curriculum) and their actual classroom instruction (implemented curriculum). Finally, I generated a content-analytic summary table to display relationships between and within classrooms. The potential threats to bias, validity, and reliability of qualitative research are explored below.

Validity and Reliability

As qualitative research is an iterative process, consistently collecting, checking, refocusing, and analyzing improves the inquiry process. Multiple strategies to verify, when to continue, or modify the research process enhanced the validity and reliability.

Researcher's Perspective

Denzin and Lincoln (2005) emphasized that the explication of researcher perspective and positionality is critical in strengthening internal validity. I diligently maintained my role as researcher. I was cognizant of the identity aspects that were conditional to my researcher perspective: my identity as a White woman (often assumed to be a Latina), my M.Ed. in TESOL, my status as a former ESOL endorsement instructor for the state, and my employment history and familiarity with Charlotte and Medford counties. As an experienced ESOL teacher, sheltered content social studies teacher, and teacher educator, I acknowledged that I entered each school with opinions about what an effective classroom for ELL learning looks like and as such was mindful that I hold my own definitions and understanding about culturally relevant pedagogy for ethnically diverse and linguistic minority students. Accordingly, I informed the study participants

about my intentions, the study's goals, and was transparent with my data collection and analytical methods. In the next section, I explore other issues of validity and reliability.

Internal Validity

To address issues of validity, I triangulated the data sources, and used peer review and member checks (Merriam, 1998). I collected and assessed multiple forms of data: administrative and curriculum documents, individual interviews with teachers, and classroom observations. As Merriam recommended, I visited the schools and their respective classroom sites on different days of the week and during different activities. I solicited member checks with the study's participants on transcriptions of interviews and observations. I also used peer examination of my data analyses to ensure internal validity. As I identified themes, my colleagues in the Division of Educational Studies reviewed, commented, and made suggestions on my work.

External Validity

Although case studies are not generalizable, I did make efforts to support this study's external validity. I generated thick descriptions including quotations from the interviews and observations to help readers determine whether the results of this study could apply in other settings. I described the procedures and protocols used in this study in enough detail so that other researchers could undertake a similar study in other contexts (Miles & Huberman, 1994).

Reliability

I used multiple sources for triangulation and appropriate methods to facilitate internal consistency. I developed a system to organize and label all data and analyses and maintain a clear audit trail. I compared information from multiple observation periods

and crosschecked them for consistency. I reviewed pattern codes in interviews and field notes to validate corroborations and inconsistencies, and searched for patterns of meaning in the interview notes with the three research questions framing the focus. To control for coder drift, I used peer review. To maintain a dialogue with the voices of the teachers, I reflected upon and re-analyzed the material by referencing my field notes and researcher log, curriculum documents, and course materials. Finally, I solicited feedback from advisors and peers on methodology before, during, and after data collection (Merriam, 1998).

I was also concerned with how the participants understood and constructed knowledge. Analytical triangulation included the participants' verification of the data and my interpretations to strengthen the external validity of the research findings. At the beginning of the second and third interviews, I asked the participating teachers to clarify their statements of the prior interview for accuracy and deeper meaning. Additionally, during each interview, if the meanings of the teachers' responses were unclear to me, I asked for further explanation. In interviews, I probed teachers' beliefs and perceived understanding of their classrooms.

Assumptions

I assumed that the teachers answered my questions honestly and what I observed was typical of the processes and interactions that occur regularly within a classroom comprised of ELL students, who are not representative of the dominant culture. For the purpose of this study, I supposed that the schools, their constituents, and most particularly the teachers, wanted to improve students' English comprehension as well as empower its community's democratic citizenry. When analyzing the data, I interpreted the teachers'

frequent responses such as “I don’t know” and “I never thought about it before” to indicate their authenticity. As such, I considered the teachers were true to themselves in their beliefs, provided me with sincere answers, and presented genuine reflections of their conceptions (Merriam, 1998).

CHAPTER IV

FINDINGS

The purpose of this study was to explore the beliefs and practices of eight sheltered content social studies teachers who taught citizenship education to ELL students. With regard to social studies curriculum, I describe how those beliefs and instructional practices were actualized in nine SC/SS classrooms. To investigate the teachers' beliefs and pedagogies related to citizenship, multiculturalism, and English language learning, I used qualitative research methods and generated comparative case studies. These cases address three questions on how these teachers: a) used their background, experience, and training to inform their beliefs and self- reported practice about citizenship, multiculturalism, and English language learning; b) used the disciplinary content to teach toward language proficiency and civic mindedness, within a culturally and linguistically diverse classroom; and c) recognized and incorporated their students' linguistic and cultural diversity into their pedagogy and classroom practice.

This research study included eight teachers from four districts. In this section, I first introduce the teachers via their settings, present their profiles, and describe their courses, classes, and students. Then I offer findings related to the research questions. I then discuss cross case findings between the teachers and their respective classrooms. Next, I explicate additional themes that emerged from the analysis of the data. Finally, I summarize and put forward the elements that were absent from the interviews and classroom observations that are relevant to the research questions.

Schools

In order to provide a view of the overall context within which the teachers and students were situated, the settings described below detail each county's programs, specific schools, individual classrooms, and curricula. Following each high school description, I denote the pseudonyms used for each study participant (e.g. Teacher: Troy). Appendix G connects the teachers to their high schools and districts, summarizes the student population, provides the state DOE 2010-2011 enrolled English Learners percentage, Title I, and Annual Yearly Progress (AYP) status. Except for two courses designated (*) 2009 summer classes, all classes occurred during the regular 2011-2012 academic year. I use pseudonyms for the county/district names, high schools, and teachers and indicate the number of interviews and observations for each participant.

Rama High School ESOL Summer School Program

The summer ESOL classes consisted of students who came from all over Charlotte County for a three to four week course on US History and Political Systems. The summer program was an attempt to address the (county-documented) loss of English proficiency among ESOL students that typically took place over the summer break. The program's goal was to maintain ELL students' newly acquired English and expand their content knowledge. The entire summer school was dedicated to a countywide ESOL program which consisted of approximately 480 ELL students.

In order to graduate from Charlotte County Public Schools (CCPS), high school students needed three units of social studies credits, including one unit in World History, one unit in US History, .5 unit in Political Systems, and .5 unit in Economics. All four of these courses (with four sheltered content social studies teachers) were offered in

Charlotte County's ESOL summer school program and were housed in the school's main building. It is important to note that the ESOL summer school program offered sheltered content classes at the centralized Rama High School that were usually not available at schools throughout CCPS during the regular academic year. This meant that students had the opportunity to not only take sheltered content classes taught by an instructor with an ESOL endorsement, but also that a particular class could be completed within a summer month as opposed to an entire academic semester. Strategically if an ELL student took a morning class and an afternoon class during summer school, he or she could get a year's worth of class credit towards a high school diploma.

Political Systems (Teacher: Troy). The Political Systems (summer school) class explored the evolution of governments and the philosophies and theories that undergird political institutions as well as the particulars of the government of the United States. For over three weeks, five days a week, the class addressed the foundations of American government, the Constitution, three governmental branches, rights and responsibilities of citizens, the political process, state and local governments, with some attention paid to taxes and domestic and foreign policy. Troy's syllabus specifically espoused the following ideology: "All of us have to do our part in a democracy to create a society that is going to succeed for generations. To do this, we have to be educated on how our government works and to take our responsibility as a person living in the country very seriously." Although the course textbook, *Magruder's American Government* (McClenaghan, 2006), was cited as the required text, the students were also provided supplementary workbooks entitled *Our United States Government* (Feagin, 1990). Troy was the instructional lead teacher (ILT) in charge of the county-wide ESOL summer

school program. I repeatedly observed the classes that focused on the judicial branch and citizens' rights and responsibilities. On average there were 20 (equal male/female) students a day who came from the following countries: Mexico (5), Honduras (3), Afghanistan (2), El Salvador (2), China (2), Vietnam (2), Peru (1), Costa Rica (1), Cuba (1), Dominican Republic (1), and Guatemala (1).

US History (Teacher: Terri). The summer US History course taught for three hours in the afternoons was half of a two-part college preparation survey class that covered American history from colonial times to the present. For more than three weeks the class studied Imperialism and World War I, The Roaring Twenties and the Great Depression, World War II, The Cold War, and historical events that occurred from 1945 to the present. The syllabus stressed that reading, writing, a willingness to do homework and to study were necessary to succeed. Although the course textbook *The Americans* (Danzer, et al., 2004) was cited as the required text, the students spent little time with the large textbook, but instead read and answered questions from photocopied sheets from a supplementary workbook: *The Americans: Reconstruction to the 21st Century* (2003). The hardback text was generally used as a reference for visual support of maps and photographs. Scores on tests, quizzes, class work, projects, state mandated tests, and a final exam all contributed to the course grade. Given my focus on citizenship instruction, Terri advised me to observe the classes later in the summer session (post WWII) as these more directly addressed issues of diversity, citizenship, and civic mindedness. She was the co-chair of her social studies department at her home school. On average 12 (equal amount male and female) students attended this class from the following countries: Mexico (5), South Korea (3), El Salvador (2), Nigeria (1), and Bosnia (1).

Rama High School

Rama High School was located on a busy street in a very culturally diverse neighborhood. Built in 1966, the school's immediate surroundings were zoned commercial and surrounded by strip malls which house restaurants that served Central and South American cuisine. Multiple quick marts appeared to cater to the local Asian and Latino clientele as indicated by their Vietnamese and Spanish signs. The school served just over 3,000 students and 6.7% of the school population consisted of enrolled English Learners with a large percentage comprised of Mexicans. The school district included multiple apartment buildings and I saw many students walking to campus; perhaps they lived within walking distance of the school. The tri-level school building appeared to be a new brick and concrete structure. The grounds were simply landscaped and debris free. During the regular school year, the Rama High School social studies department's website described their mission as one that "seeks to build student capacity regarding discipline knowledge, thinking and literacy skills, democratic values, and citizen participation." The school's need for ESOL teachers had altered dramatically, going from 18 in 2010 - 2011 to nine for the 2011 – 2012 academic year. A SC/SS teacher explained that the anti-immigrant environment left in the wake of a recently passed state law had forced many families to leave the state and/or return to their country of origin. Of the nine sheltered content teachers, only one and a quarter were assigned social studies instruction in 2011-2012.

US History. Troy, one of the teachers who I interviewed and observed in the summer, was observed for a second time during the academic year 2011-2012. His classroom was one of many trailers, which dot the back of the school. As the school is so

large, his particular trailer was at least a five-minute walk from the front office/entrance of the school. Uncluttered, it housed a couch, bookshelves, tables, desks, and a student designated computer. The walls were decorated with student generated posters, sports team banners (he coaches), and family pictures. The teacher spent most of his time in the center of the trailer near the back wall, behind the laptop and LCD projector. Although the course textbook *The Americans* (Danzer, 2004) was cited as the required text, the students spent little time with the large textbook when I observed. Instead students daily viewed a teacher generated PowerPoint presentation which utilized images, hyperlinks, and film clips. The students followed along with a paper copy of the slides (with lines for note taking) and engaged in multiple comments with the instructor for 50 minutes. The ELL students (11 females/8 males) sat on individual chair desks and came from: Mexico (6), Honduras (2), Vietnam (2), Ghana (1), Cuba (1), Bangladesh (1), Nigeria (1), China (1), Bosnia/Herzegovina (1), Dominican Republic (1), Romania (1), and Cambodia (1).

Queen High School

Queen High School was located at the northern most end of Charlotte County Public School district. Built in 1958, the school was 30+ miles north of the downtown urban area and surrounded by affluent housing developments, churches, and buildings, which appeared to be owned by their service providing occupants (i.e. insurance agents, accountants, etc.). The school itself served approximately 2,600 students and was expanding. In the academic year 2010-2011, only 37 students were enrolled in ESOL classes. Less than 2% of the school's student population required ESOL instruction and that was predicted to diminish in the future. The most common second language spoken at Queen High School was Korean. The grounds were in a perpetual state of

development with the trailers that encircled the main building slated to be removed and permanent structures built in their stead.

With such a small amount of English Learners, there was only one sheltered content social studies teacher, Taylor. She predicted that with the ESOL attrition, her job would only be part time the following year. The sheltered content American history classroom was covered in inspirational message-bearing posters, a plethora of student generated art (masks, painted ceiling tiles, etc.), and travel advertisements from around the world. Global souvenirs and international gifts from students filled shelves, decorated walls, and sat on the teacher's desk. Taylor was the ESOL Chair for her school. Although the classroom contained about 10 chair desks, the 50 minute classes I observed consisted of seven students [Korean (5), Chinese (1), Dominican Republican (1)] sitting around large round tables with the teacher joining them. Shelves and carts were loaded with international dictionaries and culturally diverse literature. Globes, flags, and maps peppered the space. Finally, a large, hand-painted, portrait (5'x4') of Taylor hung on the wall behind the entrance door. She received the school's Teacher of the Year 2010 award and was memorialized by her ESOL students.

Sardis High School

The final school from Charlotte County Public Schools in this study, Sardis High School was the largest and oldest of the three schools and like Rama High School, it was located in a mixed-use neighborhood. There were industrial buildings as well as affluent private schools nearby the school. Within a mile of this school was a large highway with an array of well-to-do stores and restaurants (i.e. Williams & Sonoma, Panera Bread, and Ted Turner's Montana Grill). Sardis High School served over 3,100 students and has an

ESOL enrollment of 5.6%. The seemingly new school was clean, policed by many staff members, and had four teachers who taught sheltered content social studies instruction to English Learners. Award cabinets lined the hallways recognizing high achievers and a Latina academic group.

The US History classroom was decorated with pictures of US presidents. The bulletin board was covered with student-generated posters presenting El Salvador, Dominican Republic, Mexico, and Puerto Rico. Flags, maps, and globes cover many of the surfaces. Inspirational posters were taped to the side of the teacher's desk as well as travel advertisements for Denmark. Specific Academic Knowledge and Skills (AKS) numbered 30 to 50 were posted on the wall around the whiteboard. These were the county's curriculum goals. The whiteboard had a section delineated for calendar, assigned readings, homework, and the US History standards being taught that day. The teacher, Tracy, was one of two chosen that year to participate in a grant-funded Teachers of American History (TAH) professional development program. On her syllabus, Tracy cited the teacher's responsibilities: "My job is to help you learn. If you need anything, or are having a problem, please come and talk to me." For the 50 minutes I repeatedly observed, every chair desk was occupied with between 23 or 24 students who represented Mexico (12), El Salvador (4), China (2), Iran (1), Korea (1), Guatemala (1), Palau (1), Burma (1), Dominican Republic (1), and Vietnam (1). Finally, students' hand written notes dotted the board: "I love you Ms. (Tracy) Thomas. U R the best. Be sweet to Ms. (Tracy) Thomas."

Harvard High School

Although the Cambridge County School District (CCSD) had the second largest population of the four counties represented in my study, its proportion of enrolled ESOL students was third in the rankings. Harvard High School was located in a strictly suburban neighborhood dotted with only housing developments on its tree-lined street. A middle school sat directly across the street from the high school. The high school, originally constructed in 1965, was noted for its magnet program - - The Center for Advanced Studies in Science, Math, & Technology - - and attracted a diverse student body from across the district. The building was a sprawling, 2-3 level, older structure that was slated to be torn down and rebuilt. There was a room inside the building conscripted for a language lab, which all ESOL teachers used from time to time. Construction was currently underway to improve the facilities and relieve the growth pains currently managed by a handful of trailers sitting on the backfield.

US History. The teacher, Candy, was housed in one of the trailers. Graced with flower pots on the wooden entrance steps, the inside was generally chilly and dark. Messy, the space was filled with papers, computers, students' work, and textbooks. A few pieces of memorabilia from the University of Texas Austin adorned the walls, computer screen, and teacher's desk. A flip notebook was positioned on the board to highlight which state social studies standard for US History was being addressed that day in the lesson. The teacher's computer was at the front of the classroom near the whiteboard. Candy was head of the ESOL department for the entire high school. I had the opportunity to observe two consecutive sheltered US History courses within the same classroom and taught by the same teacher, Candy, at Harvard High School. In the

morning (CandyAM) class there were approximately 11 students come from Mexico (5), Brazil (4), China (1), and Nicaragua (1). She (CandyPM), also met for one hour in the afternoon with a class that consisted of 12 students who culturally represent Mexico (5), Brazil (4), China (1), Pakistan (1), and Argentina (1).

Charles High School

Although I did not observe a classroom at Charles High, and only interviewed the instructor Carol once, I feel it is important to describe the school to give context to the teacher's contributions to this study. This particular high school housed the Cambridge County School District's (CCSD) only international baccalaureate (IB) program, which operated as a magnet program drawing students from across the county. A large school with over 2,100 students, 5.7% of the Charles High School's enrollment was comprised of English Learners. The school was the second oldest included in this study. The teacher, Carol, was also the ESOL Lead Teacher for her high school.

Tufts High School

As one of the largest and the oldest schools included in this study with over 2,400 students, Tufts had a lower percentage of ELL students than some of the other larger schools (3.3%). Founded in 1949, the school was located in an affluent metro suburb off a busy highway sprinkled with Starbucks, Trader Joe's, and boutiques and was just down the road from a large Catholic High School. In a perpetual state of expansion and rebuilding, trailers lined the school's front parking lot.

The classroom walls were lined with bookshelves, filing cabinets, and cupboards housing textbooks and multiple resources. The walls had few decorations and there were few multicultural artifacts in the room. For 50 minutes, the students sat at desk chairs.

The sheltered political science class "studies the creation and development of the US Government" and used the Glencoe (2006) textbook *United States Government: Democracy in Action.* The class generally consisted of between 14 to 16 students; the largest proportion were Mexican with a few from Venezuela, Colombia, and Guatemala. One student represented each of the following countries: Romania, Nepal, Korea, and Cameroon. The teacher, Marian, was the chair of the social studies department. The students appeared to have a warm rapport with the instructor and the sentence "Mrs. (Marian) Mason, you are an awesome teacher even though you make me work a lot" was written on the whiteboard.

Charger High School

As the school with the highest percentage of English Learners included in this study (27.7%), Charger High School was located near what is referred to as this city's Immigrant Corridor. Built in the 1950s to serve a Caucasian middle class, this school now sits in an area densely populated with Latino (primarily Mexican) and Asian (primarily Vietnamese) immigrants. Charger High School currently maintained a reputation for being a school with hard working staff and extremely diverse student body. Although a Title I school, many of its students go on to attend highly competitive institutions of higher learning.

Peter's classroom, where the sheltered content US History class was held, was an expansive room dominated by a large window facing a green area outside. There was a room length, double bookcase under the window loaded with multiple copies of *The Americans* textbook and Economics textbooks. Student-generated posters about the brain, Western Europe, Mediterranean Europe, maps of the world, regions, and the

United States, covered the walls. A table laden with four computers sat at the back of the classroom. A US flag hung to the left of the whiteboard. Whiteboards covered two of the largest walls and presented the content and language objectives as well as the lessons' agenda and vocabulary. During my observations, the two-hour block sheltered content US History class was consistently comprised of 13 students from Mexico (6), Guatemala (2), El Salvador (1), Guinea (1), Ethiopia (1), Bangladesh (1), and Vietnam (1). Unlike the other classrooms I observed in this study, the students in this class sat behind four narrow long tables that almost reached from wall to wall and consistently faced the instructor. The seating arrangement did not appear conducive to high levels of student interaction.

Next, I will present the teachers and their classrooms with regard to the research questions outlined above. For a more detailed account of each instructor and their classes, please refer to Appendix G.

Teachers

All of the teachers I interviewed were born in the United States, with half having been born in the state in which they now teach. In terms of the teachers' experiences as children, the type of diversity cited most often by the teachers raised in the state where the study occurred was between Black and White and socio-economical. The male instructor Troy, now in his early 40s was raised in Massachusetts and identified Italian, Portuguese, Irish, and Armenian ethnicities of his childhood neighborhood. The teacher from Texas, Candy, in her late 50s, had the unique experience of being the only Anglo student in a completely Latino high school. She was the only teacher who claimed that she regularly heard other languages other than English spoken at her school when she

was a child/teenager. Because of her childhood experiences, she speaks moderate Spanish. The younger teachers (Taylor, Tracy, and Carol), currently in their early 30s, who grew up in the local suburbs, shared that although their neighborhoods had sprinkles of African American and ethnic representatives from Mexico, India, and Korea, few languages other than English were ever heard on the bus or in their classrooms.

Although English was all the teachers' first language, two were fluent in Spanish, while another three spoke Spanish moderately. Three were married to men who were born outside of the United States (Colombia and Australia) and were fluent in other languages besides English (Spanish, Japanese, and Italian). All the participants had been or were currently married and all save Peter had children. Two were products of the military; Terri was a self-identified "army brat" who was stationed with her family in Italy for four years as a child where she learned some Italian. Later she became fluent in Spanish. Troy who served nine years in the army, traveled to Canada, Mexico, Panama, Honduras, Germany, Japan, Korea, and Kuwait during his service. Although Troy claimed to not be fluent in any other language but English, I observed him using Spanish words in class. He claimed that the longer he stayed in any one country while in the military the better he spoke that language. He cited South Korea as his longest stay and claims, "I could get by with the language."

Except for Candy, who was educated in Texas, all had completed their undergraduate degrees in the state in which the study was conducted. Carol and Peter began their studies in the states where they were born and raised but finished their degrees in the study's state. Of the eight teachers I interviewed, a variety of undergraduate degrees were earned: BS in Education, BA in Social Sciences, BA in

History, BA in Political Science, and BA in Social Science Education. It is important to note that all of these teachers began as teachers in the social sciences and not ESOL. Of the eight teachers, only two had not gone on to procure a higher degree. The others had advanced degrees ranging from MA Instruction and Technology, MEd Curriculum, Instruction, and Assessment, Master of Education in Social Sciences, MEd Teacher Leadership, and MEd Reading, Language, and Literacy. Two teachers went on to get their specialist degree (EdS).

In terms of certification, all teachers were certified to teach Economics, American Government (Political Systems), and US History. Most were certified to teach World History and Geography, too. A few were certified to teach European History, Psychology, and Sociology. All the teachers were endorsed to teach ESOL. All but one were conscripted by their school, usually upon hiring, to become ESOL endorsed. Candy chose to become endorsed prior to teaching ESOL and took the required courses (Linguistics, Culture, and Methods and Materials) at a local university. The other seven teachers were provided access to their ESOL endorsement classes via county sponsored classes. Six of the seven attended a district designated site over the course of a year to complete the required three classes and their field experience. Peter earned his ESOL and Advanced Placement (AP) endorsement via his district's online program. Each one of these online four 10-week units resulted in approximately 250 class hours. Finally, Candy was endorsed to teach Gifted and Advanced Placement (AP).

Beliefs and Pedagogies

The eight teachers agreed that their beliefs were a product of both their upbringing and their experiences, although they weighted them differently in light of

multiculturalism, English language learners, and citizenship instruction. Marian elaborated, "Beliefs are universal things that we believe in and apply to our lives."

Multiculturalism

Although most of the teachers admitted that their parents or grandparents influenced their beliefs about citizenship, many cited their travels and experiences outside of the United States as informing their beliefs about multiculturalism and English language learners. Among the eight teachers interviewed, they had visited five continents: North America, South America, Europe, Asia, and Australia.

Many of the teachers leveraged their language studies or church affiliation to travel outside of the United States. Three of the teachers began studying a second language in high school and traveled to Latin America in their teens. The two teachers affiliated with the military lived for extended periods in multiple countries and lived off the base and/or actively engaged in the local community. Both actively pursued the acquisition of the local language. Two other teachers lived abroad during their adult educational studies: in Japan with the JET program and in China with a graduate exchange program. The three participants who married internationals were raising their children bilingual.

Nearly everyone cited their experiences with people from other worlds - - cultural, socio-economical, religious, linguistic, and educational - - as influential in their current beliefs and instructional approaches to the diverse students in their classrooms. Peter had traveled only to English speaking countries on his holidays. Notably, he was less empathetic of his students' transitions and stressed an English only environment in his classroom. Troy summed up the experiences shared by those who had lived abroad:

"Many times in my life I have not been a resident. I have been an alien." The teachers (except the one who attended a Latino high school) said that growing up they had experienced little ethnic or diversity in their schools: their teachers were all White, the students were primarily Black or White, and the curriculum reflected an Anglo-European perspective.

As veteran teachers, their familiarity with students' personal journeys had some bearing on their understanding of belonging to multiple communities. A good number agreed with Terri when she said, "Culture can mean many things. Many of our students have come from a culture of extreme poverty, lack of education, lack of economic success – [besides] a Spanish or African culture." Although all teachers put forward that their students' cultures were important, they concurred that it was just one aspect of students' identities. Marian in particular explained that there were multiple and nested layers to ELL students' identities within the high school: they aligned most strongly with peers that shared their home cultural heritage and language, next with those who also spoke a common language (i.e. Spanish, French, Russian, Arabic), and then with their ESOL peers. Generally, their Anglo peers were last on the list as someone they identified with. As Marian explained, "They don't see themselves as part of Tufts High School as a whole. They see themselves as ESOL students or Hispanic students."

Nearly everyone maintained that the students' cultures had the power to affirm or diminish their instruction. Moreover, all reported that they tried to be culturally sensitive. Taylor shared "Depending on the group of students I have in any one year, I want to make sure that their language, their history, their culture is included in what I'm teaching because the curriculum is very Euro-centric." The majority of the teachers were familiar

with the students' personal experiences and journeys to America. It is important to note that some of the students who were in the observed classes (serving only English Language Learners) were born in the United States; however, this does not necessarily indicate they grew up in the United States. Their low-level of English proficiency mandated inclusion in a sheltered content class. Generally, the teachers articulated that education was the great equalizer for students from other backgrounds. Troy asserted, "I know that culturally they hold education to be that platform to get them where they want to be." As such, the teachers contended it was their responsibility to set a tone of respect within the classroom to optimize student learning that included fostering students' voices, finding common ground, and cultivating a safe and respectful environment.

Finally, nearly everyone expressed their affinity for working with students from other cultures. Carol said ". . . it is so much fun to teach ESOL students because they are from the world . . .they just come with these amazing experiences, their jobs and their families and cultural traditions and practices." Furthermore, she posited, "They really appreciate our country so much more than some of us do because we take it for granted." Marian stated that she "really enjoy(s) seeing them grow and become more comfortable with English and seeing them move into their regular student population." Only one teacher, Peter, did not declare that ELL students were his favorite group to teach and indicated their diversity was more a hindrance than a reward. Many referred to the added social and emotional stress the students must deal with and consequently they as their teachers dealt with as well. As Taylor posited "they don't train you anywhere, not in any diversity class to be counselor, advocate, or mommy."

English Language Learners

As stated earlier, all eight teachers grew up in English speaking homes and all their school instruction was in English, yet most stated that monolingual Americans were at a disadvantage. When interviewed, all eight teachers acknowledged they did not discourage their ESOL students' native languages in their classrooms, "I don't discourage that. I got enough of the bilingual advantages explained to me in the ESL training" (Peter). Yet when repeatedly observed in his classroom setting, Peter mandated that free-time conversation time be "English only." This was also the only instructor who had traveled to countries where English was the dominant language. It was far more common for the other teachers to offer comments as Marian did, "When it's time for them to relax I don't care what language - - I think that to me is kind of my way of saying 'hey your native language is still important'."

The other teachers had extended stays in non-English speaking countries (Colombia, Japan, China, Korea, Mexico, and Costa Rica) or attended schools dominated by Spanish or Italian speaking students. As a result, they easily associated with the linguistic challenges their students faced. Of the eight interviewed, only Marian and Peter did not moderately speak a second language. Marian offered regrets: "I wish I had paid attention in Spanish [class] . . . it would be nice to be able to communicate, so I'm going to encourage my [own] kids to learn." As Troy succinctly put it "I do encourage language (in my class). We are all trying to learn languages. It is not OK [to not try.]"

All teachers had much to say about English policies and language trends in the United States. Troy and Peter were adamant that when in the United States, learning English is mandatory. Peter said, "The criteria for everything they do are in English, so

there are limits to how much linguistic diversity I can appropriate." Others argued that "The first generation didn't, you know speak English . . . and the English-only movement has been around since the late 80s" (Taylor). Additionally, Carol stated, "that Americans need to be very tolerant of people trying to speak English."

When posed with the statement "the rapid learning of English should be a priority for students who are not proficient in English, even if it means they lose the ability to speak their native language", I received a variety of responses. A few teachers did not even know that the possibility to lose one's native language even existed: "Why would they lose the ability to speak their native language just because they learned English?" (Carol). Others indicated that was a fair price for being in America. Troy explained, "If they forget their home language . . . that means . . . they are not getting it anywhere. So what's the point?" Finally, some teachers were strongly opposed to that equation. Taylor commented, "I never think that it should be at the expense of their first language. Sound linguistics tells you that students learn better while they are maintaining their literacy in the native language."

The eight teachers agreed that language was aligned with culture and their students' identity. As Terri explained, "your mother tongue is your first introduction to the world, feelings are expressed and attached that will always be a part of you." Similarly, Tracy stated, "Because inside who you are, you have an internal language . . . when you're thinking . . . you think in a language. So if you were to change that language, you're changing who you are." Ironically, the two male teachers, who said that the loss of the students' first language was acceptable, concurrently acknowledged the link between identity and language. Troy posited, "Language says a lot. A lot of

connections are made with language." Although the teachers recognized the effects of limited English proficiency on their students, they generally were more concerned with how their instruction could mediate their academic gap. All realized that teaching social studies to their ELL students was a moving target. As sheltered content teachers, they were not only teaching them the same content that mainstream native speakers were learning (and being tested on) but also simultaneously trying to develop their students' language proficiency. Troy expressed "It takes a little longer. I have to keep the same pace as mainstream classes. It's a juggling act; I have to do more." Some teachers complained that illiteracy in the students' native language exacerbated the dilemma. They seemed more frustrated with their inabilities to teach the students than their students' abilities to learn. Peter explained the linguistic differences are displayed by "lack of responsiveness, lack of background knowledge to scaffold upon, just inequities in the classroom because you cannot share the same material with students appropriate to their age." Other teachers appeared more sympathetic. Terri said, "Those who never really learned the grammar, writing rules, etc. of their language because they were not able to go to school have a much more difficult time learning English."

All eight teachers interviewed espoused the use of a variety of ESOL methods, strategies, and modalities to support their instruction of the students. Troy articulated the common academic approach: ". . . for ELL kids you have to give the information in many different forms. You try to give it to them in handouts, diagrams, visuals, and audio. You try to get them involved." Marian addressed the instructional timeline: "We don't steamroll for information. Like I will stop everything and go back and re-teach, reevaluate, even if it means I get four days behind." Although all agreed that

differentiated forms of instruction and "multiple opportunities to learn a subject (Troy)" were critical to success in the ESOL classroom, only one teacher did not demonstrate a significant variety of instructional methods and strategies in the lessons I observed.

Citizenship Education

Although everyone interviewed indicated that their parental figures had more significant influence on their conceptions of citizenship than their formal education, academic training, or political surroundings, some conceded that their experiences in other countries and interactions with persons with cultures and languages different from their own affected their thinking about citizenship. Troy spoke for many of the teachers when he said, "you know I thought I want to serve my community. What better way of doing that than as a teacher." A good number of the interviewed teachers referenced the lessons of community-wide inclusion, regardless of language, race, politics, or class status, that they learned from their parents or grandparents. A large portion also added that they considered their teaching embodied their civic intentions. Carol espoused "I'm a teacher . . . it is very much part of my political beliefs, my political actions." Similarly, Marian offered:

> I vote and I serve on jury duty and now I'm working in a federal position that doesn't get paid that well and I'm working with the kids that are considered . . . to be different and it's a big part of my life. (MarianI1:11/2/11)[1]

[1] When quotations are longer than 40 words, the following procedure refers to transcribed words and events: the participant's name, necessary distinguishing abbreviations (i.e. PS/US or AM/PM), indication if interview or observation (I or O), event number (1, 2, or 3), then following a colon, the date (e.g. TroyPSO2:7/10/09 = Troy's political science class; observation 2, conducted on July 10, 2009).

The majority of the teachers in the study posited that thinking critically fostered good civic behaviors and offered that it was their responsibility to create thinking students. All those interviewed cited being informed, voicing their opinions, and voting as ways they illustrate their civic-ness. They stated that being informed (i.e. learning) was critical: "You've got to be knowledgeable about the world to be involved in it" (Tracy). As Troy explained, "You've got to know more to be a better citizen and make better choices." Nearly everyone agreed that you have to use that knowledge to speak: "To be a good citizen, you have to be willing to question when you don't think something is right" (Taylor). Seven out of the eight teachers interviewed considered themselves advocates for their ELL students within and outside the school environment and readily admitted this often was not a comfortable place to be. Taylor went on to elaborate: "I'm not sure that being a good citizen is about conforming."

A large portion of the teachers stressed that modeling civic behaviors and attributes to their students was critical to teaching citizenship. Troy positioned that citizenship could be described "by just your actions." As Carol put it, "[We] not only [have to] be a model for them, but [we have to] put them in safe situations where they can practice doing those things." Many deemed volunteerism an important component of being good citizens and modeled that belief by volunteering inside and outside of the school in a variety of ways. Some sheltered content social studies teachers coached wrestling and baseball; others mentored school organizations like the Beta Club or sat on student recognition committees, and many volunteered for civic and non-profit organizations outside of school (i.e. Amigos for Christ, County Historic Preservation Commission). Various teachers recognized that their ELL students' volunteering efforts

often centered on their immigrant communities and were directly related to their socioeconomic status. Some also considered their students welcoming embrace and inclusive behaviors toward newly arrived immigrants within the school setting as a form of student volunteerism. Carol noted, "they do that to each other all the time . . . that they've kind of pulled in the lone ones. When else would you have Muslims become such good friends with Cubans?"

Although the teachers recognized that their students' limited proficient English and diverse culture, and perhaps their illegal status, complicated their citizenship instruction, nearly everyone claimed that a goal of social studies was to instruct exactly these types of students. The teachers that adopted a culturally relevant pedagogy claimed that the legal status should not negate a student from civic or political action. Terri posited that it was a social studies goal "to make new immigrants or US citizens more knowledgeable, reflective, and caring citizens." She went on to clarify "all people have the ability to act as a citizen whether they are or not [legal] – in an adopted country or not." Most of the teachers interviewed agreed that the lack of English proficiency should not preclude civic action. All teachers emphasized that while acting locally took precedence, given the global perspectives presented in their classrooms, they expressed it was important to consider citizenship globally as well.

Although many functioned as advocates for their students' rights, they recognized the students' obstacles. Troy said, "You got these people that come here illegally but they've been working, their kids are going through school, they're doing everything an American would do, but if they are caught they're sent back as criminals and it's just unfair." That said, the majority addressed the potential power of an informed citizenry.

The teachers stated that the more enlightened their students are, the more influence they possessed to change their future. Marian argued, "The population is changing, the Constitution is going to change too and they will be around when things change."

Social Studies Content

The previous section explored the beliefs and experiences that eight teachers identified as influential to their thinking and instructional practice with English learners. The next section explores how these teachers utilized the social studies curriculum, with an emphasis on instructional materials, to teach students who are linguistically and culturally diverse.

English Language Acquisition

Analysis of the documents used within the nine classes observed revealed some interesting trends and unique differences. Besides the two summer school (3-4 week intensive) classes, only two of the regular academic year classes had a class syllabus. Terri's syllabus stressed that the students use and develop solid reading and writing skills, whereas Troy's summer school syllabus made no mention of literacy. Marian's syllabus stressed that it is "part of [her] job to get [them] accustomed to the US school system and how it works." Tracy explained that she was here to help. Peter was the only teacher to address a language objective specifically. He had a very general language objective posted on his whiteboard; this never changed during the times I observed his classrooms. It referred to listening, comprehending, speaking proper English, writing, and communicating clearly.

Although the teachers' focus on English instruction differed between each teacher as well as between their syllabi and classroom instruction (i.e. the intended and the

implemented curriculum), I did not observe any lesson in which developing literacy was dominant or even an equal activity. Although all teachers promoted the development of vocabulary and conversing in English by different degrees, Candy's and Tracy's classrooms were the only ones to stress vocabulary. Mastering the social studies content was always the main objective of every lesson. Candy commented, "If I was an English teacher I'd be more worried about that with literature and grammar." That said, there was a wide range among the classrooms as to how they used the subject related literature to advance the students' language proficiency. Subject related literature could refer to the assigned textbook, an accompanying publisher's workbook, pages culled from alternative sources, teacher generated materials, or song lyrics. Candy noted, "I have so much trouble finding material that reflects my standards and . . . find[ing] something that can teach them adequately enough [so] that they can be successful and graduate."

Increasing comprehensibility. All the teachers, though some more than others, consistently provided the English learners with modified instructional materials that presented the content in a more comprehensible manner than the assigned textbooks. Taylor rewrote the text to make it simpler; Tracy supplemented her sources for something closer to the ELL student's reading level; and Peter cut a paragraph from the book and manually enlarged it to page size for the students to read. If the textbooks were used, generally they were used for reference: to view maps, pictures, timelines or the glossary. Nearly everyone complained about the assigned textbooks, saying they were too dry, too dense, and offered too little cultural diversity. Over the course of my interviews, the textbook was referred to as a "locker decoration," "doorstop," and a "noisemaker." Two of the teachers in this study sat on the textbook review committees to represent teachers

and advocate for appropriate reading material and teaching tools for their English learners. One teacher, Candy, went so far as to ". . . copy a paragraph out of [the textbook] and send [sic] it to the big wheels . . . and I capitalized all the words that the students would have trouble with the vocabulary. 'Vast hinterland' was an example."

Often the textbook manufacturers offered an ESOL workbook as a supplement. The summer US History teacher used one consistently in her classroom. Generally, the workbook provided shortened versions of the reading, enlarged the text, provided illustrations, and simplified the syntax for the English learners. Candy complained that the only textbook supplement her publishers provided was in Spanish. She argued, "So do the Korean kids have to learn Spanish before they learn English or while they're learning English?" Those who struggled for better reading materials voiced similar frustrations. When evaluating alternative materials, Candy was not alone in saying she "took out [the] standards and compared them to what's in here and they did not do a good job including the information from the standards in the adapted version." For those who did use the publisher's accompanying workbook, they inadvertently taught what the publisher deemed most important. Teachers that placed more emphasis on improving the English proficiency of their students used workbook readings from a variety of sources to guide their language instruction. Others (Troy, Marian, and Peter) culled the textbook to generate a list of events and terms they identified as most critical and generated their own slides, lists, or handouts. Each teacher articulated it was his or her goal to teach the content and consistently attempted to make it comprehensible. Most everyone freely admitted that that meant picking what was most important to teach (linked to standards and end of year tests) and modifying how they explained the content.

Language learning strategies. Although language instruction was secondary to the teachers, all utilized the social studies content to facilitate some language learning strategies. Marian complained, "they don't know how to use text to find the answers." My observations revealed that a good number of the teachers taught how to read text, decode, make sense of boldface text, utilize the glossary, etc. Content related words, such as *brinkmanship, alien,* and *segregation,* were used as tools to teach decoding and comprehension strategies. Terri directed her students to recognize key terms embedded in the question and how these could guide their efforts to answer the questions. The entire group, though some more than others, used vocabulary checks to direct their questioning of the students. Some offered mnemonic rhyming devices to help students memorize English vocabulary. Troy taught, "Judicial review rhymes with 'pay for view.'" Cognates in other languages (usually Spanish or French) were utilized in the class often with ironic or humorous results.

Marian: How do you say "question" in French?

French speaking student: It's the same.

Spanish speaking student: Preguntas?

French speaking student: No not preguntas. Une questionne. (MarianO3:12/14/11)

Modifications and interventions. All the teachers utilized a variety of modifications and interventions to make the content accessible and comprehensible, albeit some more than others. They presented the material in a variety of formats: verbally with accompanying text on handouts, on the overhead or whiteboard, or with teacher-rewritten text which provided less dense versions, or with study guides. Peter consistently utilized graphic organizers to help his students sort through difficult material.

Nearly everyone consistently had dictionaries in a plethora of languages available and allowed handheld translators in their classrooms. Others recommended collaboration with fellow students (i.e. language buddies) who shared the same language when reading. All the observed teachers consistently used call and response verbal questioning methods to prepare and reinforce the students' learning. Several teachers provided their students with written outlines, whereas others disseminated paper versions of their power point slide presentations to their students for note taking. Finally, a few wrote their summaries of the students' responses or definitions on the board and had the students copy them into their notebooks. Open book or open notebook were de rigueur during most test times I observed.

The teachers utilized many forms of visual support to make the instruction comprehensible, though some with greater variety than others did. Everyone relied on maps and visual clips to help make connections for their students. DVDs that came with the textbook and history films from Discovery Education were the most popular. Candy explained, "so if you show them a video that's content laden it really needs to have subtitles in English so they can see the word and hear it then they're much more apt to understand it." The teachers showed sections of regular movies like *Gone with the Wind* too. They presented YouTube clips with rap songs about parts of the government and amendments and provided the lyrics for the students to follow along. Everyone, at times, wrote on the board as a form of reinforcement.

In the two years since my pilot study, I have seen the amount of technology utilized in the classroom increase. As noted earlier, some students had electronic dictionaries (i.e. handheld translators) in class with them. All of the teachers I observed

had a laptop or a desktop they utilized for their lessons, albeit some more successfully than others. Troy created complicated PowerPoint presentations with embedded hyperlinks. Taylor consistently shared visual information she found on the Internet with her students. Harvard High School had its own computer lab designated for the ESOL population and the teacher participant there, Candy, consistently utilized the Brain Pop site as well as the QUIA website (an educational website: quia.com) for review. Tracy took her class to the communal computers for subject research and utilized interactive whiteboard mice with her students to play games like Jeopardy.

As none of the teachers viewed English instruction as the most important goal of their instruction, they directed most classroom time to themes related to the social studies content. Next, I explain how citizenship was represented through the content-related literature. Later I will explore how each teacher addressed the citizenship topic in broader terms.

Civic Mindedness

All teachers utilized some form of material to instruct their ELL students about citizenship, even if some were more ancillary (i.e. workbooks, handouts, study guides, and quizzes and tests). As explained in the methodology section, I utilized the surrounding context of each term to determine the particular dimension of the citizenship (status, practice, and feeling) word most closely referenced in each classroom. It is important to note that although I observed nine classrooms, Candy, who daily utilized the same materials in both classes, taught two of these nine. Another distinction is that the instructors, based on a combination of their convenience and my research topic, generally chose the days I observed. To that end, the subject matter being taught and consequently

the days I retrieved materials to analyze were not within my control. Additionally I observed some classrooms more than others (Troy and Taylor five times each) allowing for more access to materials; whereas the others were observed three or four times. Three teachers (Troy, Terri, and Peter) consistently directed their students to a teacher generated text, workbook, or textbook readings, which resulted in multiple printed words to analyze. Others relied far more on classroom dialogue, images, or text on the whiteboard. The frequencies of the most prevalent citizenship-related vocabulary words I found in the documents are listed below in Table 4.

Table 4

Frequencies of Citizenship-Related Words in Documents

Terms	Terri[a]	Troy[ab]	Troy	Taylor	Tracy	Candy	Marian[b]	Peter	Total
Rights	15	29	4	12	2	2		3	68
Civil Rights	43				6			5	54
Vote/-rs/-ing	8	5	1	4	12			9	39
Americans	24			1			2		27
Amendments		2		3	17			5	23
United States	10	4		1	11	2	3	2	23
(US) Constitn	3	19							22
Citizen(s)	2	11	3	3				1	20
Constitn rights	2	1	2	11					16
Bill of Rights	2	7	3	3					15
Race,-ial, -ism	8	3		2					13
Nation		1	1		6	2	2		12
Totals	117	61	14	38	54	6	7	25	341

[a]summer school

[b]US government course (i.e. political systems or American government). All others are US History.

Dimensions of citizenship. I used Osler and Starkey's (2005) dimensions of citizenship (status, practice, and feeling) to analyze the terms presented in the classroom materials in both the US History and the Political Systems/Government classes. I found that the US History materials presented civic-related issues, terms, and concepts predominantly related to status. Document analysis of the two American Government

(Political Systems and Political Science) class materials revealed the most common citizenship terms were 'rights', '(US) Constitution', 'United States', and 'Americans'.

Status dimension. Historical references to minorities' advocacy and/or congressional actions (amendments) related to citizens' rights (civil rights, constitutional rights, and Bill of Rights) in the United States reflected an attention to rights accessed or denied due to legal status. The evolution of rights through the court system for culturally diverse (African-American, Chinese, Mexican, and Native American Indian) inhabitants of the United States was also chronicled. Similar to the US History class, most citizenship-related topics in the Political Science material were also qualified by a status dimension. Specific text describing who is considered a legal citizen and how one acquires (legal) status dominated the non-history curriculum (i.e. foreign, citizenship, naturalization, and illegal alien) but overall was not frequent enough to merit placement on the frequency chart. The students often questioned what their rights were in relationship to the legal status and the teachers were often very explicit in their responses:

> Korean Female: If I commit a crime but I am not a US citizen what happens? Do I go to the same courts?
>
> Taylor: Everyone who lives here goes to the same court system and has the same rights and protections. (TaylorO1:9/21/11)

On another day, Taylor explained:

> If you don't like it [the way things are done in government] you can write a letter. It doesn't matter if you are not a citizen. You are living here and it's your right. You can tell him exactly what you think. They won't send immigration to your house. (TaylorO2:9/22/11)

Practice and feeling dimensions. Although the workbook and supplementary materials used in all classrooms focused on the legal status aspect of citizenship, it is important to note that teachers and the students used that particular dimension of citizenship as a talking point to lead to classroom discussions about the practice and feeling dimensions of the concept. For example, Marian said,

> I honestly I think that I am the first person that has said to some of these kids, what you think matters here, and your citizenship status, it's not an issue. You're still here . . . and you still have rights. (MarianI1:11/2/11)

Many of the teachers wanted the discussions to continue at home with the students' parents. Taylor said, "So tell your parents because they haven't been to US History class. They don't know about this [search and seizure] right." The students shared their country specific knowledge with the class; a female student said, "In Korea we do not have that [national religion], we have lots of religions." With regard to eminent domain, a male student commented, "in China they say, 'you move, and no money.'" Many of the discussions were facilitated because the teachers knew about political events that related to the students and fostered inclusive conversations. The rest of this section explores how the teachers used the citizenship-related content to teach the other two citizenship dimensions: practice and feeling.

In interviews, most teachers asserted that they used examples from the readings about eligibility for voting (status) to illustrate and encourage the students' potential civic power. Terri used an incident from the textbook referring to military desegregation to explain how minority communities can unite to become powerful. Similarly, many of the teachers asserted the power of residents of this country. For example Troy explained "if

you do [vote] . . . then you can fight it. Everyone gets to be equal in this country." Taylor shared a story with her students about how she took an ESOL student with her into the voting booth so he could see the process up close.

Initially driven by the content in the teaching materials, many teachers addressed the steps necessary to become a citizen and procure the right to vote. Troy explained the naturalization process included proving that the applicants were good people, English proficient, and knowledgeable about US history and government. The students seemed very interested and vocal with their follow up questions. Troy went on to explore the consequences of not being a legal citizen and the possible scenarios:

> You understand . . . that if I grow up in another country . . . and I want to give my family a better opportunity, if I have to break the law to do that, then I'll do it. I'll go to another country. But you understand that if I [as an illegal] get a job, you [as a legal] lose one. Or if you don't pay taxes . . . there will be less money for schools. (TroyPSO2:7/10/09)

Although little in the instructional materials connected diverse cultures to citizenship, several of the teachers made the connection explicit for their students. The content provided examples of what legal citizenship could do for residents in the United States and how the government is charged with supporting and protecting its residents. The curricular material explained that legal citizenship allowed for multiple types of aid. I observed Troy saying the following in class: "What rights do people have when they come to this country? Every person is guaranteed certain rights whether they are a resident or an illegal." Other teachers emphasized that disagreeing is a right in the United States. For example, Taylor explained, "But you can disagree with me. That is the

wonderful part of being in this country." Terri asked her students "Is civil rights just between White and Black people?" Her students answered "No, it's between everybody."

In terms of support, the curriculum stated that American residents' rights increase with legal citizenship. In a political science class, Troy told his students: "Some students come here illegally. And if they do then they are in a position where others can take advantage of them because you can't be protected." Contrastingly, he also posited that residents need to be protected from the government. All the teachers contended that schools, as government institutions, provide for their residents. The summer school teachers shared with their students that ESOL summer school was an example of the government's support of all students regardless of their legal citizenship status.

Finally, a large portion of the teachers connected the topics raised by the curriculum (handouts, workbook sheets, or overhead) with current events or experiences in the students' home countries to illustrate a dimension of citizenship with a corresponding civic behavior. Troy asked a female Honduran student about the political turmoil and subsequent coup in her country of origin to which she exclaimed, "you can't just CHANGE the constitution because you want to." Concomitantly the interviews led to illuminations: Tracy shared, "I had to tell this poor Venezuelan little girl that she didn't live in a democracy. She was like 'but we vote.' And I said, 'How many names on the ballot?' 'One.'"

The discussions in both classes validated that social studies topics can generate conversations around multiple dimensions of citizenship--not just the aspect of legal status. Potentially veteran teachers who were knowledgeable about world events and

fostered a communicative classroom climate that allowed for rich banter addressed citizenship. In sum, Terri stated:

> Whether we talk about Chilean grapes, or pigs from Mexico and the damage done to the pork industry; or we discuss Chavez and his programs and whether or not to support them by buying his gasoline . . . all of these little lessons help the students make choices about where they want to be in this world, the kind of world and community they want to live in, what they are willing to accept and what they chose not to accept – all of it. (TerriI2:7/13/10)

Teachers' Pedagogy

The above examples explored how well informed teachers connect civil and political rights from the text to the culturally and linguistically diverse students. The following section investigates how these teachers incorporate linguistic and cultural diversity into their pedagogy to create an inclusive classroom.

Linguistic Diversity

All eight teachers said that instilling social studies content knowledge (i.e. students passing the EOCT) was their priority but emphasized to their students that learning English was also critical to becoming a successful resident in the United States. The following examples substantiate how the teachers actualized their pedagogy in their respective classrooms. Although each of the teachers agreed that immigrant students should learn English, their reasons ran the spectrum from Peter's comment, "[they] are at a great disadvantage until they master their English" to Troy's statement, "If you are here you need to speak English. We don't have an 'official language' per se but we [in fact] do." As

explored earlier, many of the teachers lived in countries that required them to learn additional languages and shared first hand their experiences and stressed the importance of learning the local language (in this case English) to their students. I often heard teachers asking, "How do you say that in your language?"

Others went further. Terri, Marian, Taylor, Tracy, and Troy emphasized to students why remaining bilingual is important. They explained that learning English supported school success, economic power, and would provide them an edge over monolingual Americans. Taylor and Terri contended that it could support the learning of their academic content. "The tests you take are all in English. So I want you to be successful in that but the Spanish helps you with the content" (Taylor). They posited that the ability to have multiple languages at their disposal would give students an edge professionally, "Remember why I said be good in your first language in reading and writing in Spanish or Korean? You need to be proficient to be considered literate" (Terri). One teacher and her students explored why being able to read labels is important and how brand marketing is targeting the Latino consumer segment.

The ESOL-endorsed teachers utilized a variety of teaching strategies and modifications to support their students' efforts to learn the social studies content. In classes, all teachers demonstrated supportive attitudes about their ESOL students' efforts to learn the content in English. Several teachers provided safe situations to practice reading, responses, and writing. In the classes, I observed in the Charlotte, Cambridge, and Medford districts, teachers regularly fostered collaborative groups for reading and instructional activities; often the groups consisted of speakers of the same language.

Furthermore, I often heard students whose native languages were different (such as Farsi and Spanish) converse in English, their common language. During a chapter test, I observed a Korean student using a handheld translator and when questioned, his teacher Troy responded, "I just want them to learn. It is not about competition. Not how many pass or how many fail." Alternatively, Peter prohibited non-English languages from being spoken during his class time saying "Now you students have free time to talk but in English only."

Cultural Diversity

The following section explores how the majority of the teachers considered and supported their students' cultural diversity. For most, their pedagogical support of cultural diversity was clearly observable. All the teachers agreed that respect was a key factor in engaging their learners. For example, Marian's syllabus said, "Respect me, and all the students in the classroom, and we will do the same for you." More often than not, they established ground rules for classroom behavior and discussion. In addition to what they said in the interviews, classroom interactions highlighted the teachers' support of cultural diversity as they continually invited students to share their knowledge and experiences to find commonalities. A large portion of the teachers inquired often about their students' experience in their country of origin and referenced events going on around the world in order to connect to their learners. Taylor reported, "Students often cite the same things in their cultures. For example there is April Fool's Day in Latvia, Korea, and China." Furthermore, the teachers consistently engaged the students and asked for their opinions. Terri posed the following question to her class: "How is the US better [now] with immigrant groups? How can they do better?"

Nearly everyone I interviewed recognized the "funds of knowledge" that their students possessed although they did not use that term (Gonzalez, et al., 2005). The teachers worked hard to "find ways to make that cultural background work for them and help them in school – and in life and not hold them back" (Taylor). Troy claimed, "I know kids that [are] from a place that has Communism or people that escaped from stuff. You . . . start sharing stories and all the kids they start listening. They start telling their own stories." Their attitude of inclusive diversity was a rewarding cycle; it affirmed and rewarded the students as well as informed the lessons. Once connected to their students with little or no affective barriers, the teachers had more access to their ELL students' resources and experiences. One teacher posited that:

> Their cultural diversity allows them an opportunity to hear other sides. They are guests. Many feel in a foreign land. They understand diversity and how [they] must find a way to make [their] way through all of the minefields that a new culture can throw at them. If anything, they understand alternative views better than our very parochial [at times] American kids. (TerriI2:7/13/09)

All the interviewed teachers held pedagogical views that supported multicultural diversity, enriched the classroom, exposed the students to alternative perspectives, and created an engaging learning environment. Marian said, "I think if students feel like their culture is going to be embraced and celebrated rather than assimilated into American culture [or not], that they'll be more willing to work towards a common goal." Unlike the majority of his peers, one teacher, Peter, impressively cited culturally relevant pedagogical terms throughout his interviews, but did not consistently illustrate corresponding behaviors when I observed his classrooms.

Inclusive Classroom Practices

The following observations exemplified the ways in which the teachers created a climate that respected and engaged the ELL students and benefitted from their students' experiences. The examples include the teachers' self-proclaimed classroom strategies as well as their observed actualizations.

Numerous teachers established ground rules to facilitate sharing and asked about the students' feelings, if they needed help, and offered many affirmations. Candy admitted that her "kids are scared a lot outside of our world." Therefore, the teachers "try to create an atmosphere of trust and openness where they can talk about things" according to Tracy. Many teachers, like Marian and Tracy, reinforced these parameters in their syllabus. "If they are respectful of each other's opinions and approach it from an educational viewpoint, not an emotional viewpoint, then we can protest, but as soon as the emotions start to get involved, I just shut it down" (Marian). Most teachers asserted that once a climate of acceptance and respect was developed a variety of conversations would ensue. Troy noted, "it takes time because I really try to build a family environment in the class, but once it gets going they are asking questions about each other, where they've come from". As Tracy shared,

> I'll never forget this one. It was right after we started the war in Iraq with George W. Bush. And one of the kids stood up and said 'Ah, this war is about oil.' And one of the other kids raised his hand and goes 'Saddam Hussein killed my father.' That doesn't happen very often. (TracyI2:11/21/11)

Fostering an open environment for shared dialogue, the teachers often volunteered their personal experiences to invite two-way conversations:

> Candy: Did anyone see my sons yesterday? The one with the long hair? He cuts it one time a year. Grows it long then cuts it almost all off again.
>
> Brazilian Male Student: They call that economics. (CandyAMO3:1/26/12)

No teachers avoided controversial issues and they addressed differing viewpoints on such topics as the death penalty, abortion, homosexuality, and religion. Troy explained:

> I try to push the envelope. . . . It is not for me to convince them to my thinking. We will bring up stuff that's you know, hot topic, we'll talk [about] gay marriages or abortion or racism or things that have happened overseas. I try to get them talking about it. I try to make them feel comfortable. I say 'look, you are not right. I am not right. You are not wrong, I'm not wrong. It's just your opinion.' (TroyPSI2:7/8/09I)

Both Marian and Terri claimed that different religious views were often presented, discussed, and debated in their classrooms with emotional consequences; "Any unit where we discuss religion can foster unity, discussion, anger, resentment, and/or tolerance and has [done all these] in my classes. It can also offer a great learning experience" (Terri).

Perhaps a true evaluation of a classroom climate is whether the students engage in controversial discussions among themselves without the teacher's chaperoning influence. The following example validates students' level of comfort among peers who speak different languages, practice different religions, and possess diverse cultural backgrounds other than their own. During an assignment, when students were paired up in the summer school US History class, I overheard:

Bosnian girl said to her reading partner: What are you? You all look the same. Are you Japanese? Chinese?

South Korean boy responded calmly: What do you think I look like?

(TerriO2:7/13/09)

Similarly, in the summer Political Systems class I overheard:

Latino student asked: How do you say Mexico in Vietnamese?

Vietnamese student responded: May-ick. (TroyO3:/7/10/09)

The fact that the Korean and Vietnamese students did not retort defensively and received the question in the spirit of seeking knowledge reflected a class climate that was conducive to personal exchanges between diverse cultures, individual investigations, and potentially controversial conversations. Therefore, student exchanges such as these exemplified the results of the teachers' efforts to develop a safe, comfortable, and respectful climate.

Emergent Themes

The above sections provide specific cross case analysis of the teachers I interviewed and observed. In addition to the answers to the research questions and cross case analysis, supplementary themes emerged. These themes are presented below.

Advocates of Knowledge

Although all eight teachers were goal oriented and put the acquisition of social studies content knowledge at the forefront, several of those interviewed said that their job included a deeper mission. They considered themselves advocates for knowledge in a myriad of formats to a variety of audiences. Although they taught history and the workings of the US democracy, they also

connected those topics to much more. A large portion illuminated the privileges that the ELL students possessed: to think, to question, to share, to dream. They also taught the explicit rights as inhabitants of the United States.

Seven of the eight teachers I interviewed are department co-chairs or lead teachers. These seven explained that they were advocates for their fellow teachers' knowledge because they were frustrated by their colleagues' lack of understanding of ELL students. Marian shared "I just got a counseling office at our school to realize that you don't put a level one kid in American Government, which you start them in World History and then does American Government last." Another teacher disclosed how the US History team developed a literacy assignment for the whole grade level but failed to consider the effect of high level reading of 12 pages on ESOL students: Taylor said, "They don't understand that the ESOL students are not always capable of the same linguistic load." As a result, she had to completely redo the assignment and work with her ESOL students during her class time to prepare them, whereas native English speaking students did the assignment as homework over the next few days. These teachers advocate for change . . . for their students and for their colleagues:

> The usual lessons, that we used to teach, introducing American culture and what it means to be an American; those lessons had to change. . . . Because that's not the reality of who we are teaching anymore. We are not teaching the people seeking the American dream. Which I think that's hard for a lot of teachers. (TaylorI1:9/19/11)

Rights, Responsibilities, and Respect

The teachers repeatedly noted that the concept of citizenship, though generally explained by rights and responsibilities, also had a strong respect component. Most teachers agreed there is a national dimension of rights, which is addressed by voting and government protection. Although not specifically mentioned in any of the analyzed classroom readings, aspects of human or universal rights seemed to be discussed by a good number of the teachers. Candy said, "The kinds of human rights stuff that come up in a history class seem to transcend that, you know, language really." The summer school US History teacher, Terri, described good citizenship as behaviors that superseded national boundaries. Similarly, Troy said rights included the treatment of one another on a very basic, human level and many maintained that humans and/or all people had a responsibility to be responsive to all humans. Troy reiterated this belief on his syllabus, which read: "This class will help you gain an appreciation for the great responsibility we all share. All of us have to do our part in a democracy to create a society that is going to succeed for generations."

A large portion of the teachers spent time discussing responsibility as a citizenship component and perceived different applications of this concept in light of their linguistically and culturally diverse students. They acknowledged that as immigrants from other countries, often these students are the cultural mediators and language brokers for their families, and with this role comes great responsibility. ELL students' conceptions of responsibility can be complicated by their allegiance to their cultural country of origin as exemplified by a question Troy posed to a student from the Dominican Republic: "If you are an American citizen but the US goes to war with the

Dominican Republic, will you fight them?" Taylor expounded upon this dilemma when she explained the concept of the draft to her Korean English learner:

> When you turn 17 ½ you get a draft card from the US government. You are required when you turn 18 and you are male. It doesn't matter if you are a citizen, you can have a green card. Every man must sign up. (TaylorO1:9/21/11)

The above examples illustrate how teachers' expansive and connected beliefs about rights and responsibilities were played out in culturally diverse classrooms.

Although addressed earlier, cultural respect was foundational in classrooms comprised of ELL students who hailed from four continents. References in the readings about cultural disrespect with regard to Native American Indians, African Americans, Asian Americans, and Mexican Americans emphasized the historical negligence of the United States government in this regard. The class readings showed how those injustices spurred retribution by groups who argued for cultural respect. Terri explained: "The point is that all these groups [such as La Raza and the Inuits] have things [traditions] and respect for their culture." Finally, although the topic of discrimination will be explored later in this section, the teachers' and students' personal experiences with prejudice reinforced the importance of cultural respect.

Nearly all of the interviewed teachers conceded that the civic dimensions of rights, responsibilities, and respect were complicated by the diverse languages, cultures, and legal status of their students. As Troy claimed, "a lot of the kids are illegal. It's not their fault. Their parents brought them here. Here today, gone tomorrow." Two teachers (Marian and Tracy) addressed how their students advocated for the DREAM Act (Development, Relief, and Education for Alien Minors) and were disappointed in a

system that did not respond. The teachers recognized that cultural and linguistic diversity complicated the students' potential civic behaviors.

Although confounded by ELL students' immigrant status, the citizenship discussions consistently focused on participatory actions and individual connections. Conversations centered more on the feeling and practice aspects of citizenship than on the legal status; the teachers posited that these were more accessible and relatable than legal status to the ELL students. Taylor explained,

> They get very fixated on that [legal status] because it is almost like 'I am excluded until I have, once I have it maybe then I can think about speaking out because maybe NOW someone will listen to me' . . . they think if I am not a citizen, why would they care about what I think. (TaylorI1:9/19/11)

Additionally, Taylor and Terri conceived that the students' cultures held a large influence over their internalization of civic behaviors. Though their civic behaviors may be mitigated by legal status and culture, the majority of the teachers still believed their students had civic power as described in the following section.

Power of an Informed Citizenry

In opposition to a deficit model, nearly everyone emphasized the power of an informed citizenry to their ELL students, highlighting their bilingualism and cultural diversity. The students were told about their potential to affect the national economy, political parties, and the use of non-English languages in the United States. The teachers respected their abilities to reference history and political events around the world, access multiple languages, and use their cultural knowledge. A large portion viewed their students' perspectives as enhancements to the discussion of citizenship.

The economic power of ELL students was a common theme in the summer US History class. Terri presented historical examples of united Mexican Americans and African Americans who eventually generated political and social change after incidents that demonstrated their economic influence (e.g. Chavez's grape growers' boycott). She posited that hard working, business-owning Hispanics, and store owning Southeastern Asians made the US government take notice. Terri highlighted the economic power that their students potentially held in the United States: "you Latinos are as a group, bigger in terms of business, banks, and the media. There are 11.9% African Americans, 12% Hispanics, not including illegals, and less than 1% Asians in the United States." Moreover, Terri and Marian positioned their students' bilingual abilities as another form of economic power: "You have the ability to be bilingual. That opens up so many doors in the US" (Terri).

Yet the recent failure to get the DREAM Act approved left many students disenchanted with the US government, collective bargaining power, and their future. Several teachers spoke about their students' attitudes regarding the current lack of opportunity to gain admittance to higher education. Peter said,

> Now that the other Act is passed and they [students] sense more pressure on this issue, there is some discouragement about their potential for college. A lot of them feel that college is off-limits to them. And they'll vocalize that. If a teacher at my level spends too much time talking about college, you'll eventually get them to directly say – 'hey, I can't go to college because I don't have a Green Card, or college is not possible for somebody with my background' – they will say that. And of course, the teacher will disagree with them and insist that there's

> other options, but they're aware of that and it affects their motivation and – you know, they still come to school and if they're interested, they do well, but they don't really feel like there's a higher-end goal beyond the High School degree. (PeterI1:11/10/11)

Generally, the traditional definition of informed citizenry refers to knowledge about political candidates and opportunities to cast one's vote. These teachers maintained that for their ELL students, informed citizenry referred to awareness of their future position within the nation and the local and global economies. Although they exposed their students to their potential power, they were also well aware of their potential to be marginalized.

Discrimination

The teachers told many tales about their personal exposure to discrimination and claimed to have heard many student accounts during their teaching careers. The teachers and the students shared their own stories of prejudice. During an interview, Troy shared a story about a student who had impressed him as a ninth grader. As his informal mentor, when the boy was in 11th grade, he learned that the boy was looking for an after-school job and this teacher decided to help. After hearing that a certain local building supply store was hiring, Troy called and made an appointment with the manager. He drove the boy to the site, prepared to speak on his student's behalf, only to experience the following incident when he requested the manager:

> I saw the guy poke his head out, look, saw that I was with a Hispanic kid and then he came out and said 'he's not here today and we're not hiring anymore.' And I

> was . . . I didn't tell [student's name] but I was just . . .'so this is what they have to deal with every day.' Bleh . . . (TroyI1:7/6/09)

The students themselves shared their stories of prejudice and discrimination that included harassment based on their cultural and linguistic identities. Taylor said that recent legislative events like State House Bills 87 (Illegal Immigration Reform and Enforcement Act of 2011) and 287(g) (empowered state and local police to help enforce federal immigration laws) have created a "climate of fear . . . and I hear 'I'm not going to write that because they will deport me.' So they try to stay under the radar." Terri explained that her students "see the police deal with young people who are Hispanic and often feel harassed and feel like they are treated more harshly and often unfairly in [this city, state]." Even worse, some students reported that some high school teachers discriminate. A Latino student shared that "some teachers make fun of us in [for] Spanish. That's messed up."

In addition to external cultural and linguistic prejudice, the students also suffer from sexist prejudices. The teachers spoke about teen pregnancies, boys in gangs, and a lack of opportunities for girls. Taylor told a story:

> Originally the plan was that they [the parents] were leaving her [a little Japanese girl] here and they were going back to Japan but eventually they [the parents] decided to wait an extra year for her brother to graduate from high school. The parents told her you can borrow the money from us to go to a local college but they are not helping her. . . .She's not even my kid, she's graduated, but I am still following up. (TaylorI1:9/19/11)

As a result of their awareness and the compassionate response they had to their students' experiences, most of the teachers viewed themselves as advocates for their ELL students in light of discrimination and they considered it part of their professional responsibilities to shield their students from discriminatory actions. As the above quote reveals, the effort and the time that goes into "teaching" ELL students is substantial. Of the eight sheltered content social studies teachers I interviewed, all but one shared similar stories about how they used their time to help students, their families, and their teaching colleagues understand the many facets of an English learners' journey. Below I explore the many ways in which time is a prevalent theme throughout this study.

Time

All the participants referenced time in some manner in their discussions. The teachers stressed that time can be used as an accommodation, intervention, or a modification to support the students' learning. The ELL students need time (an accommodation) to learn English and acculturate to a new school, language, and culture. "I think they have to work twice as hard on a lot of things, especially if they're learning English. Something that might take a native English five minutes will take our kids 20-30 (Marian)." For many students, they also need time and guidance (intervention) on how to be a successful student, not only just in a school in America, but for some, just in a school itself. The students are in a difficult state of development; being a teenager is a challenging journey in itself, without the complication of a new environment. Marian explained, "It's hard for teenagers. I know, you know, my heart breaks me for these kids because not only do their parents bring them here but they are teenagers, so they've got [the] double whammy." Finally, as social studies teachers, the teachers are committed to

the content and their students' success at learning about US History and the US Government. The teachers recognized that all these efforts must be synchronized (modification) with the hopes of having the student learn the content at the same time as their English-speaking peers.

The teachers articulated that they never had enough time to do what they wanted to do . . . for their students. They want more time to create (i.e. modify) appropriate resources (because the assigned textbook was not helpful). They want time to acculturate the students and guide them through their journey in America. Tracy explained,

> We've had days where we'll turn off the rules and they can ask me any question they want . . . about the culture, religion or anything, because they just need to know, and [for example] nobody else has taught them why you don't say the 'n-word'. (TracyI1:11/3/11)

Additionally, the teachers require time to intervene on the students' behalf with their families. The majority of the teachers I interviewed spoke about their advocacy for English learners with parents, English-speaking peers, and their fellow teachers. Only one teacher, Marian, verbalized what several study participants referenced: "A lot of teachers are not willing to put in the extra time to actually investigate where their kids are from and what they can do." It appears the majority of these teachers did just that. Taylor said,

> A lot of times, I don't see the impact I am having right away, I see it later. Sometimes it's many, many years later, it's when they are gone. And they say 'I remember you, you're the one who made a difference for me, and you made me see my potential. You made me see what I could do'. (TaylorI1:9/19/11)

Cross Analysis Findings

The following section offers a comparison across the eight observed teachers and their respective nine classrooms (Appendix H). Overall, the majority of the teachers evidenced some knowledge, to different degrees, about the three pedagogies addressed in my study: English language learning, multiculturalism, and civic education. The ratings reflected a scale of presentation of (a) little to no; (b) adequate; (c) above average; or (d) exceptional evidence. As explained earlier, the classroom observations were to serve as a means to compare the educators intended curriculum and implemented curriculum. As explored further in the limitations sections, these observations were a mere snapshot of a semester's curriculum and dependent upon the course of study (US History or American Government) and particular observations.

English Language Learners

Only half the observed teachers observed provided adequate evidence of specific literacy instruction. As documented by the earlier complaints, nearly everyone was dissatisfied by the assigned textbook so the majority of the teachers used supplementary materials. Although more than half of the teachers were observed specifically teaching learning strategies to their ELL students, it was not consistent nor made a direct objective (i.e. announced verbally or posted on board) in the classroom. Most of the teachers teachers were adequately focused on vocabulary and only few included writing instruction during my observations. Although all affirmed the appropriate second language acquisition pedagogy during the interviews, Peter did not demonstrate that espoused ideology in his classroom. Likewise, I did not observe bilingualism to be

specifically supported in Candy or Peter's classrooms but was adequately evidenced in the other six classes.

Multiculturalism

Most of the teachers adequately shared their personal experiences with cultural diversity with their students. To different degrees, all adequately to exceptionally evidenced a connection between their teaching to their students' experiences in the countries of origin. Similar evidence was presented by their interest in the students' home country. Most attempted to connect to the students' experiences while living in the United States as well. With more irregularity, only a few of the teachers developed their students' voices in the classroom. Out of the five that did attempt to develop student voices, three presented above average evidence. Three teachers attempted to use a second language in their classrooms to communicate to their students. Additionally, only three teachers explored institutional racism vs. personal racism during my observations in their classrooms, although the majority acknowledged the discrimination endured against the students in their current communities.

Citizenship Education

Over the course of my observations, all but one of the teachers addressed different aspects of citizenship education. One teacher in particular, Taylor, presented above average or exceptional evidence in all aspects. Peter, who taught US History, presented little to no evidence relating his instruction to civic mindedness. The others adequately substantiated a connection between civic engagement and the cultural communities of their students. Similarly, the majority of the teachers explored the relationship between power and citizenship. Nearly everyone varied the types of civic engagement they

presented based on the social studies topic. Similarly, most (7 out of 8) observed teachers discussed a variety of dimensions of citizenship (status, practice, and feeling) in their classrooms. Appreciably, I observed the majority of the teachers working hard to create an open and safe classroom environment where different forms of citizenship and controversial topics could be discussed.

Summary

As outlined above, analyses of the interviews, materials, and observations not only answered the research questions but rendered additional findings. In response to the first research question, how do the SC/SS teachers use their background, experience, and training to inform their beliefs about citizenship, multiculturalism, and English language learning, the majority of the teachers claimed that their parental influences, lived experiences with multiple forms of diversity (ethnic, linguistic, and socio-economic), and time spent traveling outside of the United States were influential. They did not credit their training or professional development with the same impact. Eight out of the nine teachers interviewed held strong beliefs about these topics with regard to their ELL students and were committed to being supportive teachers who utilized culturally relevant pedagogy.

With regard to my second research question, how do SC/SS teachers use the disciplinary content to teach toward language proficiency and civic mindedness within a culturally and linguistically diverse classroom, the majority of the teachers were disenchanted with the assigned textbook and expressed that it hindered their instruction of social studies content to English language learners. Nearly every participant modified the text or generated their own materials to better connect to the ELL students' lived civic

experiences. Aware of the complexities that diverse cultures, languages, and socio-economic status can render, most of the teachers presented additional conceptions of civic mindedness beyond the legal status dimension portrayed in the textbook via class discussion. These citizenship-related conversations addressed human rights, culturally based civic actions, and local civic opportunities. I observed few teachers prioritizing reading or writing activities during their classes though most consistently supported vocabulary development. All teachers stressed they were social studies teachers who taught ELL students and maintained that the political and historical content was their primary focus. Concomitantly, I observed no lessons that formally addressed a literacy objective. No one appeared to fully embrace the challenge of advancing their students' English language proficiency or literacy.

Finally, to address my third research question: how do SC/SS teachers recognize and incorporate their students' linguistic and cultural diversity into their pedagogy, all the social studies teachers were cognizant of global and local politics. The teachers that had travelled or lived internationally regularly incorporated their students' cultural diversity into their classroom practice. Similarly the teachers that spoke or attempted to speak a second language, or who had been exposed to speakers of other languages generally were more compassionate and aware of the complexities that linguistic and cultural diversity brought to their students' academic journey than monolingual teachers. These eight particular teachers utilized multiple aspects of respect, caring, and sharing to create an environment supportive of controversy and their students' differences (i.e. language, religion, culture, socio-economic status, and education). Themes such as the inclusion of civic respect, cultural and language discrimination, and the power of informed citizenry

extend previous research. In the next chapter, I reflect upon the findings and discuss this study within the context of past and future research.

CHAPTER V

DISCUSSION

The purpose of this investigation was to create a descriptive, comparative case study of sheltered content social studies teachers and their classrooms comprised of ELL students. Utilizing a qualitative research design, I addressed three questions concerning how ESL sheltered content/social studies teachers: (a) use their background, experience, and training to inform their beliefs and practice about citizenship, multiculturalism, and English language learning; (b) use disciplinary content to teach toward language proficiency and civic mindedness, within a culturally and linguistically diverse classroom; and (c) recognize and incorporate their students' linguistic and cultural diversity into their pedagogy.

I interviewed eight teachers of high school sheltered content social studies. Additionally I observed nine different classes of seven of the interviewed teachers and examined relevant documents. Analyzing these data sources, I developed descriptions of the multicultural and linguistic aspects of the citizenship-related content and explored the teachers' pedagogy. I begin the discussion of the case by explaining limitations. I then address the research questions and summarize the findings in light of previous research. I conclude the investigation by suggesting directions for future research and presenting implications for programs and practice.

Limitations

The findings from this case study, like those from all case studies, are limited to a specific site at a particular point in time. At best, this is a snapshot of selected sheltered content social studies teachers' citizenship instruction. The amount of citizenship-related

topics I observed was directly related to the historical era or the aspect of government being taught. Attention to nation-focused history in both courses – US History and Government may have skewed the findings. Results may have differed, for example, had I observed Geography or World History classes.

Another limitation may stem from the participating teachers' similarities in terms of citizenship, ethnicity, and cultural orientation. All the teachers were White and US citizens by birth. All were products of public school education and all received their degrees (undergraduate through specialist) from within the study state. Had SC/SS teachers who had been educated in other states or countries been included in the study, perhaps the results may have been different. All eight teachers in this study owned a passport and left the United States at some point in their lives. Over half had lived or traveled outside of the United States for substantial periods (i.e. months to years). Had I involved teachers with ethnically diverse backgrounds or perhaps immigrant status, the results may have differed. As such, the teachers and the classes in this study are to be taken as descriptions and interpretations of one bounded case (Merriam, 1998).

Despite these limitations, this study illustrates that the exploration of multicultural and linguistically diverse learning communities can inform how educators and students make meaning of their roles as citizens in classrooms, local communities, nations, and the world. Consistent with Suarez-Orozco and Suarez-Orozco's (2001) speculations that teachers function as social mirrors for their immigrant students, in this study, the eight observed teachers highlighted (or mirrored) particular views, beliefs, and/or attitudes to their students that could influence their students' beliefs and future civic identity.

Influential Beliefs

Multiple studies affirmed the importance of reflective practice to help identify and explore teachers' beliefs and their connections to ELL students (Breen, 1991; Johnson, 2006; Layzer, 2000; Motha, 2006; Varghese, Morgan, Johnston, & Johnson, 2005). My first research question asked how do teachers use their background, experience, and training to inform their beliefs about citizenship, multiculturalism, and ELL language learning. In contrast to published research by Motha (2006), Pajares (1992), and Varghese et al., (2005), which concluded that teachers are often unaware that their beliefs and attitudes guide their pedagogy, most of the participants in this study had little difficulty articulating their beliefs with regard to citizenship, multiculturalism, and ELL language learning. For the most part, the eight participants in this study were consistently knowledgeable and opinionated.

In response to my first research question, I found that most of the teachers in this study credited their parental figures as influential, as had teachers in other studies (Brown, 2005; Thicksten, 2000). However, six of the eight teachers interviewed differed from Thicksten's participants because they had had previous, specific, and extensive exposure to racial, socio-economic, linguistic, and cultural diversity and contended that those experiences expanded many of their beliefs and subsequently affected their instructional practice regarding citizenship, multiculturalism, and ELL language learning. The following section addresses each type of pedagogy specifically.

Citizenship

Many teachers in this study, like those in Brown's (2005) research, offered that being informed, thinking critically, and subsequently using one's voice, were aspects of

good citizenship. Reinforcing Marri's (2005) findings, which posited that teachers extended their citizenship related goals to include those reflective of their own views of citizenship, nearly every participant here professed that the act of teaching itself embodied their personal beliefs about civic behavior.

Many of the teachers voiced the importance of respect when considering citizenship. This is in addition to the standard conception of citizenship consisting of rights and responsibilities. This extension is similar to what Brown (2005) found when she interviewed teachers who taught citizenship education. Instructors in her study and others (Merryfield, 1998; Middleton, 2002) placed importance on respecting one's self, others, and the community. Additionally several teachers professed that the respect element should be related to human rights for all people. Myers' (2006) study of social studies teachers found a lack of human rights in the curriculum. However, although a specific reference to human rights did not exist in the political science or US history textbooks or the teachers' syllabi, a few teachers in my study integrated the concept into class discussions. During the interviews, the ones that brought up human rights professed that it extended the definition and applicability of the concept of citizenship beyond national boundaries as various scholars (Bank et al., 2005; Osler & Starkey, 2005) have argued.

Teachers with international experiences often linked their own beliefs to their students' global perspectives. This reinforces other studies (Anderson, et al., 1997; Dilworth, 2004; Merryfield, 1998) that implicated teachers' lived experiences and their personal views of citizenship in their implemented citizenship instructional practice.

Complementary to Bickmore's (1993) findings, each veteran social studies teacher, using the same state guidelines, but due to their own interpretations, taught the dimensions of citizenship education somewhat differently. In sum, this study's participants presented "different views of their students' various roles as citizens" (Bickmore, 1993, p. 376).

Like several scholars (Banks, et al., 2005; Stepick & Stepick, 2002) who advocate for teaching for critical global citizenship, nearly everyone in this case study maintained that regardless of students' legal status or country of origin, the teachers would teach civic related topics. In contrast, one teacher, Peter could not conceptualize civic behaviors that were not connected to one's legal status. Unless one was a legal citizen and could vote, he could not conceive of students' civic potential. Sadly, he was instructing in a school that had the highest percentage of ELL students within this study.

Multiculturalism

Unlike the mainstream teachers presented in Marri's (2005) study, most of the SC/SS teachers held expansive and inclusive conceptions of diversity. Similar to other researchers (Causey et al., 2000; Thicksten, 2000), I found nearly everyone in my study was cognizant that their experiences with individuals from culturally, socio-economically, religious, linguistically, and educationally diverse backgrounds enlarged their understanding of multiculturalism beyond what they had been exposed to in their youth. Complementing Cho and Kim's (2008) findings where social studies teachers stressed that cultural understanding was the most important training to receive in light of their ELL students, the teachers who had lengthy experiences in non-English speaking countries outside of the United States, cited them as significantly influential to their beliefs about their diverse students. Although the level of ethnic diversity within the

teachers' classrooms seemed to play an important role in the teachers' conceptions of citizenship education, classroom practice, and multiculturalism in the Anderson, et al., (1997) study, teachers in my study did not cite this as meaningfully influential in their multicultural beliefs. Perhaps because, unlike the participants in the Anderson et al., (1997) study, my participants were teaching in classrooms comprised of only culturally diverse students and subsequently took cultural diversity for granted. They did however, voice an awareness of the multiple forms of diversity represented in their classrooms other than cultural and linguistic (i.e. poverty, interrupted schooling, educational history). Concomitantly, many of the teachers pointed out that the students suffered prejudice and discrimination for their variety of multicultural dimensions, expounding on Suarez – Orozco and Suarez-Orozco's (2001) findings. Some teachers more than others, like Terri, Marian, Taylor, and Troy, held strong beliefs about their students' potential to add value to the school, community, and world due to their multiculturalism. Terri and Marian affirmed that the students' diverse identities and cultures were places to begin a transformative social cycle.

English Language Learning

Out of the eight SC/SS teachers I interviewed, five satisfied all of Stanosheck Young and Young's (2001) positive-attitude ESL teacher predictors. The remaining satisfied the majority of the criteria. They were exposed to or studied foreign languages and structured multicultural education, taught in the softer sciences, were ESOL endorsed, spent time outside of the United States, and were exposed to diverse cultures in their own classrooms. Although to different degrees, all the participants possessed some form of expectant attitudes for their ESOL students' efforts to learn the content in English

and attempted to provide equitable access to educational opportunities. These beliefs align with findings from the Anstrom and DiCerbo (1999) study. Peter's opinions better aligned with Layzer's (2000) benevolent conspiracy findings, as he did not have high expectations for his students and blamed their lack of language proficiency for their low academic performance. There appears to be a relationship between his beliefs and his implemented curriculum, as he consistently presented far fewer learning opportunities to his students than did the other teachers in this study.

For all their affirming beliefs about learning English, all the teachers in this comparative case study maintained their instructional focus was on the social studies content and the students' limited English proficiency was merely a consideration when planning to teach social studies. Oftentimes social studies teachers claimed that writing instruction was not their responsibility but that of the language arts teachers. Despite their ESOL training, my teachers' lack of commitment to language development reaffirmed Ruiz-de-Velasco's (2000) findings of a shortage of trained teachers who know how to develop language and subject matter learning among English learning/immigrant students. Everyone readily accepted their role as deliverers of social studies content, but not that of English teachers. In light of Yoon's (2008) study that reported when teachers intentionally positioned themselves to claim full responsibility for the ELL students' learning, the ELL students were more successful, one wonders what additional gains could be made if the SC/SS teachers had specific language objectives included in their social studies lessons.

Disciplinary Content

In regard to the second research question, I found that although all eight teachers in this case study stressed the criticality of students passing their courses to graduate, many also considered it a goal of social studies instruction to generate contemplative citizens of this country. The following section investigates the participants' use of the curriculum juxtaposed to their expressed conceptions about civic education and language proficiency.

Civic Mindedness

When the US History class materials represented civic-related issues, terms, and concepts, they predominantly supported the status dimension of citizenship. At least half of the teachers and students used the legal status dimension as a talking point to direct the classroom discussions towards practice and feelings dimensions of the concept (Osler & Starkey, 2005). Similar to evidence presented by Baldi and colleagues (2001) and Hess (2009), several teachers (Troy, Taylor, Terri, Tracy, and Marian) brought dialogue and controversial issues into their classes. They did not stifle expression of differing opinions in the classroom but considered that such talk (within respectful boundaries) could strengthen a democratic environment and be strategic to US civil society. I heard a few teachers address the steps necessary to become a citizen and procure the right to vote with the caveat of participation and identity incorporated into the discussion. In interviews, several teachers indicated to me that they used examples from the text about rights, voting, and economics to illustrate and encourage the students' potential power – a finding similar to Marri's (2005).

Although little in the instructional materials mixed diverse cultures with citizenship, the teachers made the connection explicit for their students. Often the teachers connected topics raised in texts with current events or experiences in the students' home countries to illustrate a dimension of citizenship with a corresponding civic behavior (Dilworth, 2004; Merryfield, 1998). These examples illustrate the potential that social studies curriculum has to generate conversations around multiple dimensions of citizenship with culturally and linguistically diverse students in the presence of border crossers who are adept at making such connections.

Language Proficiency

I examined findings across eight teachers' interviews and nine observed classes according to principles provided by a plethora of ESL scholars. Although most of the teachers hoped that the students' English proficiency would evolve, only a few teachers explicitly supported this development in their classrooms. Though nearly everyone said they believed that they were teaching their students how to be successful academically, I observed few teaching specific academic language skills. This finding was similar to other studies (Bunch, Abram, Lotan, & Valdes, 2001; Echevarria et al., 2004; Short, 1996).

Given their stated beliefs about the objectives of their class and their support of English, it is not surprising that Terri and Marian's syllabi emphasized more literary skills than did others' syllabi. All but one of the teachers chose alternatives to the mainstream textbook as their primary instructional material. They also utilized a variety of modifications and interventions in varying degrees to make the content accessible and comprehensible as did teachers in other studies (Echevarria, Vogt, & Short, 2004; Szpara

& Ahmad, 2007). Reinforcing Szpara and Ahmad's (2007) findings, which stressed the importance of utilizing and supporting the English learners' native language in the ESL class; I observed a large portion of my study's participants reinforce bilingualism in their classrooms.

Incorporating Diversity

The final research question asked how teachers recognize and incorporate their students' linguistic and cultural diversity into their pedagogy. Most of the teachers in my case study recognized the "funds of knowledge" (Gonzalez et al., 2005) that their students possessed. Similar to Norton's (1995) results, I found teachers' attitudes of inclusive diversity created a rewarding cycle; it affirmed and rewarded the students as well as informed the lessons. Once connected to their students with little or no affective barriers, the teachers had access to their ELL students' resources and experiences. Concomitantly, specific teachers were aware of their beliefs concerning multiculturalism and purposely supported and exposed their students to an academic culture without diminishing the ELL students' home language and culture (Szpara & Ahmad, 2007).

Fostering a classroom climate that is inclusive of linguistic and cultural diversity is a complex task that requires teachers to be good listeners, nuanced questioners, and skillful surveyors of teenagers' attitudes. The majority of the teachers in this case study respected and engaged the ELL students, but also generated instructional exchanges that were enriched by the students' experiences. With the exception of Peter, I consistently heard references to ground rules to facilitate sharing, inquiries for needed help, affirmations, and queries about students' feelings and activities. Aligning with Karabenick and Noda's (2004) argument that affirming positive intercultural interactions and dialogues would expand the traditional definition of culture beyond "festivals, foods, folk dances, and fashions" (p. 60), several teachers insisted that once a climate of acceptance and respect was developed, a variety of conversations could and would ensue. The teachers often shared their personal experiences to launch student dialogues and were

frequently rewarded. A large portion of the teachers articulated that they made a conscious effort to help their ELL students cross borders as opposed to guarding borders (Major, 2006). The following section considers the teachers' pedagogy and practice towards English instruction in a sheltered content social studies classroom

Linguistic Diversity

Reinforcing Major's (2006) example of a successful program for ELL students, more than half of the teachers in my study tried to create a culturally responsive and relevant curriculum (CRP) for their students. They used collaborative groups, allowed content to be discussed and explained in the students' home languages, and permitted handheld translators to be used during testing. Reaffirming Szpara and Ahmed's (2007) findings, the majority stressed that the students be allowed to speak their native language and reinforced these beliefs in their classrooms. Complementing Yoon's (2008) study, I did not observe or hear any teacher claim full responsibility for teaching towards their ELL students' English proficiency.

Cultural Diversity

Findings from several studies revealed that by creating open climates for political and civic discussions within classrooms and including topics explicitly in the curriculum, teachers could generate gains in students' civic interest and participation. Many scholars maintain that schools can provide experiences, which have the potential to develop students' civic foundations for knowledge and enhanced participation (Callahan et al., 2008; Kahne & Sporte, 2007; Torney-Purta et al., 2007). Additionally, complementing Dilworth's (2004) study of two social studies teachers of multicultural students, many of the teachers I observed inquired often about their students' experiences in their country of

origin as well as their time in the United States, and referenced global events to connect to their learners as multicultural informants.

Although my particular study did not survey students, my observations captured some students' conversations and dialogues. As a testimony to the supportive classroom climate that Troy and Terri created, I observed students engaged in personal exchanges about diverse cultures and potentially controversial conversations among themselves without teachers' chaperoning influence. I interpreted this to mean that the students were unafraid to do their own investigating, ask unabashed queries to classmates that came from cultures different from their own, and share personal opinions that may or may not concur with the mainstream culture. These unsolicited exchanges reflect on the comfort and interest level of the students and credit the teachers.

Summary

Based on my analysis, I contend that for the majority of the study participants, their conceptions of global connectedness and their understanding of many dimensions of multiculturalism (e.g. linguistic, socioeconomic, ethnic, religious) influenced their beliefs about their ELL students, citizenship instruction, and their respective future in a local community, nation, or world. The majority of the participants in this study viewed their culturally diverse students from an additive perspective and illustrated that belief in their classroom practice. Most of the teachers appreciated the ELL students' abilities to reference history and political events around the world, access multiple languages, and use cultural knowledge. Their inclusion of the cultural capital gained by students who have lived in other countries provided unique cultural lenses through which the citizenship instruction was processed and projected. They treated these contributions as

enhancements to the discussion of citizenship in the classroom. Ironically they did not formally teach language objectives which would have allowed them greater access to the readings and discussions. Most emphasized the power of informed citizenry to their ELL students and highlighted their bilingualism and cultural diversity. As one teacher said,

> ESL students have knowledge of the world. . . . they're not just in this bubble that they grew up in . . . they have lots of experiences with things . . .they know about life and so they add to conversations, they can add to lessons. They may not know what you're teaching, but they've got something to add.
>
> (TracyI1: 11/10/11)

At times, the majority of the instructors functioned as border crossers and mirrors towards their students in light of these forms of capital. By applying Bourdieu's (1991) concepts of social, cultural, and linguistic capital to the three instructional pedagogies (citizenship education, multiculturalism, English language learners), I illustrate how these teachers recognized multiple forms of capital that their ELL students brought to a civic minded classroom (Appendix I). Social capital is the benefits of citizenship portrayed through multiple dimensions (local, state, national, and global). Cultural capital is viewed as the additive resources provided by students' who have lived in other countries and process academic content, history, and world events through their unique cultural lens. Linguistic capital acknowledges the benefit of multiple languages in a classroom.

Implications and Recommendations

This study integrated three areas where heretofore little research had been directed. Although the scholarship on citizenship education, multicultural education, and English language learning as separate fields is vast, little exists in terms of the

intersections of these important topics. With the enrollment of immigrant children, children of immigrants, and English learners projected to increase in US schools in the next decade, it is an important educational topic with local and national implications. This was a single case study, albeit a comparative case study including eight teachers, it is not generalizable. However if other researchers working with samples at other sites obtain similar findings to mine, then there may be important implications for teachers, school administrators, and district policy makers.

Teacher Education and Professional Development

The goal of SC/SS instruction is to move the English learner along a continuum of English proficiency while simultaneously teaching the content. All of the teachers in this study, who were ESOL endorsed after being certified (and experienced) in social studies instruction, said they supported their students' English proficiency, but formally, appeared to do little to develop it. They offered that they had heard or learned about the pedagogy of sheltering content in their ESOL endorsement program (via the methods and materials course) but argued that their priority was instructing the social studies curriculum. Numerous teachers I observed were excellent "shelterers" of content but needed to balance their English learners' linguistic and literacy development alongside content acquisition.

Seven out of the eight teachers interviewed in this study confirmed that they were conscripted by the administration to teach on SC/SS on a provisional. They were earning their endorsement while simultaneously teaching English learners for the first time. Many teachers commented that they were ill prepared for their SC/SS instruction and wished they had the opportunity to redo their initial ESOL teaching once they had

completed the endorsement program and had more experience. Most teachers offered that they would have benefited from more opportunities to practice the application of the sheltering content methods in real life situations prior to being responsible for the academic success of their students. Training and guided practice is necessary to develop one's self-efficacy about creating and teaching appropriate sheltered-content ESOL lessons.

When comparing the study participants' three regional ESOL endorsement programs, I found a variety of approaches and time dedicated to the student practicum or provision to gain hands on experience. Some programs offered a fourth course as the ESOL practicum, while others embedded the opportunities to practice in the final course, Methods and Materials. None, including the state Professional Standards Commission, specified the amount (hours) of fieldwork provided or required. Specifically how much teacher preparation coursework was devoted to incorporating linguistic objectives into the lessons is unknown. Concomitantly, how much opportunity to practice teaching language objectives do the programs offer in their field experiences and student teaching? Are the opportunities content specific? For example are their more or less opportunities for social studies field experience versus math, language arts, or science?

The teachers who reported extended travels to countries where English was not the dominant language considered the trips influential in their beliefs about citizenship, multiculturalism, and ELL students. From their conversations I garnered that these experiences generated a feeling of empathy towards students who suffered the stress of being a linguistic minority in a foreign country. First hand exposure to second language immersion experiences could be considered before hiring teachers and selecting ESOL

teacher program candidates (Milner, 2005; Stanosheck Youngs and Youngs, 2001). Likewise they could be incorporated into the ESOL endorsement program.

Teacher Practice

The seven out of eight teachers in this study that recognized the multiple forms of capital that English learners bring into the classroom, also acknowledged that the students' diverse experiences and cultures rendered many topics controversial (religion, homosexuality, and the death penalty). Informed citizenry and democratic dialogue are foundational to citizenship education. As such, explicit professional development and guided practice could assist these teachers in future classroom controversial dialogue.

Although there is a consistent need for multicultural and diversity training to be integrated throughout teacher education programs, more explicit exposure to the needs of immigrant students and the acculturation experience would be beneficial. Related specifically to ELL students, my findings and other scholars suggest the need for a dialogue, prompted by self-reflection, with a focus on acculturating immigrants in the United States. Concurrently there is a need for conversations between ESL instructors and content focused instructors to increase the flow of pedagogical knowledge among educators. Many of the study participants complained of a lack of SC/SS teachers or sheltered content teachers in general, in their respective school districts.

Similar to the teachers' recognition of their students' multiple forms of capital, experienced SC/SS teachers are a rich resource for each school but also each educational district. Articulated by participants, there is a need for pedagogical pollination among fellow SC/SS teachers; specifically they requested material exchange, instructional support, and collegial sustenance. Many of these teachers explained that their years of

teaching English learners has rendered them more successful teachers. As a result, they are a rich resource not only for their district – but also for other districts newly experiencing increased numbers of ELL students. Their familiarity and informed understanding render them pedagogical and instructional ambassadors of and for English learners.

Based on the aforementioned points, I recommend that future ESOL teacher education programs consider the following: (a) specifically model, reinforce, supervise, and make accountable in the course objectives specific language development in the students' sheltered content pedagogy; (b) devote ample time to incorporating, highlighting, instructing, evaluating, and reflecting on the link between content objectives within lessons to English proficiency; and (c) provide a sizable component of non-English linguistic and cultural immersion into the yearlong endorsement program.

Future Research

My research revealed several topics that warrant further research in general in the fields of citizenship education, multiculturalism, and ESOL in particular. I hope that other researchers will conduct similar case studies with samples in other settings to determine whether other sheltered content social studies teachers would provide similar information to that of my informants. Future researchers can extend this particular case study to more participants in different schools and school districts to ameliorate the limitations of this study. The scope of this particular research study could be enlarged by disseminating a questionnaire on a state level or national level to representative samples of SC/SS teachers. Another approach would be a study utilizing mixed method methodology to include student voices through focus groups or individual interviews.

Further research investigating other SC/SS teachers in the United States or other countries could prove invaluable. In particular, as all teachers complained about a lack of teachers who understand why and how to instruct these ELL students, a study cataloguing the benefits received via sheltered content social studies instruction could strengthen the case for the generation of increased numbers and better trained SC/SS teachers in US public schools.

Specific to English language learning, my comparative case study revealed three factors that may be connected to successful ESOL instruction and requires further investigation. In comparing my observations conducted at a summer school setting and those conducted in regular academic settings, the amount of discussion among students and the teacher during the three-hour summer school session was considerably richer. The benefits for extended interaction and discussion among ELL students in a block (2-3 hour) SC/SS class merits research.

Secondly, the teachers cited their experiences and extended exposure to cultural diversity in non-English speaking countries, as critical to their capacity for empathy towards their students' acculturation process. Additionally, the teachers who shared these types of experiences, showed increased support of their students' social, cultural, and linguistic needs without negating their diverse forms of capital. Peter, the teacher who had only been to English speaking countries for his international travels, consistently viewed and actively positioned his ELL learners in a deficit paradigm. He said their lack of English complicated his instruction, limited their reading of the textbook (though his students spent the highest percentage of time of their class time looking at the textbook),

and precluded collaborative activities. If additional studies found similar findings, this may have significant implications for teacher recruitment and training.

Thirdly, all the teachers in this study were White Anglos. They all came from the dominant culture. Studies are needed of teachers from diverse ethnic, racial, and national backgrounds.

Fourthly, a commonality among the teachers that illustrated compassionate pedagogical beliefs via their classroom practice, was that the student-centered teachers were also parents. Perhaps, the experience of parenting provided more exposure to children's emotional, social, and academic development. As a childless but nonetheless empathetic instructor, I know this is not always the case, but within this study the beliefs and implemented practice between the student-centered SC/SS instructors and teacher-centered instructor was striking. Further research comparing these two types of instructors may prove fascinating and informative.

Conclusion

The majority of the teachers interviewed and observed in this research study held similar beliefs and pedagogy. In particular, they were advocates for knowledge, believed in the power of an informed citizenry, added respect to the civic norm of rights and responsibilities, and consistently challenged discrimination, lack of resources, and the limited time to fill in the multiple learning gaps of their ELL students. As cited earlier in Appendix B, in this particular study, there are few SC/SC teachers in each school and subsequently in each county, who do this very important work: build bridges composed of knowledge, compassion, and respect between culturally and linguistically diverse high school students and citizenship education. Only with additional research from scholars,

support for students, and training for teachers, will more administrators and teachers come to recognize the plentiful and diverse assets that these individuals bring to the classroom. As one participant explained, "Seeing that community as a valuable thing . . . that is being global." For a nation that purports to celebrate democracy and pluralism, an increased understanding of the teachers and institutions that support America's English Language Learners is both a meaningful and worthwhile goal in order to create unity out of diversity.

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Appendix A
Enrollment of Immigrant and Domestic Children in K-12 Schooling
in US Public Schools Between 1970 - 2009 (in thousands)

K-12 Enrollment					
	Children of Immigrants[a]				
Year	Foreign-born (1st generation)	US-Born (2nd generation)	Children of Domestic Parents	Total K-12 Enrollment	Percentage of Immigrant Enrollment in Total K-12 Population
1970	770 (24.8%)	2,334 (75.2%)	45,676	48,780	6.4%
1980	1,506 (32.2%)	3,169 (67.8%)	41,621	46,296	10.1%
1990	1,817 (31.6%)	3,926 (68.4%)	35,523	41,266	13.9%
1995	2,307 (29.2%)	5,590 (70.8%)	41,451	49,348	16.0%
2000	2,700 (25.7%)	7,800 (74.3%)	44,200	54,700	20.1%
2006	3,087 (16.4%)	15,726 (83.6%)	36,581	55,394	33%
2009	2,370 (14%)	14,474 (86%)	37,847	50,332	33%

[a]Percentages of total children of immigrant population.

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Appendix B
Demographic Data Summer 2009 and year 2010-2012

County	Stdt Pop@	# EL Stdts@	ELL %@	2010-2011 AYP@	Title I@	# SC/SS Tchrs	Classroom Data		
							Avg#Sdts	Countries	#Lang
Charlotte	158,438	11,918	7.5%	N					
Troy-PS*#	480	480	100%	N/A	N/A	4	20	11	4
Terri	480	480	100%	N/A	N/A	4	11	5	4
Troy-US#	3,005	206	6.7%	N: Needs Improve	Yes	1.25	18	12	9
Taylor	2,665	37	1.3%	Y: Distinguished	No	1	7	3	3
Tracy	3,139	177	5.6%	N: Adeq DNMAYP	Yes	1	22	10	7
Cambridge	106,574	6,578	6.2%	N				5	
Candy(am	2,090	118	5.6%	Y: Distinguished	No	1	10	4	4
Candy(pm)	2,090	118	5.6%	Y: Distinguished	No		11	5	4
Carol	2,134	121	5.7%	N: Adeq DNMAYP	No	n/a	n/a	n/a	n/a
Medford	96,678	6,192	6.4%	N					
Marian#	2,471	81	3.3%	N: Adeq DNMAYP	No	1	15	7	5
Providence	88,446	4,127	4.7%	N					
Peter	976	270	28.0%	N: Adeq DNMAYP	Yes	2	13	7	5

* summer school.
#American government class. All other classes are US History.
@ retrieved from statewide data for years 2010-2011.
$ data for year including 2011-2012.

Appendix C
Teacher Consent Letter

Month, Day, 2011

Dear Teacher:

Please read the following and sign below. It is important that you return this form to the principal investigator by Day, Month, Date, 2011. Please keep one copy of this form for your records.

Ms. Saundra Deltac is conducting a study to learn how schools with large linguistic and culturally diverse ESOL populations may influence conceptions of civic membership, identity, and participation. This study will entail three interviews in the fall of 2011 and three observation of your sheltered content social studies classes for a period of eight weeks in the fall of 2011. Observations will focus on the content taught, class discussions, as well as teacher-student and student-student interactions. The observer will not interfere with regular class routines and interactions. If you agree, you will be asked to participate in interviews asking about your beliefs on teaching and learning in social studies classes. These interviews will be audio-recorded. One follow up meeting will occur after the final classroom observation. Before agreeing to participate, you will have an opportunity to ask questions about the study.

Please understand that your participation is voluntary and that all responses will be kept strictly confidential. Your responses will have no effect on your professional evaluations. You may decline to answer questions or completely withdraw from the study at any time. With procedures to ensure anonymity in place, there are no foreseeable risks involved in this research. The personal benefits of participation include reflective data on your teaching, whereas the collective research study will serve other educators teaching social studies to English language learners.

Below please check the appropriate space for the parts of the study that you agree to participate. Your signature on this form will indicate your consent for participation for those parts you have marked.

____ I **agree** to participate in classroom observations.

____ I **agree** to participate in individual interviews.

OR

____ I do **not agree** to participate in the research project.

_____ _____
Teacher Name (print) Date

_____ _____
Teacher Signature Researcher

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Appendix D
Teacher Interview #1 Protocols

Teacher's name: _____**Date**: _____
Location: _____**Time start**: _____**end**: _____
Grade(s) taught: _____**Subject(s) taught**: _____

Initial Teacher Interview #1 (focus on **citizenship** related issues)

Warm Up: Good day. Thank you for taking the time to talk to me today. I know how hectic teachers' schedules are and I shall try to make our shared time worthwhile for both of us. Through our talks, I am hoping to have a better understanding about teaching citizenship education to ELL students. Specifically, I am trying to learn how sheltered content social studies teachers think about citizenship for themselves and their students.

Today's interview will primarily focus on your experiences and viewpoints:

1. Could you tell me something about your **background**?
    a. Where did you grow up and attend elementary and secondary school?
    b. Were you or your parents born in the US or another country? Probe: if other, from which country do you think of yourself as belonging to?
    c. Do you speak other languages other than English?
    d. Fluently? If so, which one and how did you learn it?
    e. Was English your first language?
    f. Have you traveled to other countries? If so, which ones:
    g. In your personal life, with whom or in what type of communities do you tend to be involved?
2. Now can you share some about your **professional academic life**?
    a. Where did you attend university? Your major? Advanced degrees? Subjects?
    b. How many years have you taught in total? At this school?
    c. What grade levels have you taught and what subjects are you currently teaching?
    d. Describe social studies or other civic-related classes you have taught and which ones are you teaching now?

e. Describe your social studies preparation, pre-service, or in-service.

f. What ESOL classes have you taught and which ones are you teaching now?

g. Describe your **ESOL training**.

h. Did you receive your ESOL **endorsement** from the state of GA or were you **certified** in another state?

i. Where did you take your ESOL **coursework**? [Probe: University? Mentors? County in-service?]

j. Where did you learn about **sheltered content**?

k. What **model** of sheltered instruction to you **practice** and **why**? [Probe: SIOP, CALLA, SCLT]

l. Describe your experience teaching ELL students.

m. What communities are you involved with in your professional life?

3. Describe for me a few situations or events in any community (personal or professional) in which you feel you have acted as a **citizen**. In these situations, what is it that made you feel like a citizen?

    a. If you were to describe your life as a citizen to someone else, what things might you say?

    b. What does it mean for you to live in a "global society"?

    c. Describe a situation in which you feel you live or act in such a society.

    d. How well do you think the general understanding of citizenship fits your life and the way you live as a citizen?

    e. People have different ideas about whether it's most important to be an active local, national, or global citizen. How do you think about that? Which is most important to you and why? What experiences in your life has led you to that priority?

    f. What is your definition of a "good citizen?"

    g. What do you think should be the most important attribute of being a "good citizen?"

    h. What do you think are newly emerged aspects of a "good citizen?" Which were not in included in the definition of a "good citizen" 10 or 20 years ago?

i. Did your K-12 or college education have a positive or negative impact on your current perspective of a good citizen? Explain how and to what extent your education affected your conception of a good citizen.

j. Did the political surroundings in your own community or country help construct your perception of a good citizen?

1. Now let's bring the concept of citizenship into the **classroom** and relate it to your **ELL students**.

    a. What do you believe are the most effective means (e.g. curricular content, instructional methods, teaching resources) for citizenship education?

    b. What is your instructional focus if the goal is to develop good citizens from your classroom?

    c. Which would you prioritize in your classroom in order to develop good civic behavior: knowledge (understanding) or skills (doing or participating)? Why?

    d. What do you think your students' definitions are of "good citizens?" What do they emphasize?

    e. In your opinion, what kind of civic identities do you think your ELL students exposed to? Why do you think that?

    f. What do you believe are the most important factor(s) that can most affect students' perceptions of "good citizens?"

    g. Do you think your perception or perspective on the embodiment of good citizenship behavior has an impact on your students' conceptions of a good citizen?

    h. What are your thoughts on the importance of culture in terms of students' civic identity? Please explain.

i. **At the end of this past academic school year House Bill 87, the Illegal Immigration Reform and Enforcement Act of 2011 was passed. What affect to you see that having on your classroom discussions on civic identity and citizenship education?**

    i. **Supremacy Clause**
    ii. **Fourth Amendment (unreasonable searches/seizures)**
    iii. **14th Amendment (rights of citizens)**

Closure: Thank you so much for sharing your story and your views today. You gave me a lot to think about. Is there anything else you would like to add? I hope to have today's conversation transcribed and would like you to read it to see if it successfully captured your thoughts and experiences. I will contact you soon to schedule our next meeting. Until then, if you have anything else you would like to add or questions about what we discussed today, please feel free to email or phone me. Thank you again for your time.

Interview #2: Mid Observation Teacher Protocols

Teacher's name: _____**Date**: _____
Location: _____**Time start**: _____**end**: _____
Grade(s) taught: _____ **Subject(s) taught**: _____

Teacher Interview #2 (focus on **multicultural**/culturally relevant issues)

Warm Up: Hi again. Thank you for talking to me again. I really enjoyed our last chat. Your answers really got me thinking. Is there anything you would like to discuss with regard to our last interview before we start on a new topic? If not, from today's interview I am hoping to have a better understanding about teaching citizenship education to students that come from other countries. Specifically, I am trying to learn how sheltered content social studies teachers relate civic issues to ethnically diverse students.

Today's interview will primarily focus on your thoughts about culturally diverse students.

1. First, I would like to ask you some questions about **your childhood**.

    a) As a child, did you play with people different than you? How were they different: ethnically, religious, cultural, linguistically, education, socio-economically? Can you share the details?

    b) Were there culturally diverse people who lived in your neighborhood growing up? If so, please elaborate?

    c) Did you go to school with students from other cultures? Who spoke other languages? Please share some of your memories.

    d) When you were a child, did you read books about people who were culturally different than you? Can you remember any of them?

    e) Who were your role models growing up? What did trait(s) did they embody you thought were admirable? Were any of them culturally different than you? How so?

    f) Growing up, did you ever watch TV shows or movies that were about people who were culturally different than you? How were they different?

    g) As a teenager, were you ever involved with clubs or teams with diverse students? Which organizations and what kind of diversity?

2. Now let's consider some of these questions in light of your **students**:

    a) What kind of cultural diversity is in your sheltered content social studies class? Give me some examples.

b) Do you think you have books for the students in your classroom that reflects cultural diversity? In what way?

c) Does your social studies textbook do a good job at including the contributions of a variety of cultural groups in society? Which ones can you think of are portrayed?

d) Do you think the school library have multiculturally relevant books for diverse students. Is this important? If yes, why? If no, why not?

e) How about movies or films you show in class? Are they culturally diverse in their characters or events portrayed? Give an example.

f) Do you ever present in class people who you consider worthy of a student's choice as a role model? Are they culturally diverse?

g) Do you think your lessons reflect different cultures? Are any of those cultures you mentioned represented in your student demographic? Which ones in particular?

3. Now let's talk more globally about diversity in your **classroom** and the subsequent unity or disunity it creates. . . .

a) What are your thoughts on classroom discussions that focus on ethnic traditions or cultural habits? Does it create disunity in the classroom? Create arguments? Or perhaps generate unifying responses? Please cite an example and explain.

b) Do you think your students understand the relationship between unity and diversity in their local communities? Why do you think that?

c) Do you think they understand about unity and diversity between nations or states? How about between the culturally diverse students within your own classroom?

d) What are your thoughts on the following sentence: Education, to be effective, must be compatible with the culture of the student. Explain your perspective.

e) Do you feel that it is better for teachers of the same culture to teach students of similar culture? If yes, why? If no, why not?

f) What are your thoughts on the following perspective: Students must develop an understanding of the different cultures in America and the world if they are to become knowledgeable, reflective, and caring citizens in the 21st century. How does that happen or not happen in your classroom?

g) Do your students have the opportunity to challenge and discuss controversial topics in class? Do you think their cultural diversity makes those topics controversial? Probe: if yes, why? If no, why not?

h) What are your thoughts on the importance of culture in terms of students' identity? Please explain.

Closure: Thank you again for making this conversation so interesting. Your thoughts are very provocative. Is there anything I forgot to ask that you would like to share? Once today's conversation is transcribed, I would like you to look it over to see if it is a realistic depiction of your thoughts and perspectives. Let's try to schedule our next (and final) meeting soon. Until we meet again, if you have anything else you would like to add or questions about what we discussed today, please feel free to email or phone me. Thank you again for your time.

Interview #3: Post Observation Teacher Protocols

Teacher's name: _____**Date**: _____
Location: _____**Time start**: _____**end**: _____
Grade(s) taught: _____**Subject(s) taught**: _____

Teacher Interview #3 (focus on **linguistic** issues)

Warm Up: This is our last interview. I really enjoyed our last chat. Your answers really got me thinking. Is there anything you would like to discuss with regard to our last interview before we start on a new topic?

Today's interview will focus on the navigation of instruction that combines linguistic objectives with citizenship instruction to culturally diverse English Language Learners.

1. First, I would like to ask you some questions about **your childhood**.

    a. In your first interview, you said you spoke ____ in your home growing up. Did anyone in your extended family speak other languages? You neighbors? People in your community?

    b. Because you could (or could not) speak those other languages did you feel included (or excluded)?

    c. Were there students at your K-12 school that spoke other languages other than English? In your class? How were they received? By the teachers? Treated by the students?

    d. Did they participate in your classroom activities? If yes, why do you think? If no, why not?

    e. Overall, do you think having limited English proficient students added or detracted to your schooling? Cite examples.

    f. Do you ever watch movies with English subtitles? Did you ever view them during your K-12 schooling? How about in your college classrooms? How did it make you feel?

    g. Do you think it's important that people in the US learn a language in addition to English? Why?

2. Now let's bring the experience of non-English speakers into the **classroom** and relate it to **your students** in particular. We know that in the US, limited English speaking students must be given adequate and equitable opportunity to learning the same as their English-speaking peers.

a. In what ways do you think language-minority students differ from non-language-minority students?

b. How do these differences display themselves in the classroom? How do they display themselves in the performance of the students? Probe: in their class work? Tests? Behaviors?

c. Do you think you support linguistic diversity in your classroom? How?

d. How is your social studies curriculum designed for ELL students? Please explain.

e. In your mind what's more important? Learning English or learning about Americans in the US Why do you think that?

f. Explain your reasons for selecting your **particular** ESOL content. How is your course different from other courses in social studies?

g. Remember the list of traits of people you deem to be "good citizens" you shared with me in the first interview about "good citizens," Revisiting that list, what language do those exemplars speak?

h. What language do you think your ELL students' conception of "good citizens" speaks?

i. When I share the statement: "To be considered American, a person should speak English" what are your comments? Feelings?

j. What is your response to the statement "the rapid learning of English should be a priority for students who are not proficient in English even if it means they lose the ability to speak their native language.

k. Do you think language and identity are related? If yes, how so? If no, why not?

i) Assuming that your students manage to converse in your classroom are there opportunities for them to challenge and discuss controversial topics in class? Do you think their linguistic diversity makes those topics controversial? If yes, why? If no, why not?

j) Does language have perspectives? Explain your thinking.

Closure: Thank you again for making this process so interesting. I consider your thoughts to be valuable. Is there anything I forgot to ask that you would like to share? Once today's conversation is transcribed, I would like you to look it over to see if it is a realistic depiction of your thoughts and perspectives. I am looking forward to observing your class in the fall. After the classroom observations, I would like to

have one more meeting to wrap up and allow for your final review. As always, if you think of something else you would like to add, please feel free to email or phone me. Thank you again for your time and I will see you when the semester begins.

Appendix E
Classroom Observation Checklist

Circle County: Charlotte Medford Providence Cambridge

Class: _____Instructor: _____
Date: _____Day of Week: _____Time of Day: _____

Circle or fill in blanks accordingly.

1. **Teacher directed work** Duration: From _____o'clock to _____o'clock

    a. Lecture _____
    b. Reading _____
    c. Wrote on Board _____
    d. Other_____

2. **Student directed work** Duration: From _____o'clock to _____o'clock

    a. Independent _____
    b. Pairing _____
    c. Small Group _____
    d. Other _____

3. **Materials** Duration: From _____o'clock to _____o'clock
    a. Textbook _____
    b. Workbook _____
    c. Overhead projector
        i. Teacher generated _____
        ii. Publisher generated _____
    d. On board _____
    e. Handout
        i. Teacher generated _____
        ii. Publisher generated _____

4. **Language Objective**
    a. Was there a language objective for the lesson? _____
    b. Was it posted visually? _____
    c. Was it articulated by the instructor?_____
    d. How was it reinforced?
        i. Teacher directed _____
        ii. Student discussion _____
        iii. Literature _____

5. **Social Studies Objective** Duration: From _____o'clock to _____o'clock
    a. Was there a social studies objective for the lesson? _____
    b. Was it posted visually? _____

c. Was it articulated by the instructor?_____
d. How was it reinforced?
    i. Teacher directed_____
    ii. Student discussion_____
    iii. Literature_____

The following <u>topics are to consider</u> when observing the discussion between teacher and students

6. What are the **citizenship/civic (C), multicultural/culturally relevant (M), linguistic (L)** related **content** in the implemented curriculum?

    a. What **C/M/L** related topics are included?

    b. What are the **sources** of **C/M/L** content? (e.g. teacher authority, student experience, parents, original documents, media, text, statistics)

    c. What **connections** are made between various **C/M/L** related topics during classroom discussion? (i.e. location, ethnic diversity, identity, language, social policies, economics, access, agency)

    d. What differing **perspectives** are presented or discussed, and by whom?

7. To what extent and how do teachers and students engage in discussion of **controversial issues** focusing on cultural diversity, citizenship content, or language in open classroom?

    a. Who **controls** (teacher, text, students) the interpretation of multicultural, linguistic, and civic knowledge?

    b. Who **instigates** the questions?

    c. What are students **asked to do** with multicultural, linguistic, and/or civic knowledge? (debate, agree, substantiate?)

8. What is the **nature** of the teacher-student and student-student interaction (**climate**) within the classroom focusing on EITHER citizenship (**C)** related content, multicultural/culturally relevant (**M)** content, or linguistic imperatives (**L)**? What are the **roles** of the teacher or the student in this interaction?

    a. What **cognitive tasks** are embedded in the activities? (e.g. recall facts, categorize data, give reasons, cite examples)

    b. What types of **questions** are asked by teachers **and** students? (e.g. recall, evaluation, application)

c. How do **students respond** to what they are asked to do? (e.g. interest/curiosity, seriously, routinely, passionately, autonomously, challengingly, expecting success/failure, uncertainly, with perceived relevance to the real world)

d. What **problems** does the teacher face in carrying out the lesson plan? Were they related to **C/M/L?** What alterations does the teacher make to accommodate these problems?

e. What is the **mood of students** before, during, and after class?

Appendix F
Contact Summary Form

Contact Type: check one
Participant: _____ e-mail _____ planned mtg _____
Contact date: _____ visit _____unplanned mtg _____
Today's date: _____phone _____
County: _____
School: _____

1. **List the primary "take-aways" from this meeting:**

2. **What themes emerged from this interaction:**

3. **Summarize the response you got or failed to get on the questions you had for this individual:**

4. **List any salient information gleaned from this interaction:**

5. **List new or remaining target questions you have as a result of this meeting:**

Appendix G
Teacher Profiles Summer 2009 and Year 2011-2112

County	Name	Int	Obs	Race	Age	Birth Loc	Nhood Diversity	School Langs	Marital/Child	Non-Eng Languages
Charlotte										
	Troy PS*#	Y	Y	WM	late 30s	MA	B/W/It/Port/Ir/Armen	Eng	Y/2	Some Kor/Basic Span
	Terri*	Y	Y	WF	late 50s	GA	AfA, Lat, AsAm	Eng & Ital	Div/1 SpEd	Mod Span/Basic Fr/It
	Troy	(Y)	Y	WM	early 40s	MA	B/W/It/Port/Ir/Armen	Eng	Y/2	Some Kor/Basic Span
	Taylor	Y	Y	WF	late 30s	GA	most B/W; Mex/Ind/Kor	Eng	Y/1	Fluent Span
	Tracy	Y	Y	WF	early 30s	GA	most B/W	Eng	Y/2	Some Japanese
Cambridge										
	CandyAM	Y	Y	WF	late 50s	TX	Latino/soleAnglo	Eng & Span	Y/3	Mod Span
	CandyPM		Y	WF	late 50s	TX	Latino/soleAnglo	Eng & Span	Y/3	Mod Span
	Carol	Y	N	WF	early 30s	MN	none	Eng	Y/2	Flu Span
Medford										
	Marian#	Y	Y	WF	early 30s	GA	few Kor	Eng/Sp/Kor	Y/3	none
Providence										
	Peter	Y	Y	WM	late 40s	TN	B/W	Eng	Y/N	none
Totals		8	9							

*summer school; countywide participation.
#American government class. All other classes are US History.
( ) New and additional interview questions posed in 2011.

Appendix G continued
Teacher Profiles Summer 2009 and Year 2011 - 2012

Name	Location	Degree	Certification	Endorsements	Training	Position	Yrs Exp
Charlotte							
Troy PS*#	GA:BS Ed/MasI&Tech/Spec		Geo, US, W, Ec, PS	ESOL	County	SummerSch-ILT	9
Terri*	GA:BA SS;BSciCityPlan;MS CIA		WH, US, Govt, EurH	AP, Gift, ESOL	County	Co-SSChair	20
Troy US	GA:BS Ed/Med/Spec		Geo, US, WH, Ec, PS	ESOL	County	SummerSch-ILT	12
Taylor	GA:BAHis,MA TLdrshp		WH, US,LDC,Ec,Geo,PS	ESOL	County	ESOL Chair	13
Tracy	GA:BAPS/MasCAI		Ec, WH, US, Govt	ESOL	County	TAHGrantRecipt	12
Cambridge							
CandyAM	TX: BAHis		Ec, US, Govt, SpEd	ESOL,SpEd	Univ	ESOL Chair	12
CandyPM	TX: BAHis		Ec, US, Govt, SpEd	ESOL,SpEd	Univ	ESOL Chair	12
Carol	GA:BASSEd/MA R,L,L & ESOL		Geo, US, W, Ec, PS	ESOL	Cty:MRESA	ESOL-ILT	6
Medford							
Marian#	GA:BA SS		Geo,Govt,WH,US,Psy,Soc	ESOL	Cty:MRESA	ESOL-ILT	10
Providence							
Peter	GA:BAHis/MEdSS		Geo/WH/US/Ec/Psych/	ESOL,AP	Cty/Online	Staff	6

*summer school; county-wide participation.
#American government class. All other classes are US History.
( )New and additional interview questions posed in 2011.

Appendix H
Summary of Cross-Analysis Findings of Teachers' Observations

	Troy SS09PS	Terri SS09US	Troy US	Taylor US	Tracy US	Candy US am/pm	Marian US	Peter PS	Avg
Language Proficiency									
Provided literacy instruction	-	-	-	√	√	√	√	-	√
Used supplementary materials	√+	-	√+	√++	√+	√+	√	-	√+
Taught "clues" or learning strategies	√	√+	√	√+	√	√	√	-	√
Provided grammar instruction	-	√	-	√	-	-	-	-	-
Provided vocabulary instruction	√	√	√	√	√+	√	√	-	√
Possessed L2 ideological pedagogy	√	√	√	√+	√	√	√	-	√
Bilingualism supported in classroom	√	√	√	√	√	-	√	-	√
Multiculturalism									
Shared personal MC experiences with cultural diverse students	√+	√	√+	√+	√+	√	√	-	√
Related teaching to students' experiences in home country	√++	√+	√+	√++	√	√	√	√	√+
Expressed interest in students home country	√+	√+	√+	√++	√	√+	√	√	√+
Spent time relating topics to students' lived experiences in US	√+	√	√+	√+	√	√+	√	-	√
Developed students' voice in classroom	√+	-	√+	√+	-	√	√	-	√
Used L2 in classroom	√	√	-	-	-	-	√	-	-
Explored institutional racism v. personal racism	√	√	-	√	-	-	-	-	-

- = Presented little to no evidence
√ = Presented adequate evidence
√+ = Presented above average evidence
√++ = Presented exceptional evidence

Appendix H Continued
Summary of Cross-Analysis Findings of Teacher Observations

	Troy SS09PS	Terri SS09US	Troy US	Taylor US	Tracy US	Candy US am/pm	Marian PS	Peter US	Avg
Civic Mindedness									
Connected civic engagement to cultural community	√	√	√	√+	-	√	√	-	√
Presented relationship between civic engagement & power	√	√	√	√+	√	-	√	-	√
Types of civic engagement presented varied to SS content	√	√	√	√+	√	√	√	-	√
Presented varied dimensions of citizenship (status/practice/feeling)	√+	√	√	√+	√	√	√	-	√
Created open class climate to discuss civic behaviors	√++	√	√+	√++	√+	√+	√	-	√+

Note. Adapted from "Beyond sheltered instruction: Rethinking conditions for academic language development", by Bunch, Abram, Lotan, and Valdes, 2001, *TESOL Journal*, *10*(2/3), p. 28-33; *Teaching social studies to English language learners,* by Cruz and Thorton, 2008, New York, NY: Routledge; "Using multiple perspectives in observations of diverse classrooms: The sheltered instruction observation protocol (SIOP), by Echevarria and Short, 2002, retrieved from http://www.crede.org/tools/policy/siop/1.3doc2shtml; *Making content comprehensible for English learners: The SIOP* model, (2nd ed.), by Echevarria, Vogt, and Short, 2004, Boston, MA: Peason; *English –as-a second-language (ESL) teaching and learning: Classroom applications for Pre-K-12th grade students,* by Gonzalez, Yawkey, and Minaya-Rowe, 2006, Needham Heights, MA: Allyn & Bacon; "Now, what should I do for English language learners? Reconceptualizing social studies curriculum design for ELLs, by Misco and Castaneda, 2009, *Educational Horizons,* 87, 182-189; "Expanding middle school horizons: Integrating language, culture, and social studies, Short, 1994, *TESOL Quarterly,* 28, 581-608; "Intergrating language and culture in the social studies. A final report to the US Department of Education, Office of Educational Research and Improvement, by Short, 1996, ERIC No. ED4156851996; and "Supporting English-language learners in social studies class: Results from a study of high school teachers," by Szpara and Ahmad, 2007, *The Social Studies*, Sep/Oct 2007, p. 189-195.= Presented little to - no evidence

√ = Presented adequate evidence
√+ = Presented above average evidence
√++ = Presented exceptional evidence

Appendix I
Teachers' Recognition of ELL Students' Forms of Capital